

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Fremont Union High School District

Contact Name and Title Trudy Gross, Assistant Superintendent

Email and Phone

Trudy_gross@fuhisd.org

408-522-2203

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Fremont Union High School District maintains five comprehensive high schools, a Community Day School and numerous programs to serve targeted student populations. In 2016-17 we enrolled:

10869 Total students

849 English Learners (7.81%)

1467 Low Income Students (13.49% on Free or Reduced Lunch or parents without college education)

6 Foster Youth (.05%)

981 Special Education Students (9%)

3174 Re-designated Fluent English Speakers (29.2%)

The racial and ethnic make-up of our students is as follows:

Hispanic	1634 (15%)	Am Indian/Alaskan Nat	9 (.08%)
Asian	6271 (57.69%)	Nat Hwn/Other Pac Islander	30 (.27%)
Filipino	301 (2.76%)	Black/African Am	98 (.9%)
White	1957 (18%)	Two or more races	569 (5.23%)

FUHSD Funding under the Local Control Funding Formula

Under 5CCR 15494, most California school districts will be allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Low-Income and Foster Youth) they serve. As a Community Funded district, FUHSD's primary revenues are determined, not by the LCFF, but primarily by local Property and Parcel taxes. FUHSD maintains a budget of approximately \$149 million; 90% of which is derived from these local sources.

FUHSD receives no increase in funds as the result of 5CCR 15494. Nor will the \$7.2 million dollars in cuts the District endured annually from 2007-2014 years be restored as the result of the Local Control Funding Formula. In fact, despite the expectation that Community Funded districts would be "held harmless" under the new funding formula, FUHSD must plan for the loss of nearly \$2 M in Career Technical Education funds over three years, 2016 - 2018.

This Local Control Accountability Plan (LCAP) is required of all districts under the 5CCR 15494 whether or not the district receives funds under LCFF. The LCAP provides an opportunity for all districts to make transparent how they allocate resources for all students as well as for those student populations targeted by the LCFF (English Learners, Low-Income and Foster Youth). Precise use of the LCAP template is required and "Budgeted Expenditures" must be listed for all "Actions and Services" planned. Because FUHSD receives no additional resources under LCFF, the vast majority of "Actions and Services" (whether for all students or targeted sub-groups) described in this document are budgeted under the District's General Fund which is comprised of the following sources:

- Local Property Tax
- Local Parcel Tax
- Mandated Costs Reimbursements
- Guaranteed State Aide
- Lottery Funds
- Prop 30 Funds
- State/Federal Funds targeted to Special Education

Other "Actions and Services" will be budgeted from:

- Federal Title II, Title III and Perkins Funds
- Donations from the Fremont Union High School Foundation

The Program Provided to All FUHSD Students

The Fremont Union High School District is proud to have maintained a comprehensive high school program. Despite years of budget constraints, our schools offer not only coursework required for graduation from high school but a rich array of electives, interventions and Advanced Placement and honors courses to serve the needs of a diverse student population.

The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools.

All students in the Fremont Union High School District benefit from a comprehensive high school program that includes;

- 45 courses that address basic graduation requirements (English, Math, Science, Social Studies and PE)
- 4 World Language courses of study (5 levels of each of 4 languages)
- 28 courses in the visual and performing arts
- 22 Advanced Placement courses (total of 271 sections)
- 38 Career Technical Education courses representing 12 different industry sectors
- 6 electives specifically designed for students who need extra support but are not in Special Education or English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Read180, and Excel

Despite years of cuts at the state level, and although we would prefer smaller, our students benefit from staffing ratios that include:

- Classes are generally staffed on a 32.5 to 1 student-teacher ratio; except in 9th grade English and Algebra where they are kept lower in order to help students make a smooth transition to high school on a 20.5 to 1 student-teacher ratio
- 500 to 1 students to Guidance Counselors
- 1,000 to 1 library staff to students
- 1,500 to 1 tech support staff to students
- 400 to 1 administrators to students
- All school site administrators provide guidance and support services directly to students. In addition, each campus has at least 1 licensed therapist, a psychologist that serves both general education and special education students and a College and Career Center Specialist

In addition we offer a high quality Special Education program that supports students in meeting the goals designated in their Individualized Educational Plan(s). FUHSD’s total SPED budget is approximately \$29.6 M. Federal and State revenue for Special Education totals \$5.99million. Twenty-five (25) additional FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education. These programs are

described in FUHSD Appendix A of this document.

Re-designated English Proficient students, who once were part of a program for English Learners are monitored and supported to make sure that they make progress along with their native English speaking peers. If they are not making adequate academic progress, they are supported through tutorials and interventions to get back on track.

FUHSD students learn in clean, safe, well maintained facilities that facilitate the use of instructional technology.

Each school is supported by a:

- Facilities manager and 9 custodial staff (including custodians, groundskeepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff
- District-wide tech-infrastructure which includes high speed wireless with 500 access points (each school has 1 gigabit connection capacity)
- 1 to 2 computer to student ratio

The FUHSD Belief Statements about Teaching and Learning make a commitment to provide teachers time and professional learning opportunities designed to support the development of a well-articulated curriculum in every core course and the academic supports and inventions necessary to continuously improve until every student has the chance to learn at high levels. To that end we:

- Maintain an induction and professional development program designed to support continuous instructional improvement
- Provide on-going curriculum and professional development resources to support implementation of the Common Core, NGSS and other new state standards
- Provide every teacher approximately 90 minutes a week to meet with colleagues; develop curriculum and monitor student progress.

Additional Programs and Services to Targeted Student Groups

English Learners

FUHSD draws on General Fund and Title III resources to provide a high quality program for English Learners at all schools.

General Fund resources are used to provide:

- ELD classes at levels 1- 3 (for students at CELDT levels 1-5)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for Newcomers and Long Term English Learners)
- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses
- Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Summer EL Academies
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL's

Federal Title III funds enhance the program described above by providing:

- On-going professional and curriculum development for teachers
- Release time for curriculum development activities

Low Income Students and Foster Youth

FUHSD draws on General Fund resources to serve Low-Income students and Foster Youth at all of our schools. More resources are provided to schools with larger populations of students in these targeted groups.

Additional resources to Low Income students and Foster Youth at Fremont High include:

- Teachers' salaries for reading and academic intervention classes
- .9 FTE Parent and Community Liaison position
- Teachers' salaries and materials for summer bridge classes
- Bus Passes for students who travel from North Sunnyvale
- Additional Student Conduct Liaison position

Additional resources to Low Income students and Foster Youth at Homestead High including:

- Teachers' salaries for reading and academic intervention classes
- Bus Passes for students who travel a long distance to school

Targeted support and interventions for Low Income students and Foster Youth at all schools include:

- AVID or AVID-like interventions at all schools
- Lower class sizes in Algebra
- Assistance to Foster families and students from District Enrollment Office, Educational Options Guidance Counselor who coordinates with school-based guidance staff re: course selection; post-secondary options and social supports necessary to support student success in high school
- Funds for students who are homeless as defined by the McKinney-Vento Act to purchase school supplies, hygiene kits, and other necessities

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

Cupertino High School

Areas Of Focus And Success

One major success area this year has been the decrease in the percentage of students earning a D or F grade in required classes. When the school started tracking this number in 2008, over 15% of students were earning D/F grades in their classes school-wide. In some courses, the number was closer to 40%. In 2016, the school-wide average was just over 5% and the highest percentage of D/F grades in a particular course was 14.75%, down from over 20% the year before. Another success has been the increase of the portion of students that are college & career ready (“adequate” or “thorough” understanding of standards) as measured on CAASPP: increased to 87% in English and 83% in Math.

Featured Activities:

- Revised and refined the process that checks student success every three weeks and assigns students to appropriate interventions.
- All teams have implemented Revision and Redemption policies that allow students to demonstrate learning and improve grades after initial assessments have been given..
- Student Assistance Team has streamlined and improved its protocols to better meet student needs.

Fremont High School

Areas Of Focus And Success

- With the number of students enrolled in the GOALS courses to support the needs of Long-term English learners (LTELs), this year the teachers have formed a Professional Learning Community (PLC). This group is continuing to develop curriculum that enhances academic literacy skills (academic language production) while meeting the rigors of an A-G course. The PLC lead acts as lead case manager to help the group monitor the progress of these students to refine course placements. The GOALS group has created a common writing assessment in which they explicitly teach close reading and argumentative writing skills.
- As has been the case in previous years, Fremont continues to refine its use of Academic Foundations (AF) for this school year. As they were developed, these courses are intended to help struggling students learn organizational strategies and the rationale for effective effort being tied to their success in school. AF staff communicates directly with the teachers of the students in these classes to help target the support they need to be successful.
- During the second semester, administrators and guidance counselors targeted 9th graders who had F grades in their core classes (Algebra 1, Bio, Lit/Writ). Staff work in teams of two to be assigned students to “case manage.” The conversations result in some type of intervention which could include Flex Academy. Flex Academy is held during Flex Time, and provides targeted support in the subject areas students are struggling. Flex Academy is supported by administrators and para-educators.

Homestead High School

Areas Of Focus And Success

Homestead has made a firm commitment to the goal of “Ensuring high levels of learning for ALL students”. This work has been carried out through the dedication of staff in the PLC process. They have worked hard to bring all teachers, teams and departments together for the same purpose of increasing student learning. This year’s focus has been on providing equity and drilling down to make sure that not only does everyone have access to rigorous courses but that they are also fully supported along the way.

Featured Activities:

- PLC’s -- training, commitment and interventions
- Academic and Social/Emotional Support: Student Assistance Team (SAT), Guidance Administrator Support System (GASS) , Academic Foundations, Homeroom

Lynbrook High School

Areas Of Focus And Success

Work this year has focused on targeting students from low-socioeconomic and/or limited background, improving A for every social and socioeconomic subgroup of students, and connecting students’ classroom experience to the Schoolwide Learning Objectives (21st century skills).

Featured Activities:

- Staff are working together to identify and define the 21st Century Skills that will be integrated across the curriculum.
- An “Athlete’s Hour” was established (homework support).
- To increase the number of students in each sub place: early identification of students not on track for completion of A students enter their course requests in Infinite Campus; targeted intervention for students earning Ds & Fs (e.g. Engage); D, F & I notifications are sent by email (or US mail if no parent email is on file) on the day grades are posted.
- To reduce dropout rates, the following efforts are seeing success: early identification of Grade 9 students who are at deficient; Engage placement (intervention class) for struggling students; SAT (Student Assistance Team) is in place to create a plan for students in need of interventions and extensions and social -emotional supports.

Monta Vista High School

Areas Of Focus And Success

Areas of success have included: increases to the number of students completing A-G requirements, reductions to the number of students who are credit deficient moving from 9th grade to 10th grade, and the continued reduction of students earning a D and/or F.

Featured Activities:

- PLC work - Redemption policies, reduction in % of D/F grades
- Intervention strategies - Targeted and specific, 2nd tutorial, Student Assistance Team (SAT)
- EL support - Professional development opportunities/both formal and informal

Goal # 2 All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.

Cupertino High School

Areas Of Focus And Success

One major success area this year has been that all course-alike teams have identified Essential Learning Outcomes and implemented at least two common assessments per grading period. A second area of success has been that every student has access to additional support via interventions at the teacher, team and school level.

Featured Activities:

- Develop CTE pathways in Engineering and Health.
- Courses in AP Environmental Science and Writing for Publication newly offered.

Fremont High School

Areas Of Focus And Success

- FHS began a partnership with Mission College to offer a new math course – Statway. This course was designed to be an intervention to accelerate learning for high school students who are not yet ready for college level math. The intended goals of this class are to increase students’ sense of efficacy in math, to increase student’s college readiness and to build a relationship with Mission College. Through the end of the 1st semester, all of the 31 students enrolled in the class earned a passing grade.
- With the exception of staff hired for the 2016-17 school year, all English and Social Studies teachers have attended the Reading & Writing in the Common Core training (also called “Close Reading and Argumentative Writing”) and English teachers (hired prior to this school year) have also attended the “Accessing Complex Text” training.
- For this year, 5 more Chromebook carts were purchased to enhance student access to technology. One was purchased and divided amongst staff to support instructional efforts in Special Education. Two more carts were purchased for science. One, with site funds was for the department to share and the second, supplied by the district was for a Biology teacher to enable her to participate in the district level Biology work. The last two carts were for teachers supporting English learner students.
- The FHS Staff Leadership Team has focused the professional development time together this year to have PLCs refocus on the cycle of inquiry with a particular focus on what we are doing when students aren’t being successful. The large group meeting times have carried this as its theme which will lead up to PLCs sharing their work completing a cycle (or more than one) over the course of the year.

Homestead High School

Areas Of Focus And Success

The PLC process has been first and foremost the most important tool in guaranteeing a viable curriculum for all. Homestead teachers and administrators have committed to improving skills and strategies so that students receive best efforts from the start. Staff have investigated how to boost enrollment and participation in Career Technical Education courses.

Featured Activities:

- Participation in department trainings on Common Core State Standards, technology, Skillful Teachers, New Teacher Luncheons, Courageous Leaders, etc....
- Focus on Interventions
- Career Technical Education offerings and pathways, addition of Project Lead the Way for the 2017-18 school year

Lynbrook High School

Areas Of Focus And Success

Work has focused on fostering a culture of interdisciplinary teaching and learning and ensuring students are engaged in a rigorous, guaranteed, and viable curriculum.

Featured Activities:

- LHS Teachers are involved in FUHSD PD sessions, e.g. Collaborative Analysis of Student Work, Equity in Action, Courageous Leaders, Algebra, Algebra 2/Trig & Geometry, DESMOS PD, EL release days, PLATE, New Admin workshops, and NGSS training.
- Work building CTE pathways to postsecondary programs/institutions (Art, Business, Culinary Arts).
- PD Plan – strategic plan guided by new Action Plan & student need.
- Continue Course Alike Teams (CAT/PLC) meeting to develop agreements on essential learnings, use of common formative assessments, protocols for reviewing student work, identifying students who need support.
- "Athletes Hour" - Intervention to support student athletes was implemented this year.
- Review and develop approach to monitoring and support of D/F/I students.
- Continue SAT process to identify and monitor low achieving students for placement in interventions.
- Grade distribution data provided to department leads to examine in teams and inform team progress in providing a guaranteed and viable curriculum.
- Site and district leadership are working together to define Business, Art and Culinary Arts Pathways.
- New courses offered in 2017
Science Principles.
- A 3 -year license was purchased for Virtual Job Shadow.
- West Valley College partnership expanded (Psychology class)
- Opportunity Fair sponsored by LHS College and Career Center.

tel:8 to su

Monta Vista High School

Areas Of Focus And Success

This year, the school has continued providing thorough information to allow for informed decision making and continued the examination of CTE pathways.

Featured Activities:

- PLC work - Coherence.... Reduce “luck of the draw”, calibration of grading
- Professional development and the Common Core
- Access to and implementation of technology in the classroom

Goal # 3 Every student will feel safe, cared about, and both academically and socially engaged in school.

Cupertino High School

Areas Of Focus And Success

A major area of success has been the increase in the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys. This has increased from 15% in 2014-15 to 64% in 2016-17. Another success area has been the decrease in the percentage of students who say they complete school-assigned homework for more than four hours per night. This decreased from 20.6% in 2015-16 to 12.2% in 2016-17.

Featured Activities:

- Claimed students who say they have no trusted adult on campus via site-developed survey for Student Engagement and Well-Being.
- Use student-provided data to develop the Time Management activity.
- Student leadership sponsored a Stressless Day in April.
- Produced *Every 15 Minutes* assembly to emphasize the hazards of drunk driving.

Fremont High School

Areas Of Focus And Success

- Starting in January, the Dean's Office began sending out a monthly newsletter. Each month, they inform students, families, and teachers about important topics to think about. The goal of the newsletter is to make the information relevant, concise, and impactful. Topics in the first newsletter included such things as "Bullying, Spreading Rumors, and Being a Bystander," "The Fremont Way," "Academic Integrity," and "Self-Care." The Deans work with other student support staff to create future newsletters with helpful information.
- In an effort to address the problem of chronic tardies, FHS has continued using Friday morning detentions and lunchtime detentions to deter repeat offenders. During the Friday morning detentions, students have the option of replacing the detention with time working with a teacher for office hours. When students don't make their morning detentions or the problem persists, lunchtime detentions are added as another tool to alter problematic behaviors. Students with 20 or more tardies meet with Deans and set up a Habitual Tardy Contract. This will result in the loss of their Off Campus Privilege and assignment to lunch detention.
- This is the second year of Horizontes staff supporting Latino students. Focus this year was on 9th and 10th graders. Several staff, particularly those of Hispanic ancestry have been a part of this work. The intent of this group is to strategically build supports for FHS Latino students that will make them feel more connected to school.
- This year, began to recruit staff to be part of an Equity Task Force. This Task Force will focus on promoting equitable school culture (including through parent involvement, structural changes, and more), in an effort to address racial and socioeconomic opportunity disparities at Fremont. Four staff members attended an equity conference at the end of semester 1 and have extended an invitation for interested staff to learn more and to help shape the work heading into next year and beyond.

Homestead High School

Areas Of Focus And Success

Making sure each student feels safe and connected at Homestead has been an important part of the school goals. Efforts to reduce suspensions and

instead create meaningful and educational alternatives to making sure each student has an adult with whom they can turn to for help or guidance, the entire Homestead campus has engaged in strategies to find, support and improve campus climate for all.

Featured Activities:

- Improvements to the Student Assistance Team
- Mentoring programs -- Latino Mentoring, 9th Grade Advisory
- “Campus Commitment” efforts

Lynbrook High School

Areas Of Focus And Success

Work has focused on fostering a culture of balance and healthy choices among Lynbrook’s students and parents, and fostering institutional practices in both instruction and the extracurricular program that are sensitive to the emotional needs of students.

Featured Activities:

- Surveyed students for input regarding course offerings they would be interested in adding.
- Created a school wide annual end of year student survey targeting the identified areas of concern.
- Continued implementation of Challenge Success program. The Challenge Success team will review data from the Challenge Success November 2014 survey and the Hanover Wellness survey data and work to identify the major areas of concern.
- Implementation of Unity Day (Bully Prevention) Activities

-with the long outstanding activities

Monta Vista High School

Areas Of Focus And Success

This year the school has expanded and enhanced the MV Expectations (Monta Vista) presentations, and continued the successful implementation of Challenge Success strategies.

Featured Activities:

- MV Expectations
- Challenge Success and Challenge Day - Conflict calendars, No HW over extended breaks, New final exam schedule, Wellness Day
- ASB activities - Gender neutral bathrooms, Graduation and Homecoming, NSS, Senior Survey
- Health awareness - Wellness Days, Meditation, and Yoga

Goal # 4 Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.

Cupertino High School

Areas Of Focus And Success

Areas of success have included the school hosting the 2nd Annual New Parent Orientation before school started. Also, in partnership with PTSA, the

school recruited a host of volunteers to assist on campus.

Featured Activities:

- Sent home a weekly email to parents with information and opportunities for feedback.
- Host a “coffee with the principal” prior to enrollment decisions.
- Host two Guidance Nights per grade level for parents to learn about CHS and future choices.
- Decision to host *Every 15 Minutes* was made with strong parent input and support; the implementation was led by a diverse group of parent volunteers.

Fremont High School

Areas Of Focus And Success

- FHS continues to make efforts to get more parents signed up for School Loop and Infinite Campus. School Loop and IC access information was sent to all incoming 9th grade parents during the first week of school in August. Access directions were distributed to all students who do not have a parent/guardian in School Loop or IC. Academic Foundations teachers, AVID teachers, staff in the EL department and guidance counselors distributed this information to students as well. Los Padres offered sign up support to all Spanish-speaking parents at each meeting.
- In order to recognize the history of Fremont High School and make connections with the local community, FHS had its first Hall of Fame induction ceremony last year. Graduates were recognized and celebrated in front of the school and community for their connection to the school and their successes since graduation. This year we had a second induction ceremony to recognize 3 worthy alumni.
- The LTEL (GOALS) teachers will be hosting a 2-part parent engagement workshop to get parents involved in their student’s learning. The agenda will include: GOALS overview, Program Purpose, Program Placement, Placement Data, and a 60-Day Action Challenge. Parents will walk-away with action items/strategies that they will implement for 60 days and return for a second meeting to share their struggles, triumphs, and learn from other families on how to support their student’s learning.
- The Principal’s Advisory Board is continues this year. This group brings together a cross-section of students to share and talk about items that are of interest to them. In previous years, topics covered such things as OCP, Flex Time, dance policies, ASB’s connection to the whole school, etc. Representatives from the different programs and/or groups also attend the lunchtime meetings to hear the ideas and concerns that the students on the advisory board raise.

Homestead High School

Areas Of Focus And Success

Gathering input from students, parents and other stakeholders has been an ongoing goal for the past several years. Knowing that schools with strong parent participation and input are more likely to show increased levels of achievement, HHS has been working towards developing true opportunities for stakeholders to voice their opinions in regard to student achievement.

Featured Activities:

- Student opportunities -- Principal’s Advisory, School Site Council (SSC), LCAP, surveys
- Parent Opportunities -- Parent Orientation Program (POP), SSC, LCAP, Math Advisory, Wellness Committee,
- Latino/English Learner opportunities -- Los Padres, English Learner Advisory Committee, District English Language Advisory Committee

Lynbrook High School

Areas Of Focus And Success

Work this year has focused on: increasing opportunities for parent feedback regarding school programs, activities, and student/parent experience; increasing opportunities for engagement in school programs and activities; and increasing parent satisfaction with level of information available about school and district programs.

Featured Activities:

- Reinstate a student voice group.
- Principal meetings with the ASB president and school newspaper reporter.
- Student panels on homework and 21st century skills.
- Increase online presence to push information - Twitter, and Facebook and Viking Voice
- Initiate an annual all - booster groups meeting to build unity and
- Student Wellness survey data has been shared with parents.
- Certificated and Classified Employees of the year nominations gathered using an online form for students.
- Parent Link Crew evening to introduce new parents to the inner workings of Lynbrook.
- Work with the PTSA to host parent education events (e.g. parent information evenings about Mindset, Social Networking, etc...).
- Guidance nights offered 10 times per year and targeted by grade level.
- February Electives Preview Evening for incoming 9th graders and their parents.
- Guidance Newsletters targeted by grade level are sent out monthly through School Loop and are posted online.
- Create a school -wide annual end of year student survey.
- Continue and expand events and activities involving students that elicit their opinions and views (e.g. student fishbowl panels for parent information evenings, student fishbowls at teacher collaboration, etc...).

Monta Vista High School

Areas Of Focus And Success

This year, the school has focused on involving student leaders in “real” campus issues, continued work with acclimating EL students and parents to Monta Vista High School, and worked with parent groups on providing and offering relevant parent seminars.

Featured Activities:

- ASB - Dance policies, Legislative council
- EL - Homecoming activities
- PTSA - Parent seminars, Parent coffees
- Student Advocate - Student Advocate Parenting workshops included in 9th grade parent night
- Booster groups – Athletic, Music, Art

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The FUHSD is very proud of our graduation rate: 96.1% for all students, increase of 1.4%. While a gap persists for English Learners, Students who are Socioeconomically Disadvantaged, Students with Disabilities, and students who are Hispanic they are graduating at a rate of 85% or higher and each group has seen an increase.

The School Climate, Safety and Attendance Meeting team has worked for three years on reviewing and calibrating suspension practices in the District. The Coordinator of Educational Options has continued to increase the restorative practices available in lieu of suspension. As a result the overall suspension rate is very low, 1.4%, which is a decline of 1.3 %.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The FUHSD had an orange level for the suspension rate of students who are African-American: 7.1% (9 students) which is an increase of 1.5%. The FUHSD will continue to implement and expand restorative practices.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

A review of the Dashboard reveals that the FUHSD has no areas of academic performance that are 2 or more levels below the total. However, the District acknowledges that there are student areas of need that might not be reflected in the metrics and will be addressed in Goal 1 of the 2017-18 plan.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Site specific activities to support low-income students are monitored throughout the school year by an Administrator on Special Assignment, Interventions and the school plan process.

The Fremont High School GOALS program for Long-term English Learners has been formalized with a course sequence. Across the district, site specific activities in support of English learners are monitored by a District administrator in coordination with the EL Coordinator and Administrative liaison.

Formalized for the 2016-17 school year, when a foster youth enters the FUHSD the Educational Options Guidance Counselor reviews their transcript and coordinates an academic plan with the school-site guidance counselor who is designated to support foster youth.. The school site guidance counselor holds check-in meetings with the student over the course of the year. The Educational Options GC and designated site GCs meet during the school year to discuss any updates in the law and monitor District supports on behalf of foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 149,009,005

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 129,220,817

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Total: \$19,786,188:

1/ Site budgets, department budgets, and other cost of operation including Utilities : \$10,652,159

2/ Donations: \$691,228

3/ Contribution to Cafeteria (fund 130): \$1,100,000

4/ Contribution to Self-Insurance (fund 670): \$60,000

5/ Transfer to tech Fund (fund 210-0020): \$3,418,752

6/ STRS on-Behalf : \$3,866,049

\$126,372,024

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: XXXX-XX

Goal 1

Sustain generally high student performance while ensuring high levels of learning from every student.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Over 3 years increase by 5% the portion of students in ELL, SED, Hispanic, Filipino, African-American, and SWD subgroups that meet A-G requirements by the time they graduate. (Baseline Class of 2014: ELL 24%; SED 42%; Hispanic 32%; Filipino 43%; African-American 62% ; SWD 12%; Class of 2015 ELL 18%, SED 37%, Hispanic 33%, Filipino 63%; African-American 46%; SWD 17%).
- Monitor overall CAASPP results and increase by 5% over 3 years the portion of students who “met” or “exceeded” standards in identified subgroups over baseline established in 2014-15: **ELA** ELL 26%, SED 46%, Hispanic 51%, Filipino 82%; African-American 71%; SWD 36%; **Math** ELL 44%, SED 39%, Hispanic 28%, Filipino 63%, African-American 48%; SWD 24%.
- Monitor overall and increase by 5% over 3 years the portion of students deemed “ready for college” in identified subgroups as measured on CAASPP (EAP) over baseline established in 2014-15

ACTUAL

Students meeting A-G requirements (Class of):
 All Students (2014) 79.4%, (2015) 79.3%, (2016) 80.9%
 ELL (2014) 24%, (2015) 21.1%, (2016) 24.5%.
 SED (2014) 42%, (2015) 44.1%, (2016) 44.1%
 Hispanic (2014) 36.5%, (2015) 38.5%, (2016) 37.3%
 Filipino (2014) 72.5%, (2015) 70.9%, (2016) 77.4%
 African Am (2014) 78.6%, (2015) 50%, (2016) 72.2%
 Students with Disabilities (2014) 12%, (2015) 17%, (2016) 11%
 Asian (2014) 92.2%, (2015) 91.4%, (2016) 94.3%
 White (2014) 75.7%, (2015) 79.8%, (2016) 77.4%

Students meeting or exceeding standards on CAASPP (ELA/Math):
 All Students (2014-15) 86%/80%, (2015-16) 84%/79%
 ELL (2014-15) 26%/44%, (2015-16) 29%/43%

ELA ELL 6%, SED 18%, Hispanic 16%, Filipino 45%; African-American 32%, SWD 14%; **Math** ELL 22%; SED 18%, Hispanic 7%, Filipino 33%, African-American 18%, SWD 9%.

- Increase by 2.6 % (from 46.4% in 2013-14; 40.4% in 2014-15) the portion of English Learners (newcomers) who become English proficient as measured by CELDT.
- Increase to 52.8% (from 47.9% in 2013-14; 47.0% in 2014-15) the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT.
- Increase English Learner reclassification rate to 9% (9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is accounted by a change to reclassification in spring only beginning in the 15-16 school year).
- Increase by 3% the portion of students who are ELL, SED, Hispanic, Filipino, African-American, and SWD who receive a 3 or higher on AP exams. Baseline 2014: ELL 71%, SED 65%, Hispanic 56%, Filipino 48%, African-American 35%, SWD 93%; 2015 ELL 87%, SED 70%, Hispanic 71%, Filipino 66%, African-American 68%, SWD 88%.
- Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for class of 13-14; 85% for class of 14-15).

Monitor trends and patterns in other student achievement data including:

- Portion of underrepresented students who take AP classes: baseline 2015 ELL 10%, SED 15%, Hispanic 20%, Filipino 13%, African-American 13%, SWD 4%.
- College readiness as indicated by SAT scores (2014-15 Critical Reading average 606, mathematics 657, Writing 621).
- College readiness as indicated by need for remediation (Class of 2013: 32% in ELA required remediation; 32% in mathematics.)
- Post-secondary program success as indicated by college entrance and persistence data (Class of 2014: 81% went directly to a college or university).

SED (2014-15) 46%/39%, (2015-16) 49%/33%

Hispanic (2014-15) 82%/28%, (2015-16) 46%/22%

Filipino (2014-15) 51%/63%, (2015-16) 69%/49%

African Am (2014-15) 71%/48%, (2015-16) 50%/40%

Students with Disabilities (2014-15) 36%/24%, (2015-16) 30%/21%

Asian (2014-15) 92%/94%, (2015-16) 93%/94%

White (2014-15) 88%/77%, (2015-16) 87%/79%

Students deemed “ready for college” based on EAP (ELA/Math):

All Students (2014-15) 63%/62%, (2015-16) 62%/62%

ELL (2014-15) 6%/22%, (2015-16) 3%/25%

SED (2014-15) 18%/18%, (2015-16) 18%/15%

Hispanic (2014-15) 16%/7%, (2015-16) 14%/8%

Filipino (2014-15) 45%/33%, (2015-16) 31%/21%

African Am (2014-15) 32%/18%, (2015-16) 27%/16%

Students with Disabilities (2014-15) 14%/9%, (2015-16) 10%/9%

Asian (2014-15) 74%/78%, (2015-16) 74%/80%

White (2014-15) 62%/56%, (2015-16) 63%/55%

English Learner newcomers scoring proficient on CELDT in 2015-16: 42.1%

Long-term English Learners (LTELs) scoring proficient on CELDT in 2015-16: 51.7%

English Learner reclassification rate for 2016-2017: 12.1%

Percentage of AP scores of 3 or higher by student group:

All Students (2015) 88%

ELL (2015) 87%

SED (2015) 70%

Hispanic (2015) 71%

Filipino (2015) 66%

	<p>African Am (2015) 68%</p> <p>Students with Disabilities (2015) 88%</p> <p>Asian (2015) 89%</p> <p>White (2015) 87%</p> <p>Hispanic cohort graduation rate for Class of 2016: 88.8%</p>
--	---

ACTIONS / SERVICES

Action

1

Actions/Services

	<p>PLANNED</p> <p>Sustain high quality comprehensive high school program as described in the “Introduction” of this document.</p> <ul style="list-style-type: none"> ● Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. ● Seek additional resources to support staff and expand program/services when possible. 	<p>ACTUAL</p> <p>High quality comprehensive programs have been sustained as described in the “Introduction” including:</p> <ul style="list-style-type: none"> ● The Board of Trustees has repeatedly prioritized employee compensation. Staff received a compensation increase during the 2016-17 school year. ● Additional resources to support staff and expansion of programs/services have been provided: compensation of team leads to guide the work of collaborative teams; .5 health clerk at each school site.
Expenditures	<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Continue to budget 84% = \$115.75 M of General Fund dollars (\$137.7 M)</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Estimated Actuals showed increases of 3.97% for salary and benefits. Continue to budget 82% = \$121.5 M of General Fund dollars (\$149 M)</p>

Unrestricted: \$86.06 M; Fund 000-040, resource: 0000-1999, Object: 1000-3999

Restricted: \$29.7 M; Fund 050-080, resource: 3000-9999, Object: 1000-3999

Unrestricted: \$90.99 M; Fund 000-040, resource: 0000-1999, Object: 1000-3999

Restricted: \$30.5 M; Fund 050-080, resource: 3000-9999, Object: 1000-3999

Action

2

Actions/Services

PLANNED
 Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to low-income students and Foster Youth. Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document.

In addition, for school year 2016-17 investigate the feasibility of seeking Title I funds to support evaluation and instructional coaching in academic intervention classes at FHS and HHS.

ACTUAL
 Sustained a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to low-income students and Foster Youth. Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document.

An Administrator on Special Assignment worked with Fremont and Homestead High Schools to review supports and interventions in place for struggling students including those who would be considered “Title 1”. Interventions such as Academic Foundations and Read 180 have been a focus of the work and will continue for the 2017-18 school year.

Expenditures

BUDGETED
 No new revenue.
 All actions/services require redirection of funds or additional responsibilities for existing staff.

TOTAL FROM GF BUDGET =\$1,405,030

ESTIMATED ACTUAL
 No new revenue.
 All actions/services require redirection of funds or additional responsibilities for existing staff.

TOTAL FROM GF BUDGET =\$1,460,810

Additional resources at Fremont High:

Teachers' salaries for reading and academic intervention classes

GF 3 sections (Excel/Read 180)= \$72,867

010-0000-1110-010200/010100

FAAP 8 sections = \$160,000

060-9221-1110 (Revenue is transferred from Building Fund 210)

Site Int. Budget 1 section (Excel)= \$30,444

000-0000-1110- 018200

Parent and Community Liaison position

.9 FTE = \$92,635

010-0000-2915-027100

Additional Student Conduct Liaison position

FTE = \$63,624

010-0000-2915-027100

Teachers' salaries and materials for summer bridge classes

Summer School Salary = \$20,000

010-0000-1120/4310; manager 31

Additional resources at Homestead High:

Teachers' salary for reading and academic intervention classes

GF 1 sections (Excel)= \$22,277

010-0000-1110- 016400

Site Int. Budget 1 section (Alg. Block)= \$29,331

010-0000-1110- 010200

Targeted support and interventions at all schools include:

Additional resources at Fremont High:

Teachers' salaries for reading and academic intervention classes

GF 3 sections (Excel/Read 180)= \$75,760

010-0000-1110-010200/010100

FAAP 8 sections = \$166,352

060-9221-1110 (Revenue is transferred from Building Fund 210)

Site Int. Budget 1 section (Excel)= \$31,653

000-0000-1110- 018200

Parent and Community Liaison position

.9 FTE = \$96,313

010-0000-2915-027100

Additional Student Conduct Liaison position

FTE = \$66,151

010-0000-2915-027100

Teachers' salaries and materials for summer bridge classes

Summer School Salary = \$20,794

010-0000-1120/4310; manager 31

Additional resources at Homestead High:

Teachers' salary for reading and academic intervention classes

GF 1 sections (Excel)= \$23,161

010-0000-1110- 016400

Site Int. Budget 1 section (Alg. Block)= \$30,495

010-0000-1110- 010200

Targeted support and interventions at all schools include:

<p>AVID or AVID-like interventions at all schools 23 sections = \$598,527 010-0000-1110-017500 Lower class sizes in Algebra 12 additional sections = \$240,666 018-0120-1110-12000 Assistance to Foster families and students .025 FTE for 21 Guid. Coun. = \$66,268 010-0000-1251-031100 .025 FTE Mgr. of Enr/Res = \$3,974 010-0000-2395-033100 .025 FTE of Class Enr. Res Support Spec. = \$2,416 010-0000-2410-033100 Supplies for McKinney-Vento Students =\$2,000 010-0000-4310-07300, manager 51</p> <p>No cost for consideration of Title 1 implementation.</p>	<p>AVID or AVID-like interventions at all schools 23 sections = \$622,289 010-0000-1110-017500 Lower class sizes in Algebra 12 additional sections = \$250,220 010-0000-1110-15000 Assistance to Foster families and students .025 FTE for 21 Guid. Coun. = \$68,899 010-0000-1251-031100 .025 FTE Mgr. of Enr/Res = \$4,132 010-0000-2395-033100 .025 FTE of Class Enr. Res Support Spec. = \$2,512 010-0000-2410-033100 Supplies for McKinney-Vento Students =\$2,079 010-0000-4310-07300, manager 51</p> <p>No cost for consideration of Title 1 implementation.</p>
--	--

Action

3

Actions/Services

<p>PLANNED</p> <p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. Services to all students and to English Learners are detailed in the “Introduction” to this</p>	<p>ACTUAL</p> <p>Professional development was conducted in the beginning of the school year on the role social psychology can play in influencing student learning. A presenter from Stanford University conducted a two-day workshop. Subsequent to the sessions, intervention teachers (including those in Communications and Academic Foundations) engaged in cross-school collaboration to (1) discuss how intervention</p>
---	--

document.

In addition as described in the T3 plan, for school year 2016-17:

- Long-term English learners are currently placed in supplementary intervention courses. 9th graders take “Perspectives” using the *Career Choices and Changes* curriculum. The curriculum will be revised to enhance academic language production and student capacity to access complex texts. EL Program Administrator will facilitate collaboration meetings and provide coaching. Teachers and EL Program Administrator will continually evaluate curriculum – and its implementation – to determine its effectiveness.
- Each school site designs a plan (partner assignments, schedule, debrief protocol) for EL teachers to visit each other’s classes and to debrief their observations. Focus of observations will be the quality and quantity of academic language production and the extent to which students are accessing complex texts. The District EL Program Administrator serves as the facilitator and coach during observations and debriefs.

strategies can be incorporated into their own classes and (2) how to enhance academic language production using the *Career Choices and Changes* curriculum.

Teachers observed other teachers’ practices through multiple approaches. (1) Some, along with a teacher colleague and/or an administrator, visited another teacher’s (course-alike or cross-disciplinary) classroom and conducted a post-visit debrief. The focus was on strategies that enhance the quality and quantity of academic language production by students. (2) Other teachers chose to video record a lesson and view it with other teachers for feedback and discussion with a focus on how argumentation was taught in different subject areas. (3) A district administrator participated in multiple visits of ELD and sheltered content area classrooms with follow-up coaching and discussion. The focus of these visits depended on the individual teacher’s interests and needs.

Expenditures

BUDGETED

No new revenue.

All actions/services require redirection of funds or additional responsibilities for existing staff.

Fund sources are for all actions.

TOTAL FROM GF BUDGET = \$2,793,683

General Fund resources are used to provide:

ESTIMATED ACTUAL

No new revenue.

All actions/services require redirection of funds or additional responsibilities for existing staff.

Fund sources are for all actions.

TOTAL FROM GF BUDGET = \$2,894,365

General Fund resources are used to provide:

ELD classes at levels 1- 3 (for students at CELDT levels 1-5)
GF ELD = 14 sections = \$382,576
010-0000-1110-012100
Sheltered content course with lower class sizes ratios
GF SH = 43 sections = \$1,037,264
010-0000-1110-012100

EL Program Assistants who work with parents and teachers at each school
EL MP = \$422,402
018-0791-2410-709100
EL Instructional Assistants assigned to support students in content area courses
EL Site = see Site allocation section below

Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
.025 FTE Mgr. of Enr/Res = \$4,022
010-0000-2395-033100
.025 FTE of Class Enr. Res Spec. = \$2,445 010-0000-2410-033100
Summer EL Academies
DO EL = \$10,000
018-0791; site 11
District Wide EL Prof. Development
DO EL = \$20,000
018-0791-5220

Site EL Budgets:

ELD classes at levels 1- 3 (for students at CELDT levels 1-5)
GF ELD = 14 sections = \$397,764
010-0000-1110-012100/010100
Sheltered content course with lower class sizes ratios
GF SH = 43 sections = \$1,078,443
010-0000-1110-012100

EL Program Assistants who work with parents and teachers at each school
EL MP = \$439,171
018-0791-2410-709100
EL Instructional Assistants assigned to support students in content area courses
EL Site = see Site allocation section below

Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
.025 FTE Mgr. of Enr/Res = \$4,182
010-0000-2395-033100
.025 FTE of Class Enr. Res Spec. = \$2,542
010-0000-2410-033100
Summer EL Academies
District Office English Learners = \$14,558
018-0791, site 01
District Wide EL Prof. Development
DO EL = \$7,000 (Conference expenses less expensive than anticipated.)
018-0791-5220

Site EL Budgets:

ELD CLASSES = 6 sections = \$127,512 018-0791-1110		ELD CLASSES = 6 sections = \$132,574 018-0791-1110
SH CLASSES = 18 sections = \$495,494 1110	018-0791-	SH CLASSES = 18 sections = \$515,165 018-0791-1110
REL LEAD TCHR = 4 sections = \$93,106 1110	018-0791-	REL LEAD TCHR = 4 sections = \$96,802 018-0791-1110
EL PARAS = \$183,863 018-0791-2111		EL PARAS = \$191,162 018-0791-2111
Prof. Dev. = \$5,000 018-0791-5220, site 11		Prof. Dev. = \$5,000 018-0791-5220
Supp/Materials = \$10,000 018-0791-4310		Supp/Materials = \$10,000 018-0791-4310

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.

PLC work; articulation with middle school; support for EL curriculum including Career Choices and Changes which focuses on long-term academic planning, goal setting, and academic skill building; and district office administrator support to the school sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

1.4% increase in graduation rate
Increase in students meeting a-g requirements across most student groups
LTEL proficiency rate as measured by CELDT increased from 47% to 51.7%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The FUHSD did not make any changes to the goal, expected outcomes, metrics, or actions and services to achieve goal 1 during the 2016-17 school year. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made. The 17-18 plan reflects changes to the metrics and actions/services to continue progress towards achieving the goal.

Goal 2

All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.

State and/or Local Priorities Addressed by this goal:

STATE 1 2

3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD, and CTE) as reported to school leadership teams.
- Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff, and student/parent requests.
- Increase the number of FUHSD courses that result in dual credit from a post-secondary program.
- 100% of teachers will be highly qualified to teach the courses to which

ACTUAL

- Across the FUHSD over 80 professional learning teams established goals at the beginning of the 2016-17 school year. These teams represent English, math, science, social studies, physical education, special education, visual and performing arts, world language, and English Language Development.
- The FUHSD offered one dual credit class: Statway with Mission College.
- While legally compliant with the CTC, we continue to pursue ways that teachers are most appropriately prepared for the subjects they are teaching.

they are assigned (Baseline 2015-16: 99.95% of teachers are highly qualified, 531 of 560 teachers certificated staff members).

- 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.

- 100% of students have access to standards-aligned instructional materials/ texts or digital curriculum resources.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Sustain, and expand when possible, curriculum and professional development supports including:

- A two-year, in-house induction program for new teachers.
- Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.
- Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.
- Resources to attend external professional learning opportunities as appropriate.
- Leadership learning opportunities for administrators.

ACTUAL

Induction

Beginning in the 2015-2016 school year, FUHSD implemented a CTC-accredited New Teacher Induction program to meet the following goals: provide support to help teachers transition into their new positions; provide safe and challenging environments to promote teacher growth; and provide Professional Clear Credentials for participating teachers. The program meets these goals by using a “full-release” teacher mentor model which is staffed at a 18:1 ratio. All New Teacher Mentors are experienced teachers with exceptional interpersonal skills and pedagogical knowledge. They participate in a robust training and support program and serve for 3-year terms. The New Teacher Induction program expanded from 3 to 4 mentors and served 37 Induction eligible teachers this year, 74 teachers total.

Under the new California Induction Standards, FUHSD has merged the Education Specialist and General Ed induction programs into one comprehensive mentoring-based program. Education Specialists are supported by a Special Education Advisor with a similar authorization and teaching content who augments the support

provided by the New Teacher Mentor.

40 teachers (2nd year induction eligible and veteran teachers) participated in the Skillful Teacher course designed to introduce core beliefs about teaching and learning build districtwide, a shared language about effective instruction.

Professional Development

During each school's weekly collaboration times, course-alike teams meet to discuss the essential questions: 1) What do we want our students to know and be able to do? 2) How will we know if they have learned it? 3) What do skillful teachers do to help students learn it? 4) What do we do if students don't learn it? 5) What do we do if they have already learned it? Teams have the opportunity to select a compensated Team Lead that guides the work of the team toward addressing these questions. Examples of summer work include:

CHS: :US History, Spanish, AP Government, AP Econ, AP Literature, Biology, British Literature, Literature & Writing 1, Chemistry, Chemistry Honors, Voices of Modern Culture, Spanish 1, 3 and 5AP, Math Analysis, Government/Economics, Geometry Enriched, Algebra 1, Physics Honors, Spanish Team, Writing for Publication, American Literature, World History, World Core, American Literature Honors, AVID, SPED World Core; Inclusion Environmental Science; AP Environmental Science French team.

Highlights of some of the recurring themes of the summer work:

- Aligning units of study
- Agreeing on essential units of study
- Extending the number of common formative and summative assessments
- Examining student work to identify areas of focus for instruction
- Align curriculum to Next Generation Science Standards
- Developing rubrics for various modes of writing

FHS: Academic Communications, Algebra 1, Algebra 2, AVID, Biology, Calculus, Chinese, Economics/Government, English – 11th

Grade, EXCEL Math, Geometry, GOALS, Math Analysis, Special Education Science/Math, Story & Style, TEC, World Literature.

Examples of the focus of their work include:

- The 11th grade English teachers used the time to analyze student progress on the common assessments they administered during the second semester to help them identify skill and instruction gaps. Based on this, the review of the data, they were able to see which teachers taught which skills more effectively so that they could share teaching techniques with each other.
- One area of focus for the Gov/Econ group was to further the work they had done during the school year and develop real-world applications of essential skills and content. To do this, they evaluated and revised their essential learnings for their courses.

HHS: 32 course-alike teams met to develop or refine “Essential Learning Outcomes”, common formative assessments, data analysis and interventions for the following courses: Algebra 1, Algebra 2, Algebra II/Trig, AP Calc BC, AP US Govt., AP US His, AVID, Biology, Chemistry, Chemistry Honors, Chinese, ELD, English Upper Selectives, Geometry, Gov/Econ, Guidance, Intro to Programming, Japanese, Lit/Writ, PE 10-12, PE Weight Training, Physics, Physiology, PreCalc, Spanish 1, 2 and 4, Social Studies, US History, World History, and World Lit.

LHS: European Literature, AP Stats, AP Calculus, Computer Science, Math Analysis & Algebra 2 teams.

MVHS: Algebra II, Algebra II/Trig, American Lit Honors, Art, AVID, Biology, Chemistry, Chinese, Computer Science, Drama, ELD, French, Math Analysis, Myth/Folklore, Performing Arts, Physiology, Special Ed Learning Skills, World Core, and World Studies. Examples include:

- Biology: Identify the essential learning for two practices: 1). data analysis and interpretation and 2). Scientific argumentation. Develop flow chart to illustrate progression of skills (backward planning).
- Mythology/Folklore: Investigate other world myths to connect to larger themes. Incorporate more writing instruction and

scaffolding activities.

- American Literature Honors: Revise the digital primer developed in 2015. Use the feedback from the students to fine-tune the mastery grading system. Build unit around Citizen: an American Lyric. Create text-dependent questions for the texts read in AmLit Honors
- Computer Science: Critique JAVA curriculum reassess in light of desired skills and vertical alignment.
- Chemistry: Further inquiry based labs, incorporate claim-based-reasoning (CC standards); Develop activities around argumentative writing, furthering the skill in Biology.
- Algebra II: Incorporate information from the statistics workshop and Common Core standards into the Algebra II curriculum. Adjust course pacing to allow for more in-depth work and incorporation of application, analysis and critique.

Our District Curriculum Lead teachers, both in English and Math held several workshops throughout the year for our district teachers. In math, the focus continued to be for district teachers of Algebra I, Geometry, and for the first time Algebra II to continue to develop an Expectation Portfolio that defines what students should be able to know and be able to do. In English, there were workshops on Close Reading, Argumentative Writing, and Providing Effective Feedback on student work. In Science, there were workshops on how to transform traditional units into ones that are more aligned with the Next Generation Science Standards. With respect to English Language Learners, all new staff continue to participate in Academic Language Workshop, and our ELD teachers come together regularly to continue to develop and align ELD curriculum. A new innovation in 2016-2017 was the Equity in Action workshop series, designed and taught by two of our New Teacher Mentors. This series of workshops was designed to provide teachers with specific strategies and opportunities to implement and reflect on targeted ways to better ensure equity for all students. Our Professional Learning Advisory Team of Educators (PLATE), a team made up of 13 teachers and 4 administrators, met monthly to discuss and develop strategies on how to better define the role of Team Leads and Department Leads.

	<p>PLATE created rubrics and tools that will be used in the next school year with the goal of better supporting the work our Team Leads do.</p> <p>All five of our high schools sent teachers to a variety of conferences – both local and out-of-state. These conferences addressed both broad learning goals that align with the aforementioned essential questions e.g. Solution Tree Conferences, as well as more targeted conferences for specific teachers in certain specialized areas (e.g. Advanced Placement Subject matter conferences, AVID conferences). Significant fiscal resources were made available to ensure that most conferences that were in alignment with the school/district learning goals were approved.</p> <p>We kicked off the academic year with our annual Leadership Retreat for all of our district’s administrators. The agenda addressed leadership challenges and growth opportunities that all administrators could identify with. Management meetings over the course of the school year were utilized to continue topics such as crucial conversations and leading from the heart.</p> <p>A significant innovation this year was the inception of BASS – the Beginning Administrator Support System. A team of veteran administrators met periodically to plan and implement a series of workshops for our seven new administrators this year. Topics included Certificated Evaluation, Classified Evaluation, managing work-life balance, Special Education, and Discipline.</p> <p>The Teaching and Learning and Curriculum and Guidance teams re-formed/re-focused with bi-weekly meetings. These meetings focused on both immediate goals as well as big-picture thoughtful inquiries, at times using the Design Thinking Protocol as a tool.</p>
<p>BUDGETED No new revenue. All actions/services require redirection of funds or</p>	<p>ESTIMATED ACTUAL No new revenue. All actions/services require redirection of funds or additional</p>

Expenditures

<p>additional responsibilities for existing staff.</p> <ul style="list-style-type: none"> ● Induction Program = \$351,661 018-0771, Object 1000-5999 ● .8 FTE for 3 curricular leads = \$256,667 010-1400-1110 ● Professional development: Release-time for workshops = \$91,415 1.0 FTE New Teacher Advisor = \$130,000 Summer Common Core = \$291,602 <p>Fd 060, Resource 6264, obj: 1000-3999</p> <ul style="list-style-type: none"> ● Prof. Dev. (release and subs) = \$5,000; FD 010, Res 1400 Object 1141 ● Admin. Learning = \$50,000 010-0000-5241-070701; manager 61 ● Books and Supplies = \$50,000 010-0000-4310, manager 71 	<p>responsibilities for existing staff.</p> <ul style="list-style-type: none"> ● Induction Program = \$342,733 018-0771, Object 1000-5999 ● .8 FTE for 3 curricular leads = \$266,857; 010-1400-1110 ● Professional development: Release-time for workshops = \$95,044 1.0 FTE New Teacher Advisor = \$161,501 Summer Common Core = \$300,000 <p>Fd 060, Resource 6264, obj: 1000-3999</p> <ul style="list-style-type: none"> ● Prof. Dev. (release and subs) = \$5,000; FD 010, Res 1400 Object 1141 ● Admin. Learning = \$50,000 010-0000-5241-070701; manager 61 ● Books and Supplies = \$50,000 010-0000-4310, manager 71
---	---

Action

2

Actions/Services

<p>PLANNED Monitor patterns of course requests to inform program revision and development.</p>	<p>ACTUAL Site and District staff conducted student surveys and monitored student course requests to identify trends in student interest for potential program development or revision of current programs.</p>
<p>BUDGETED No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>	<p>ESTIMATED ACTUAL No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>

Expenditures

.025 FTE for 5 AP's = \$24,580 010-0000-1307	.025 FTE for 5 AP's = \$25,556 010-0000-1307
.02 FTE for 21 Guid. Coun. = \$69,897 010-0000-1251	.02 FTE for 21 Guid. Coun. = \$72,672 010-0000-1251
.025 FTE Dist. Admin. = \$4,882 010-0000-1330	.025 FTE Dist. Admin. = \$5,076 010-0000-1330

Action

3

Actions/Services

<p>PLANNED</p> <p>Monitor access to intervention and support classes for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read180, and Excel.</p>	<p>ACTUAL</p> <p><u>Intervention and Support Classes</u></p> <p>Academic Foundations: a general support intervention class provided at Fremont and Homestead. Fremont initially enrolled 146 students in grades 9 through 12. During the year, 76 students were added and 42 students dropped out leaving 180 remaining in the program. Homestead initially enrolled 48 students in grades 9 through 12. During the year 24 students were added and 21 students dropped out leaving 51 remaining in the program.</p> <p>District wide, the number of students beginning the year in the program was 194 with 231 remaining in the program at the end of the year.</p> <p>AVID: offered at Cupertino, Fremont, Homestead, and Monta Vista. In general students proceed as a cohort from one year to the next with students being added only very rarely after Grade 9 in AVID. Cupertino had a total of 163 students initially enrolled in AVID</p>
---	---

classes from grades 9 through 12 during 2015-16. Fremont had 255, Homestead had 110, and Monta Vista had 105.

Cupertino added 5 students during the year while Fremont added 3, Homestead added 11, and Monta Vista added 2.

Drops from AVID this year numbered 14 at Cupertino, 17 at Fremont, 14 at Homestead, and 10 at Monta Vista.

Remaining in AVID at the end of the year were 154 at Cupertino, 241 at Fremont, 107 at Homestead, and 97 at Monta Vista.

District wide, the number of students beginning the year in the program was 633 with 599 remaining in the program at the end of the year.

Engage: offered at Lynbrook and Monta Vista. Lynbrook had a total of 20 students initially enrolled in Engage with 5 adds and 4 drops during the year leaving 21 in the program at the end of the year.

Monta Vista had a total of 8 students initially enrolled in Engage with 12 adds and 7 drop during the year leaving a total of 13 remaining.

District wide, the number of students beginning the year in the program was 28 with 34 remaining in the program at the end of the year.

Algebra 1 Workshop: an algebra support class offered at Cupertino, Fremont, and Homestead.

Cupertino had a total of 20 grade 9 students initially enrolled in Algebra 1 Workshop classes, with 1 in grade 10 and 1 in grade 12 during 2016-17. Fremont had 55 grade 9 students and 1 student from grade 10, and Homestead had 7 9th graders and 1 10th grader.

Cupertino added 4 students to Algebra 1 Workshop during the year while Fremont added 30 and Homestead added 2. 5 students dropped from Algebra 1 Workshop this year at Cupertino, with 17 dropping at Fremont and 3 at Homestead. District wide, the number of students beginning the year in the program was 85 with 95 remaining in the program at the end of the year.

Expenditures

	<p>Academic Reading and Writing is a reading support class offered at Cupertino, Fremont, and Homestead that uses the Read 180 curriculum. Cupertino had a total of 23 students initially enrolled in Academic Reading and Writing classes in grades 9 through 12 during 2016-17. Fremont had 62, and Homestead had 21.</p> <p>Cupertino added 1 during the year while Fremont added 26 and Homestead added 10.</p> <p>9 students dropped from Academic Reading and Writing this year at Cupertino, with 26 at Fremont and 4 Homestead.</p> <p>District wide, the number of students beginning the year in the program was 106 with 104 remaining in the program at the end of the year.</p>
<p>BUDGETED No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP's = \$24,580 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$55,325 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$4,882 010-0000-1330</p>	<p>ESTIMATED ACTUAL No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP's = \$25,256 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$57,521 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$5,076 010-0000-1330</p>

Actions/Services

PLANNED

Monitor student access to intervention programs and supports: SAT, Student Advocate, D/F/I counseling, and Saturday School.

ACTUAL

Intervention and Support Programs

SAT Referral: the Student Assistance Team at each school site identifies students who are academically at-risk through review of progress and achievement data or staff referral. These teams regularly review individual identified student progress, consider prior interventions, and make recommendations for further support (RTI approach).

- The CHS SAT saw 62 students, 3 of whom were English Learners.
- At Fremont, 83 students were discussed by the SAT with 32 of these being unduplicated students (foster youth, and/or low income, and/or English learners).
- The HHS SAT reviewed the progress of 69 students, 21 of whom were unduplicated.
- The LHS SAT saw 21 students, 2 of whom were English Learners.
- The MVHS SAT saw 58 students, 5 of whom were English Learners.

Student Advocate Referral: the Student Advocates at each school site provide mental health support and socio-emotional counseling. Students are identified by staff, peer, and parent referral or drop in. The student advocates counsel students individually and provide additional support services and referrals to other mental health services as appropriate. The number of unduplicated students seen by the general education student advocate at each site this year (to date at end of May 2017) was: CHS 227, FHS 240, HHS 340, LHS 164, and MVHS 372.

D/F/I Counseling

An Intervention Data Group was established early this year with the

goals of: *establishing a systemic and systematic approach to collecting and recording meaningful data on interventions provided for struggling students that can be easily accessed and disaggregated by staff to assist us all in supporting students academically and emotionally, and which can also be reported on in our LCAP.*

Beginning in the 3rd grading period this year, based on the results from the 2nd grading period, each school began consistently recording the date of initial contact by counselors and administrators with students counseled regarding the receipt of a D, F or I:

- CHS counselors and administrators made a total of 207 initial contacts with students for “D/F/I Counseling” with the following numbers per grading period: 3rd = 18, 4th = 27, 5th = 140, 6th = 22.
- FHS counselors and administrators made a total of 242 initial contacts (numbers per grading period: 3 = 114, 4 = 75, 5 = 25, 6 = .
- HHS counselors and administrators made a total of 275 initial contacts (numbers per grading period: 3 = 109, 4 = 41, 5 = 60, 6 = 54).
- LHS counselors and administrators made a total of 186 initial contacts (numbers per grading period: 3 = 78, 4 = 19, 5 = 60, 6 = 18.
- MVHS counselors and administrators made a total of 287 initial contacts (numbers per grading period: 3 = 60, 4 = 62, 5 = 107, 6 = 34).

District wide, counselors and administrators made a total number of 1,205 initial contacts with students for D/F/I reasons this year.

Saturday School: the Saturday School program provides a progressive discipline counseling enriched alternative consequence to suspension. Saturday School has run on 16 occasions during the 2016-17 school year. Over the course of the year 241 total students attended the 4 hour Saturday School with 30 from Cupertino, 109 from Fremont, 60 from Homestead, 4 from Lynbrook, and 19 from Monta Vista. 16 Educational Opportunities students and 3 Middle College students also attended a Saturday school.

Expenditures

	<p>Summer Academy: the Summer Academy program provides credit and grade recovery opportunities for students who have failed to meet graduation or UC/CSU requirements. 852 regular education students attended the 2016 Summer Academy program earning a total of 3,820 credits (764 x 5 credit semester courses) with an 89% overall course pass rate. 128 students attended the ELD Academy Program and 126 students attended the Summer Allies 9th grade Bridge Program. The “Just Do It” (Special Ed 9th Grade Bridge Program) was attended by 147 students and 162 students took part in the Geometry Advancement Program.</p>
<p>BUDGETED No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP’s = \$24,580 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$55,325 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$4,882 010-0000-1330</p>	<p>ESTIMATED ACTUAL No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP’s = \$25,556 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$57,521 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$5,076 010-0000-1330</p>

Actions/Services

PLANNED
 Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.

ACTUAL
 The Math Advisory Council met three times this year (12/05/16, 2/25/17, 4/24/17) and reviewed student data and metrics related to student course placement, student achievement results including course grades, CAASPP, EAP, and AP results, and transition to Common Core. The group also studied current policies and provided feedback regarding course offerings, acceleration, and processes for instructional materials review.

Expenditures

BUDGETED
 No new revenue.
 All actions/services require redirection of funds or additional responsibilities for existing staff.

 .05 FTE Dist. Admin. = \$10,702
 010-0000-1330

 15 teachers for 8 hours = \$3,888
 010-0000-1110

ESTIMATED ACTUAL
 No new revenue.
 All actions/services require redirection of funds or additional responsibilities for existing staff.

 .05 FTE Dist. Admin. = \$11,127
 010-0000-1330

 15 teachers for 8 hours = \$4,042
 010-0000-1110

Actions/Services

PLANNED
 Conduct review of instructional materials, including digital resources, to support implementation of Common Core in English, Social Studies, Mathematics and Science. Purchase if appropriate materials are found.

ACTUAL
 Our technological resources in support of classroom instruction to implement the Common Core have remained in place in the following programs:
 40 carts English/Social Studies (1520 Chromebooks)
 21 carts Geometry (400 Chromebooks)
 16 carts Biology (608 Chromebooks)
 During 2016-17 we focused on bringing more teachers and devices into the existing initiatives listed above. In the 2014 school year the FUHSD had 2109 total student devices. As of 2017 this has increased by 373% to 7858 student devices.

Expenditures

BUDGETED
 No new revenue.
 All actions/services require redirection of funds or additional responsibilities for existing staff.

 .05 FTE Dist. Admin. = \$10,720
 010-0000-1330

 15 teachers for 8 hours = \$3,888
 010-0000-1110

ESTIMATED ACTUAL
 No new revenue.
 All actions/services require redirection of funds or additional responsibilities for existing staff.

 .05 FTE Dist. Admin. = \$11,127
 010-0000-1330

 15 teachers for 8 hours = \$4,042
 010-0000-1110

Actions/Services

PLANNED

Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (Statway with Mission College 2016-17 at FHS; exploring Automotive Technology with De Anza).

ACTUAL

Increase students' access to CTE courses that prepare them for college and career and support them to pursue their passions.

- Based on schools' course selection and Career Day data, regional labor market research, and the desire of key stakeholders to make changes to their programs, we have increased the elective options for students for 2017-18:
 - FHS's enrollment increased in its PLTW Engineering Pathway from 4 sections in 2015-16 to 5 sections in 2016-17.
 - MVHS is shifting from a stand-alone Engineering Technology class to a PLTW Engineering Pathway. In 2016-17 students took Principles of Engineering; next year Introduction to Engineering Design will begin as a second course in the pathway.
 - HHS will start PLTW Engineering in 2017-18 with its first class: Introduction to Engineering Design.
 - CHS will start an Environmental Engineering Pathway in 2017-18 with its first course: Introduction to Engineering and Alternative Energy.
 - CHS will begin a dual enrollment Health Careers Pathway with Foothill College in 2017-18. We anticipate approximately 30 students participating in this new program that offers students the opportunity for UC/CSU transferable credit.
 - FHS will begin a dual enrollment Kinesiology Pathway with Foothill College in 2017-18. This pathway builds on a current Sports Medicine course for which students will earn articulated credit for Kinesiology 16A. Foothill College will provide instructors for two

Kinesiology classes (KINS 16B & 16C) for a 3-course pathway and the opportunity for UC/CSU transferable credit for an estimated 30 students.

- FHS and HHS have offered a new course developed with the intention of providing students who are underrepresented in STEM-fields (particularly Computer Science) with the opportunity to learn key skills to ready them for FUHSD's Java Programming course. Digital Innovation and Design started in 2016-17 with a total of 60 students between the 2 sites. This course will continue at each site in 2017-18.
- Connect with Community Colleges to build bridges for students between high school courses and college and career opportunities.
 - FHS's Statway math class has provided 27 students who have struggled in math the opportunity to earn UC/CSU transferable college credit at Mission College. We anticipate continued success in this program for 2017-18 and are building a CCAP AB 288 Agreement with the college to provide an ongoing partnership and network of support for students.
 - FUHSD's Culinary 1 and Culinary 2 classes are articulated with Mission College's FDRST 051 course per a 2-year agreement signed on April 30, 2016.
 - FUHSD is a sub-grantee with one regional consortium (Silicon Valley Engineering Tech Pathways—SJCC) for the Career Pathways Trust grants. We are building relationships with and leveraging the information provided by the consortia to provide our students with more work-based learning opportunities in Engineering (see new course options above) and Software Development (see new course offering above).
 - Two FUHSD administrators are continuing their work with the SB 1070 Southwest Regional Consortium in

the areas of data alignment, dual enrollment, and counseling to strengthen our connections with our regional partners.

- Create opportunities for students to learn about how their passions connect to potential careers.
 - Each of our 5 high schools has some form of Career Day at which employees from local companies share with student's information regarding their careers. Employees are chosen based on data provided by the students regarding the careers they are interested in learning more about.
 - CTE teachers generally have one or more speakers come to class to share information about careers related with the industry sector for that course.
 - Students have the opportunity for industry-recognized certifications in the following pathways:
 - Patient Care (Sports Medicine & Kinesiology): CPR
 - Food Science, Dietetics & Nutrition and Food Service & Hospitality (Culinary 1 & 2; Food Science): ServSafe Food Handler's and/ or ServSafe Manager-level at 3 schools
 - Transportation (Auto Tech 2): Student ASE Certification
 - Students are participating in internships in a variety of companies. While we will continue to work to better quantify the opportunities students are getting, we know that students in three of our four culinary programs have participated in Google's Bon Appetit Internship opportunities.
 - Students at each of our 5 high schools participate to varying degrees in DECA and Future Business Leaders of America (FBLA).
 - Our Culinary programs participated in Mission College's 2nd Annual What's Cookin'? competition.

- Field trips to LinkedIn (FHS & HHS) and the County Courthouse (Law classes), Mission College's Hospitality Program, among others, occur throughout the year.
 - The CTE Advisory Committee meets annually to discuss ways to build relationships with businesses and gather information on updates from industry sectors that will impact our curricula for CTE classes.
 - Outreach continues with a number of local businesses including LinkedIn (FHS), Apple (via the Foundation), the Sunnyvale Leadership Team (career workshops at FHS) and the Incubator project with the City of Cupertino.
 - Increase elective teachers' opportunities to collaborate in an effort to share effective curriculum and instruction and revise courses to meet the CTE Model Curriculum Standards and the Common Core Standards as appropriate.
- Principles of Business teachers are meeting quarterly to revise the course curriculum with the goal of integrating new textbooks and applying for UC approval as a "g" elective.
 - Art teachers who teach CTE courses have met to discuss pathway development in the Arts, Media, and Entertainment industry sector.
 - Culinary teachers met to discuss how to integrate ServSafe curriculum into their respective classes and prepare for the Mission College What's Cookin'? competition.
 - Accounting teachers met to revise curriculum and build a stronger Accounting 2 option for students.
 - Digital Innovation & Design teachers meet monthly to build curriculum for the course. A larger group of Computer Science teachers met to share curriculum on logic and discuss the pathway options in Computer Science

		and how students can best take advantage of the course offerings available to them.
Expenditures	<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.1 FTE Dist. Admin. CTE = \$20,779 060-9635-1330</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.1 FTE Dist. Admin. CTE = \$21,604 060-9635-1330</p>

Action

8

Actions/Services

	<p>PLANNED</p> <p>Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.</p>	<p>ACTUAL</p> <p>The Fremont Union High School District continues to work closely with partner universities Stanford, Santa Clara University, and San Jose State University to identify, recruit and hire top quality teaching candidates. Recruitment of excellent teachers begins earlier and earlier each year such that top candidates may be hired sooner, rather than later. Active recruitment begins in December for the Spring hiring season and remains a focus yearlong. In addition, the district is working with the Santa Clara County Office of Education on a program to provide state grants to classified employees who are pursuing their certificated teaching credential We continue to explore ways to incentivize teachers to expand their credential horizons, for instance in special education and CTE.</p>
--	--	--

Expenditures

BUDGETED	ESTIMATED ACTUAL
No new revenue.	No new revenue.
All actions/services require redirection of funds or additional responsibilities for existing staff.	All actions/services require redirection of funds or additional responsibilities for existing staff.
.05 FTE for 2 HR Mgrs. = \$23,000	.05 FTE for 2 HR Mgrs. = \$23,913
010-0000-1310/1330	010-0000-1310/1330
.25 FTE HR Spec. = \$27,484	.25 FTE HR Spec. = \$28,575
010-0000-2410	010-0000-2410

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

The work of the new teacher mentor program; site and district level PLCs continue to demonstrate positive results; Curriculum Leads to support and guide the efforts of individual teachers and PLCs

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increase in pathways for CTE and dual enrollment. Creative ways to support teachers and administrators: Equity in Action and BASS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The FUHSD did not make any changes to the goal, expected outcomes, metrics, or actions and services to achieve goal 2 during the 2016-17 school year. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made. The 17-18 plan reflects changes to the metrics and actions/services to continue progress towards achieving the goal.

Goal 3

Every student will feel safe, cared about, and both academically and socially engaged in school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.
- Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed).
- Maintain low expulsion rate (currently 0.2%) and monitor that no student subgroups are overrepresented among expelled students.
- Maintain low suspension rate (currently 2.7%) and monitor that no student sub-groups are overrepresented among suspended students.
- Decrease the percentage of chronically truant students and continue to refer all chronically truant students to the truancy abatement program.
- Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.
- Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for Class of 2014; 85% for Class of 2015).

ACTUAL

A Community Wellness Taskforce was formed during the 2015-16 school year to assess overall district wide levels of student wellness and provide input to the strategies to address these issues. One of the first tasks of the taskforce was to develop a uniform Student Wellness Survey. This survey was administered to students, staff, and parents during September 2017. One of the goals for the development of this survey was to establish a common assessment upon which levels of student engagement and levels of student well-being could be assessed more accurately, consistently, and frequently on an ongoing basis.

Level of Student Engagement

The FUHSD September 2016 Student Wellness Survey produced the following results regarding the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student survey questions in the following areas:

- Students who found coursework interesting (Agree and Strongly Agree)

- CHS = 53%, FHS = 45%, HHS = 58%, LHS = 54%, MVHS = 46%
- Students who looked forward to going to school each day (Agree and Strongly Agree)
 - CHS = 30%, FHS = 30%, HHS = 31%, LHS = 30%, MVHS = 25%
- Students who considered themselves to be active members of their school community (Agree and Strongly Agree)
 - CHS = 42%, FHS = 37%, HHS = 43%, LHS = 46%, MVHS = 43%
- Students who found coursework to be relevant to their life and career goals (Agree and Strongly Agree)
 - CHS = 34%, FHS = 36%, HHS = 40%, LHS = 35%, MVHS = 31%

Level of Student Well-being

The FUHSD September 2016 Student Wellness Survey produced the following results regarding the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed) as measured by student survey questions examples in the following areas:

Safety

- Students who experienced bullying or harassment (Agree and Strongly Agree)
 - CHS = 5%, FHS = 6%, HHS = 4%, LHS = 5%, MVHS = 1%
- Safety/security of the neighborhood caused some degree of stress
 - CHS = 1%, FHS = 7%, HHS = 2%, LHS = 2%, MVHS = 0%

Teacher Care

- Students who felt teachers cared about their academic success (Agree and Strongly Agree)
 - CHS = 57%, FHS = 72%, HHS = 64%, LHS = 59%,

MVHS = 52%

- Students who felt teachers cared about their emotional wellbeing (Agree and Strongly Agree)
 - CHS = 43%, FHS = 48%, HHS = 29%, LHS = 37%, MVHS = 31%

Stress

- School related stress was the main reason for difficulty in falling asleep
 - CHS = 42%, FHS = 36%, HHS = 44%, LHS = 41%, MVHS = 43%
- Students who experienced more overall stress at school
 - CHS = 66%, FHS = 64%, HHS = 68%, LHS = 66%, MVHS = 67%

Overall well-being

- Students who are generally happy and content with life (Agree and Strongly Agree)
 - CHS = 43%, FHS = 47%, HHS = 53%, LHS = 46%, MVHS = 45%
- A comprehensive, district-wide Foster Youth Process was developed and shared with district administrators and counselors. A designated Foster Youth Liaison works with students and staff of all five schools to ensure that the needs of Foster Youth and McKinney-Vento students are met.
- Safety has been maintained as measured by 0 Williams complaints regarding facilities.

Actions/Services

PLANNED
 Continue the work of the Community Task Force on Student Wellness including administration of a survey to gather information on school/life balance, stress management, and sleep deprivation.

ACTUAL
 Working with survey developers Hanover Research, the Wellness Taskforce created a Student Wellness Survey that was administered to students, parents, and staff in September 2016. The survey was comprised of elements and questions to survey stakeholders on the defined problem that “Students struggle with school-life balance, stress, and sleep deprivation.” The survey goals were to:

1. Identify school and life factors that impact student wellness,
2. Develop strategies to promote healthy school-life balance and improve overall student wellness, and
3. Implement and evaluate strategies by working with all stakeholders.

The survey yielded responses as follows:

- Students = 2,097 responses (15.4%)
- Parents = 1,645 responses (12.1%)
- Staff = 368 responses (42.7%)

The Student Wellness Survey identified sleep deprivation as a key factor impacting overall student wellness. The Wellness Taskforce began investigating the feasibility of a later school start time as one possible solution to help improve to address this issue. The taskforce developed a second survey focused on obtaining views on a later start and related issues from students and parents. The survey was administered in March 2017. It yielded responses as follows:

- Students = 12,818 responses (94.1%)
- Parents = 956 responses (4.1%)

Expenditures

BUDGETED

ESTIMATED ACTUAL

<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>0.2 FTE District Admin = \$46,051 010-0000-1305-070701</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>0.2 FTE District Admin = \$47,879 010-0000-1305-070701</p>
---	---

Action

2

Actions/Services

<p>PLANNED</p> <p>Monitor and revise our policies, practices, and curriculum related to comprehensive sexual health education in order to broaden student access to information and resources as prescribed by the CA Healthy Youth Act of 2015.</p>	<p>ACTUAL</p> <p>A revised process for students to access confidential medical appointments was implemented and communicated to staff and students.</p> <p>Biology teams at all five schools worked in their PLCs to update their comprehensive sexual health curriculum to meet the requirements of the CA Healthy Youth Act. At FHS, a pair of health educators were contracted to deliver the curriculum as a support for FHS Biology teachers who will be teaching the curriculum themselves next year.</p> <p>A workshop for guidance counselors and mental health staff included training from a local non-profit organization on the CA Healthy Youth Act and other key areas related to their work with students. Site teams developed a plan during the workshop to support their Biology teacher colleagues and students during the comprehensive sexual health curriculum unit.</p> <p>HHS and LHS invited a local non-profit organization to train their teachers on the CA Healthy Youth Act, healthy relationships and decision-making, and other key areas.</p>
---	---

Expenditures

<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Health Ed for FHS; Health Ed refresh/follow-up DO admin. \$6,692 010-0000-5830; Manager 71</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Health Ed for FHS; Health Ed refresh/follow-up DO admin. (Contracted Services) \$6,692 010-0000-5830; Manager 71</p>
---	---

Action

3

Actions/Services

<p>PLANNED</p> <p>School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions.</p>	<p>ACTUAL</p> <p>During the 2016-17 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators. The topics of truancy and discussing/norming discipline were standing items.</p>
--	--

Expenditures

<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE of 8 AP's/ Dist. Admin = \$20,110 010-0000-1307/1330</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE of 8 AP's/ Dist. Admin = \$20,908 010-0000-1307/1330</p>
---	---

Action

4

Actions/Services

<p>PLANNED</p> <p>Provide professional development to the school climate group, and all administrators as appropriate, including best practices for bullying prevention, expectations for</p>	<p>ACTUAL</p> <p>During the 2016-17 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators. Professional development topics included</p>
--	--

	documentation of discipline in Student Information System, review the Academic Honesty Policy, and expulsion write-up practices.	updating the Academic Honesty Policy and creating a process to ensure confidentiality in documentation. A half-day cyber community forum was held with guest speakers. At the start of the school year a training on documentation of discipline in the Student Information System was held for all administrators. The Coordinator of Educational Options met with each administrative team to review an update to the expulsion write-up practices.
Expenditures	<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.01 FTE of 8 AP's/ Dist. Admin = \$16,088 010-0000-1307/1330</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.01 FTE of 8 AP's/ Dist. Admin = \$16,727 010-0000-1307/1330</p>

Action

5

Actions/Services	<p>PLANNED</p> <p>Continue current safety procedures and upgrade all classroom locks so that they can be locked by key from the inside.</p>	<p>ACTUAL</p> <p>Classroom locks have been updated. A few district administrators attended a training through the Santa Clara County Office of Education on school safety plans to support an effort to update site plans over the course of the 2017-18 school year.</p>
Expenditures	<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.015 FTE of 8 AP's/ Dist. Admin = \$24,132 010-0000-1307/1330 Supplies = \$100,000</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.015 FTE of 8 AP's/ Dist. Admin = \$25,090 010-0000-1307/1330 Supplies = \$100,000</p>

Action

6

Actions/Services

PLANNED

Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.

ACTUAL

Student Assistance Teams (SAT) at each site have strengthened their ability to support struggling students as a result of making some collective agreements this year regarding the type of data they collect. An Intervention Data Group was established with the goals of: *establishing a systemic and systematic approach to collecting and recording meaningful data on interventions provided for struggling students that can be easily accessed and disaggregated by staff to assist us all in supporting students academically and emotionally, and which can also be reported on in our LCAP.*

SAT Team Data

1. Each site keeps records of SAT referrals in a spreadsheet that can be sorted for school purposes and LCAP reporting (e.g. Google forms, Excel sheets, etc....)
2. Each site ensures the following categories are used for data collection on each student referred to the SAT: Student Name, Student ID, Grade, Gender, Foster Youth, Low Income, EL Status, Ethnicity, Source of SAT referral, Outcome of SAT referral.
3. Attendance/truancy interventions are developed for each student as needed as part of the SAT process.

D/F/I Meetings

1. Each site uses "D/F/I Counseling" in Contact Type in the Student Contact Log in Infinite Campus (Student Data Management System) to record DFI meetings.
2. Counselors and administrators record the initial contact of "D/F/I Counseling" for each grading period (regarding how conversations started due to D/F/I issues). Subsequent meetings with the same student during the same grading

	<p>period are recorded in other ways, e.g. “Academic Intervention” or “Academic Counsel” in Contact Type in the Student Contact Log.</p> <ol style="list-style-type: none"> 3. Attendance/truancy interventions are developed for each student as needed as part of the D/F/I process. 4. LCAP reporting data is pulled from IC (e.g. initial contacts per grading period and total number of D/F/I contacts per grading period etc....) <p>Student Advocate Data</p> <p>Student Advocates and School Psychologists are working on a draft of data collection agreements that will be used District wide to collect and retain information on student contacts they make.</p>
<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP’s = \$24,580 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$55,325 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$4,882 010-0000-1330</p> <p>.025 FTE for 6 School Psychologists = \$17,250 010-0000-1230</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP’s = \$25,563 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$57,521 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$5,076 010-0000-1330</p> <p>.025 FTE for 6 School Psychologists = \$17,935 010-0000-1230</p>

Expenditures

Action

7

Actions/Services

<p>PLANNED</p> <p>Maintain the progression of interventions including drug</p>	<p>ACTUAL</p> <p>During 2016-2017 school year, the district continued all of its</p>
---	---

	<p>abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion. Expand support in areas such as a Young Men of Color support group.</p>	<p>intervention programs. Offered monthly, the 90 minute “Perspectives” Positive Decision Making course (student referrals in lieu of suspension particularly in the area of disruption) is an early level introduction, prior to the 10 session “Project Insight” Anger Management Group (behavior management/anger management class). Additionally, our leveled program for drug intervention continued to offer different levels of support: “What Parents Need to Know about Substance Abuse” offered in Spanish and English; 90 minute Drug Intervention Course; 10 sessions “Too Good for Drugs and Violence” Program; and “Step Up” treatment program. “Strengthening Families” is offered as an 11-week course for students and their families: participation is by self-selection or referral by a Guidance Counselor or Student Advocate.</p>
Expenditures	<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.01 FTE of 8 AP’s/ Dist. Admin = \$16,088 010-0000-1307/1330</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.01 FTE of 8 AP’s/ Dist. Admin = \$16,727 010-0000-1307/1330</p>

Action

8

Actions/Services

	<p>PLANNED</p> <p>Expand use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.</p>	<p>ACTUAL</p> <p>Saturday School has run on 13 occasions during the 2016-17 school year. As of 4/7/17: 203 total students referred; 151 total students attended. There are 3 more sessions scheduled for the balance of the year, putting us on track to have increased both our number referred and our number attended from last year. Each day is staffed by 1 administrator, 1 paraeducator or Student Conduct Specialist, and at least 1 teacher and 1 counselor (psychologist or guidance counselor). The role of the staff is to review a student success plan with the student, discuss why they got in trouble, and how not to repeat their</p>
--	--	---

	actions again. Last step is follow-up with school staff. Typical offenses that receive referral are possession of drugs, under the influence of drugs, minor theft, truancy, bullying, failing to go to drug or behavioral intervention. Cross pollination of Saturday School with drug and behavioral support interventions has been positive and could be part of the student success plan.
Expenditures	<p>BUDGETED No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Timesheets for Saturday hours = \$15,000 Fund 010, Objects 1000-3000, Cost center 018400</p> <p>.01 FTE of 8 AP's/ Dist. Admin = \$16,088 010-0000-1307/1330</p>
	<p>ESTIMATED ACTUAL No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Timesheets for Saturday hours = \$15,000 (Timesheets and supplies cost are not increased due to the salary increase) Fund 010, Objects 1000-3000, Cost center 018400</p> <p>.01 FTE of 8 AP's/ Dist. Admin = \$16,727 010-0000-1307/1330</p>

Action

9

Actions/Services	<p>PLANNED Determine the feasibility of expanding the role of a Parent Community Liaison who will work with families to better understand and address attendance issues among families who are Hispanic and SED at Fremont and Homestead High Schools through Title 1 funds for the 2017-18 school year.</p>	<p>ACTUAL An Administrator on Special Assignment worked with Fremont and Homestead High Schools to review supports and services in place for struggling students including those who would be considered "Title 1". The focus of this work going forward will be on evaluating the effectiveness of interventions in meeting student needs, not on a Parent Community Liaison. Due to uncertain federal funding and state requirements, Title 1 funds are not being pursued for the 2017-18 school year.</p>
Expenditures	<p>BUDGETED 0.025 FTE District Admin = \$2,947 010-0000-1305-070701</p>	<p>BUDGETED 0.025 FTE District Admin = \$3,064 010-0000-1305-070701</p>

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

Utilizing survey data to guide efforts on behalf of student wellness. Continued development and implementation of restorative practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall suspension rate of 1.4%, which is a decline of 1.3 %.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The FUHSD did not make any changes to the goal, expected outcomes, metrics, or actions and services to achieve goal 2 during the 2016-17 school year. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made. The 17-18 plan reflects changes to the metrics and actions/services to continue progress towards achieving the goal.

Goal 4

Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Administer a parent survey or disseminate information from the previous year to stakeholders regarding the degree of satisfaction about school/district programs and priorities as well as school district/site parent communication.
- Maintain a presence in local and social media as well as on FUHSD and school site websites.
- Convene topic/program specific advisory groups with parent and staff representation.
- At least once per year, include LCAP review/feedback on all agendas for the site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council; twice yearly for each School Site Council.
- Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations.
- Produce and distribute an Annual Report to the Community.

ACTUAL

- District staff, working with Hanover Research, designed and administered a survey that was given to all FUHSD parents in February 2016. The purpose of the survey was to measure the degree of parent satisfaction regarding information about school/district programs and priorities and parent ability to provide feedback. 2,145 responses were received from 9,781 “unique” households (approximately 22% of FUHSD @ 1 survey per household). Hanover Research collected the data and analyzed the responses. Key findings included:
Greatest strengths: Staff and faculty, Academic excellence, and Community/school environment.
Areas to improve: Consistency and quality of teachers, Communication, Fairness and timeliness of grading

Information from the surveys was shared with all parents in the Spring of 2016 as district office staff visited school sites to review the 2015-16 LCAP and collect input for the 2016-17 LCAP. Each school reviewed findings further with their local communities and collaboratively developed priorities, goals, and action strategies that were incorporated in their school plans for the 2016-17 year. During the Fall of 2016, district staff again visited school site PTSAs and School Site Councils and shared information from the February 2016 Parent Survey as the goals and action plans for the 2016-17 LCAP were disseminated.

In March 2017, the FUHSD Community Wellness Taskforce developed and administered a second Student Wellness Survey, in addition to the survey that was administered in September 2016. The survey was given to students and parents and was focused on identifying student and parent views on a number of wellness related issues, but particularly oriented at obtaining views about the question of a later school start time. The survey yielded responses as follows:

Students = 12,818 responses (94.1%)

Parents = 956 responses (4.1%)

- The FUHSD has a regular presence in local print media and an active following on Facebook, Twitter, and Instagram. The district and school websites are updated regularly.

- The following advisory groups have regular meetings and are attended by parents, staff, and community members: Math Advisory Council, District English Learner Advisory Council (DELAC), Citizens Advisory Committee (enrollment), Community Advisory Committee, Community Taskforce on Student Wellness, Community Advisory Committee, CTE Advisory Council and the Citizens Oversight Committee.

- In the Fall of 2016, summary presentations sharing the approved goals and action plans of the 2016-17 LCAP were provided by district staff at each school site's PTSA and SSC meetings. In the Spring of 2017, the draft goals and action plan of the 2017-18 LCAP were shared at all five school site PTSAs, SSCs, ELAC/Bilingual Committee, Los Padres meetings and at a District's Intra-District Council of student leaders meeting. Several of these presentations were to multi-stakeholder groups. The draft 2017-18 LCAP document (goals, measures, and activities) were summarized into "public friendly" shortened versions for this purpose. These documents were translated into multiple languages. The schools sites each provided a summary of their School Plans which included highlights of successes from the 2016-17 and a "snapshot" of areas to work towards for the 2017-18 LCAP. The draft LCAP goals and school Plan summaries were discussed with each group. Translation was provided at the various meetings as necessary. Parents were asked key question and their input was recorded. Discussions were held to identify suggestions in each of the 4 main 2017-18 LCAP goal areas.

No new LCAP priorities were established as a result of these meetings. These stakeholder input meetings essentially served to reinforce the current LCAP trajectory, priorities, and overall plan and validated the strong relationship between current LCAP goals, measures, and activities and stakeholder views of the same.

- FUHSD staff continued to provide presentations to community organizations: Cupertino-Fremont-Sunnyvale Council of PTAs (CFSCPTA), CHS and HHS PTA groups and Silicon Valley Realtors Association.

- The Annual Report process is underway, publishing may occur early in the 2017-18 school year.

With the support of the Superintendent and Communications Coordinator, Board Office Hours and a Board Communication Corner on the FUHSD website were piloted. The goals are to

- expand and strengthen positive two-way communication between the board and members of the public.
- increase accessibility of Trustees to parents, students and community members,
- provide opportunities for individuals to engage with Trustees outside of the formal and less flexible Board Meeting setting, and
- share information about the activities and conversations that Board members are engaging in out in our community.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED	ACTUAL
Disseminate information gathered from the parent survey to measure the degree of satisfaction regarding	District staff, working with Hanover Research, designed and administered an inaugural survey that was given to all FUHSD

<p>information about school/district programs and priorities as well as parent’s ability to provide feedback to all stakeholder groups. Determine ongoing plan for survey administration including parents, student, and staff.</p>	<p>parents in February 2016. The purpose of the survey was to measure the degree of parent satisfaction regarding information about school/district programs and priorities and parent ability to provide feedback. Information from the survey was shared with all parents in the Spring of 2016 as district office staff visited school sites to review the 2015-16 LCAP and collect input for the 2016-17 LCAP. During the Fall of 2016, district staff again visited school site PTAs and School Site Councils and shared information from the February 2016 Parent Survey as the goals and action plans for the 2016-17 LCAP were disseminated.</p> <p>The newly formed FUHSD Family Engagement Committee will facilitate the ongoing regular administration of an annual parent survey to, amongst other things, measure the degree of satisfaction regarding information about school/district programs and priorities as well as parent’s ability to provide feedback to all stakeholder groups.</p>
<p>BUDGETED No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. 0.1 FTE District Admin = \$23,025 010-0000-1305-070701</p>	<p>ESTIMATED ACTUAL No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. 0.1 FTE District Admin = \$23,939 010-0000-1305-070701</p>

Expenditures

Action

2

Actions/Services

<p>PLANNED Increase media access to stories about FUHSD:</p> <ul style="list-style-type: none"> ● Provide information to local media so that frequent articles about FUHSD are published. ● Update FUHSD Facebook, Twitter, and Instagram accounts to provide information about updates, achievements, programs, and school and 	<p>ACTUAL Media access to stories about the FUHSD:</p> <ul style="list-style-type: none"> ● 100+ positive news articles in local papers (Mercury News/Cupertino Courier/Sunnyvale Sun) and other news outlets (including NBC Bay Area and KTVU) between August 2016 and May 2017 ● The FUHSD Facebook and Twitter accounts are regularly
--	---

<p>staff information.</p> <ul style="list-style-type: none"> ● Update FUHSD website and coordinate with site webmasters in a timely manner to communicate updates, achievements, programs, and administer a parent survey or disseminate information from the previous year to stakeholders regarding the degree of satisfaction about school/district programs and priorities as well as school district/site parent communication. ● Maintain a presence in local and social media as well as on FUHSD and school site websites. ● Convene topic/program specific advisory groups with parent and staff representation. ● At least once per year, include LCAP review/feedback on all agendas for the site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council; twice yearly for each School Site Council. ● Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations. ● Produce and distribute an Annual Report to the Community school and staff information. 	<p>updated. Average reach of 3k individuals for Facebook posts between March 2017-present. In September 2016 a LinkedIn page was launched.</p> <ul style="list-style-type: none"> ● The district and site websites are continually updated. The Communication Coordinator convened a committee of site staff and site and district administrators to select a new vendor to support a full update of the sites which will occur over the course of the 2017-18 school year. ● Social Media: <ul style="list-style-type: none"> ○ 2,975 followers on FUHSD Facebook page ○ 120 followers on FUHSD Twitter page ● A District Family Engagement Committee has been formed this year that includes parent and staff representatives from all five school sites. ● LCAP review/feedback has been a topic on Spring meeting agendas for all site English Learners Advisory Councils/Bilingual Committees, the District English Learners Advisory Council, PTA/PTSAs, Los Padres, student leadership classes, English learner classes, and the FUHSD Student Intra District Council. Each school's School Site Council has been visited twice, once in the Fall and again in the Spring to provide information regarding LCFF and LCAP and to seek input to the LCAP goals and action plan. ● There are District Administrators who are active members in Cupertino Rotary, one who serves on the Northwest YMCA Board, and others who regularly attend Sunnyvale Challenge Team. ● An annual report, possibly in the form of an LCAP Executive Summary, will be a focus for the 2017-18 school year.
<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p>

Expenditures

.4 FTE Coord. Of Com. = \$77,816 010-0000-2395	.4 FTE Coord. Of Com. = \$80,905 010-0000-2395
---	---

Action **3**

Actions/Services	<p>PLANNED</p> <p>Hold meetings with the Math Advisory Council and the Career Technical Education Advisory Committee to get parent and staff input on these programs.</p>	<p>ACTUAL</p> <p>FUHSD Math Advisory Council met three times this year: 12/05/16, 2/25/17, 4/24/17. The group includes teachers, administrators, parents and studied student performance data and progress in Common Core implementation such as course enrollment and grades, course offerings, and instructional materials review processes.</p> <p>The CTE Advisory Committee focuses on building partnerships with local industries. They held their annual meeting on October 2, 2016.</p>
	<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,026 010-0000-1330 8 teachers for 6 hours = \$1,920</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,345 010-0000-1330 8 teachers for 6 hours = \$1,996</p>
Expenditures		

Action **4**

Actions/Services	<p>PLANNED</p> <p>Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for School Site Council (twice per year), English Learners Advisory Council, District English Learners Advisory Council, PTA/PTSA,</p>	<p>ACTUAL</p> <p>LCAP review/feedback has been a topic on Spring meeting agendas for all site English Learners Advisory Councils/Bilingual Committees, the District English Learners Advisory Council, PTA/PTSAs, Los Padres, and the FUHSD Intra District Council. Each school's School Site Council has been visited twice, once in the</p>
------------------	---	--

Los Padres, and the FUHSD Intra District Council.	Fall and again in the Spring to provide information regarding LCFF and LCAP and to seek input to the LCAP goals and action plan.
<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 8 FUHSD Admin = \$21,404 010-0000-1330 10 teachers for 2 hours = \$10,000 010-0000-1110</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 8 FUHSD Admin = \$22,254 010-0000-1330 10 teachers for 2 hours = \$10,400 010-0000-1110</p>

Expenditures

Action

5

Actions/Services

<p>PLANNED</p> <p>Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations (e.g. local City Councils, Chambers of Commerce, YMCA, Rotary Clubs, Realtors Association, Sunnyvale Challenge Team, etc.).</p>	<p>ACTUAL</p> <p>FUHSD has maintained or increased participation and/or partnerships by FUHSD staff members in community organizations to support the achievement of LCAP goals in a number of ways. · Presentations were made to Cupertino-Fremont-Sunnyvale Council of PTAs (CFSCPTA), CHS and HHS PTA groups and the Silicon Valley Realtors Association.</p> <p>FUHSD has worked with both Leadership Sunnyvale and Leadership 95014 to engage in discussion about leadership at the school sites and across the district with other leaders in the community. For example, FUHSD staff coordinated Education Days for both Leadership 95014 and Leadership Sunnyvale at FUHSD school sites with presentations from Superintendent Bove and union negotiations staff to provide overviews of negotiations relationships between the district and bargaining units.</p> <p>The FUHSD Superintendent, Associate Superintendent and Assistant Superintendent are members of Cupertino Rotary and an Assistant Superintendent is on the YMCA Board.</p>
---	--

Expenditures

<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,025 010-0000-1330</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,344 010-0000-1330</p>
---	---

Action

6

Actions/Services

<p>PLANNED</p> <p>Produce and distribute an Annual Report to the Community.</p>	<p>ACTUAL</p> <p>An annual report, possibly in the form of an LCAP Executive Summary, will be a focus for the 2017-18 school year.</p>
--	---

Expenditures

<p>BUDGETED</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.02 FTE 3 Dist. Admin. = \$12,842 010-0000-1330 .05 FTE Coord. Of Com. = \$9,727 010-0000-2395-00 Postage/Materials =\$4,500 010-0000-4310 site 01</p>	<p>ESTIMATED ACTUAL</p> <p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.02 FTE 3 Dist. Admin. = \$13,352 010-0000-1330 .05 FTE Coord. Of Com. = \$10,113 010-0000-2395-00 Postage/Materials =\$4,500 010-0000-4310 site 01</p>
---	--

ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

Consultation with parents, students, and other community stakeholders to seek input and feedback is significantly more deliberate and systematized. There is an increased variety of opportunities through various surveys, advisory councils, consultation meetings, partnership in community organization, and improved push out information via technology and other means, to inform and connect stakeholders with the FUHSD.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Planned action strategies are significantly improving the effectiveness of the district to understand and incorporate stakeholder input and feedback into LCAP goals and action plans and hence positively impact student achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The FUHSD did not make any changes to the goal, expected outcomes, metrics, or actions and services to achieve goal 2 during the 2016-17 school year. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made. The 17-18 plan reflects changes to the metrics and actions/services to continue progress towards achieving the goal.

Stakeholder Engagement

LCAP Year

X 2017–18

~~2018~~

~~2019~~

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Multiple summary presentations sharing information about LCFF and LCAP, reviewing the goals and action plan of the 2016-17 LCAP, and seeking input to the 2017-18 LCAP were provided for stakeholders at all five school sites at the following meetings:

- Parents - PTSA, ELAC/Bilingual Committee, Los Padres (March – April).
- Students – Student Leadership classes, English Learner classes, and the Intra-District Council (March – April).
- Staff - Principals sought feedback from staff groups in a variety of ways.
- Mixed Stakeholder meetings – School Site Councils (twice in the year, Fall and Spring). (At least one school ensured that all school staff were invited to SSC meetings specifically for LCAP review and input).

The 2016-17 LCAP document (goals, measures, and activities) was revised into “public friendly” shortened versions for this purpose and translated into multiple languages. Interpreters were also provided at meetings as necessary. A summary of school achievements (successes, challenges, and featured activities) was also provided to each stakeholder group to illustrate progress made towards the goals of the 2016-17 LCAP. Each stakeholder group was provided with an opportunity to review this information, ask questions, and then give input to each of the goals and the LCAP in general with the following prompts:

1. Are there any additional priority need areas you think need to be addressed in the LCAP?
2. Are there any specific strategies that you think need to be included in the LCAP action plan?
3. What questions, comments, or suggestions do you have about the LCAP or the input process?

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

No new major LCAP priorities or goals were identified as a result of input from the stakeholder LCAP input meetings. There was common agreement in all stakeholder groups that the current four goals are relevant to needs at each school site. The stakeholder input meetings essentially served to reinforce the current LCAP priorities, trajectory, and overall action plan and validated the strong relationship between current LCAP goals, measures, and activities and stakeholder views of the same. Feedback from all stakeholder groups obtained through the above processes was reviewed by the District LCAP team and incorporated as appropriate into Actions and Services of the 2017-18 LCAP action plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

Unchanged

Goal 1

Sustain generally high student performance while ensuring high levels of learning from every student.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

There are struggling students in all five of our schools. The District's Belief Statements about Teaching and Learning challenge every school to work to ensure high levels of learning for every student.

Socioeconomically Disadvantaged (SED), English Language Learners (ELL), Filipino, Hispanic, African-American and Students with Disabilities (SWD), while sometimes performing at or above state and county averages, typically do not perform as well as their Asian and White peers.

Data used to identify needs are included in the FUHSD District Accountability Report (presented to the Board when scores are official in the fall of each school year) and have included scores from: California Assessment of Student Performance and Progress (CAASPP); Advanced Placement exams; SAT; and the Early Assessment Program. In addition, the report looks at the portion of students meeting graduation requirements; rates of completion of A-G requirements; levels of need for remediation in college; and postsecondary success as indicated by college entrance and persistence data.

Not all students may achieve A-G requirements given their English language or disability status. One strategy to support these students is to have targeted programs although participation in these programs may keep them from or delay them from taking A-G required classes (ELD 1, 2; Specialized Academic Instruction). While we expect all students to strive towards meeting college readiness, sometimes targeted interventions take precedence.

The FUHSD serves 9th-12th grade students therefore we do not review middle school dropout rates or give tests required in middle or elementary school. Student achievement measures required by LCAP, but not

addressed in this document, are listed in Appendix B of this document.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
By student group, decrease by 10% the number of students not meeting A-G requirements by the time they graduate. For instance, currently 63% of Filipino student meet A-G requirements, 37% don't meet A-G requirements: 37%-3.7%=a target of 33% don't meet).	Class of 2016 not meeting A-G requirements All Students 19.1% ELL 75.5% SED 55.9% Hispanic 62.7% Filipino 22.6% SWD 89% African Am 27.8% Asian 5.7% White 22.6%	Targets for Class of 2017 Students not meeting A-G: All Students 17.2% ELL: 68% SED: 50.3% Hispanic: 56.4% Filipino: 20.3% SWD: 80% African Am: 25% Asian: 5.1% White: 20.3%	Targets for Class of 2018 -10% of 2017 results	Targets for Class of 2019 -10% of 2018 results
By student group, decrease by 10% the number of students who did not meet standard (level 1, level 2) on the CAASPP.	Students not meeting standard on CAASPP ELA/Math (2015-2016): All Students 16%/21% ELL 71%/57% SED 51%/67% Hispanic 54%/78% Filipino 31%/51% SWD 69%/80% African Am 50%/60% Asian 7%/6% White 13%/22%	Students not meeting standard on CAASPP ELA/Math (Targets for 2016-2017) All Students 14.4%/18.9% ELL: 63.9%/51.3% SED: 45.9%/60.3% Hispanic: 48.6%/70.2% Filipino: 27.9%/45.9% SWD: 62.1%/72% African Am: 45%/54% Asian: 6%/5.4% White: 11.7%/19.8%	Targets for 2017-2018 -10% of 2016-2017 results	Targets for 2018-2019 -10% of 2017- 2018 results
By student group, decrease by 10% the	Students “not ready for college” as measured by EAP	Targets for 2017: Students not ready for college	Targets for 2017-2018	Targets for 2018-2019

number of students deemed “not ready for college” as measured on CAASPP (EAP).	<p>ELA/Math (2015-2016)</p> <p>All Students 38%/38%</p> <p>ELL 97%/75%</p> <p>SED 82%/85%</p> <p>Hispanic 86%/92%</p> <p>Filipino 69%/79%</p> <p>SWD 90%/91%</p> <p>African Am 73%/84%</p> <p>Asian 26%/20%</p> <p>White 37%/45%</p>	<p>ELA/Math (2016-2017):</p> <p>All Students 34.2%/34.2%</p> <p>ELL 87.3%/67.5%</p> <p>SED 73.8%/76.5%</p> <p>Hispanic 77.4%/82.8%</p> <p>Filipino 62.1%/71.1%</p> <p>SWD 81%/81.9%</p> <p>African Am 65.7%/75.6%</p> <p>Asian 23.4%/18%</p> <p>White 33.3%/40.5%</p>	-10% of 2016-2017 results	-10% of 2017- 2018 results
By student group, decrease by 10% the number of students who did not graduate.	<p>Students who did not earn a high school diploma: Class of 2016</p> <p>All Students 3.7%</p> <p>ELL 15.4%</p> <p>SED 11.5%</p> <p>Hispanic 11.2%</p> <p>Filipino 2.5%</p> <p>African Am 10.3%</p> <p>SWD 17.9%</p> <p>Asian 1.3%</p> <p>White 3.9%</p>	<p>Targets for Class of 2017:</p> <p>Students who did not earn a high school diploma</p> <p>All Students: 3.3%</p> <p>ELL: 13/9%</p> <p>SED: 10.4%</p> <p>Hispanic: 10.1%</p> <p>Filipino: 2.3%</p> <p>African Am: 9.3%</p> <p>SWD: 16.1%</p> <p>Asian: 1.2%</p> <p>White: 3.5%</p>	<p>Targets for Class of 2018:</p> <p>Students who did not earn a high school diploma</p> <p>-10% of 2017 results</p>	<p>Targets for Class of 2019:</p> <p>Students who did not earn a high school diploma</p> <p>-10% of 2018 results</p>
Increase to 48% the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT.	<p>(from 47.9% in 2013-14; 47.0% in 2014-15)</p> <p>(2015-2016): 51.7%</p>	48%	Maintain or increase from 2017 results	Maintain or increase from 2018 results
Increase English Learner reclassification rate to 9%	<p>(from 9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is</p>	9%	Maintain or increase from 2017 results	Maintain or increase from 2018 results

	accounted by a change to reclassification in spring only beginning in the 15-16 school year) (2016-2017): 12.1%			
--	--	--	--	--

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific Schools:</u>	<input type="checkbox"/>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific Schools:</u>	<input type="checkbox"/> Specific

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Un	<input type="checkbox"/> New <input type="checkbox"/> Modified X Un	<input type="checkbox"/> New <input type="checkbox"/> Modified X Un
Sustain a high quality comprehensive high school program. <ul style="list-style-type: none"> Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. Seek additional resources to support staff and 	Sustain a high quality comprehensive high school program. <ul style="list-style-type: none"> Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. Seek additional resources to support staff 	Sustain a high quality comprehensive high school program. <ul style="list-style-type: none"> Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. Seek additional resources to support staff

<p>expand program/services when possible. No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>	<p>and expand program/services when possible. No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>	<p>and expand program/services when possible. No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>
--	--	--

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$121,177,548	Amount	\$126,066,846	Amount	\$131,109,520
Source	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (2000-9635) 	Source	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (2000-9635) 	Source	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (2000-9635)
Budget Reference	<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1000-7300), Mg (0000,0005,0013,0022,0071,0078) \$85,901,772 - Fd (010-080), Res (2000-9999), Obj (1000-7300) \$35,275,776 	Budget Reference	<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1000-7300), Mg (0000,0005,0013,0022,0071,0078) \$89,380,039 - Fd (010-080), Res (2000-9635), Obj (1000-7300) \$36,686,807 	Budget Reference	<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1000-7300), Mg (0000,0005,0013,0022,0071,0078) \$92,955,240 - Fd (010-080), Res (2000-9635), Obj (1000-7300) 38,154,280

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All	<u>Specify Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	X Low Income
------------------------------	---	---------------------------------------	--------------

Scope of Services

X LEA-wide

ORS choo Limited to Unduplicated Student Group (s)

Location(s)

X All schools

X Specific Schools: FHS and HHS

Specific Grade

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> New	<input type="checkbox"/> Modified
<p><input type="checkbox"/> Unchanged</p> <p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth.</u></p> <ul style="list-style-type: none"> Review of Academic Foundations, Read 180, and interventions targeted at course passage and a-g completion. Continued investigation of the students identified as “Title I” and their access to support programs. 		<p><input checked="" type="checkbox"/> X</p> <p>Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth.</u></p> <ul style="list-style-type: none"> Review of Academic Foundations, Read 180, and interventions targeted at course passage and a-g completion. Continued investigation of the students identified as “Title I” and their access to support programs. 		<p><input checked="" type="checkbox"/> X</p> <p>Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth.</u></p> <ul style="list-style-type: none"> Review of Academic Foundations, Read 180, and interventions targeted at course passage and a-g completion. Continued investigation of the students identified as “Title I” and their access to support programs. 	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,730,312	Amount	\$1,834,131	Amount	\$1,228,094
Source	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - LCFF Base -Prop. 55 (1400) 	Source	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - LCFF Base -Prop. 55 (1400) 	Source	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - LCFF Base -Prop. 55 (1400)
Budget	- 010-0000-2915,2410,3000,4310	Budget	- 010-0000-2915,2410,3000,4310	Budget	- 010-0000-2915,2410,3000,4310

Reference

(\$178,034) - 010-0000-1110,1120,1251,3000-(010100/010102/018200/017500/031100) \$907,972 - 060-9211-1000, 3000 \$173,006 - 010-0000-1100,3000-(150000) \$260,230 - 010-1400-1300, 3000 \$211,070

Reference

(\$188,716) - 010-0000-1110,1120,1251,3000-(010100/010102/018200/017500/031100) \$962,451 - 060-9211-1000, 3000 \$183,386 - 010-0000-1100,3000-(150000) \$275,843 - 010-1400-1300, 3000 \$223,734

Reference

(\$200,039) - 010-0000-1110,1120,1251,3000-(010100/010102/018200/017500/031100) \$1,020,198 - 060-9211-1000, 3000 \$194,389 - 010-0000-1100,3000-(150000) \$292,393 - 010-1400-1300, 3000 \$237,158

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>English Learners</u> <input checked="" type="checkbox"/> <u>Disabilities</u> <input checked="" type="checkbox"/>
<u>Location(s)</u>	X All schools	<input type="checkbox"/> Specific school spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	X LEA-wide	OR School Wide limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	X All schools	<input type="checkbox"/> Specific	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified X Unchanged
Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a <u>program targeted to English Learners</u> at each school. During the 2017-18 school year, the District administrator supporting EL programs will coordinate with a .4 released teacher to update the	Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a <u>program targeted to English Learners</u> at each school. In addition as described in the Title III plan, for school year 2018-19, <ul style="list-style-type: none"> Ongoing curriculum review. 	Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a <u>program targeted to English Learners</u> at each school. In addition as described in the Title III plan, for school year 2019-20, <ul style="list-style-type: none"> Ongoing curriculum review.

Master Plan for English Learners. In addition as described in the Title III plan,

- Long-term English Learners (ELs) are currently placed in supplementary intervention courses. Ninth graders take “Perspectives” using the Career Choices and Changes curriculum. The curriculum will be revised to enhance academic language production and student capacity to access complex texts. The District administrator supporting EL programs will facilitate collaboration meetings and provide coaching. The teachers and administrator will continually evaluate curriculum – and its implementation – to determine its effectiveness.
- Each school site designs a plan for Designated and Integrated English Language Development (ELD) teachers to engage in professional learning on practices that enhance the experience ELs in learning content and acquiring academic English. This may include visits to each other’s classrooms, analysis of lessons on video, lesson studies, action research, examination of student work, etc. A central focus remains on improving the quality and quantity of academic language production and the extent to which students are accessing complex texts.
- Throughout the school year, Designated ELD and Global Literature teachers collaborate as professional learning communities to revise the essential learning objectives of each unit to ensure they are at a level of rigor called for by

- Professional learning for Designated and Integrated ELD teachers.
- Ongoing collaboration of Designated ELD and Global Literature teachers.
- Ongoing collaboration to enhance the learning experience for long-term ELs.

- Professional learning for Designated and Integrated ELD teachers.
- Ongoing collaboration of Designated ELD and Global Literature teachers.
- Ongoing collaboration to enhance the learning experience for long-term ELs.

the Common Core State Standards (CCSS) and the 2012 ELD standards. A particular focus is on the explicit instruction of “how English works” (e.g., expanding/enriching ideas, connecting/condensing ideas) to support students in producing the academic language necessary for successful completion of summative tasks. Five ELD 1, five ELD 2, and five ELD 3 teachers and 3 Global Literature teachers will participate (18 total).

- Two Integrated ELD teachers and a District administrator collaborate to enhance the learning experience for long-term ELs. They will re-design existing units (one in Science and one in Mathematics) using project-based learning components (e.g., feedback, exhibition). By offering students choice in their learning while providing the necessary scaffolding, they aim to improve the authenticity of the summative task and to increase student engagement.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,055,881
Source	- LCFF Base - 0000 - LCFF Supplemental Grant - (0000) - LCFF Supplemental Grant - 0791
Budget Reference	- 010-0000-2395,2410, 3000 - (033100) \$6,993 - 010-0000-1110,3000-(010100/0100102/012100)

2018-19

Amount	\$3,239,234
Source	- LCFF Base - 0000 - LCFF Supplemental Grant - (0000) - LCFF Supplemental Grant - 0791
Budget Reference	- 010-0000-2395,2410, 3000 - (033100) \$7,412 - 010-0000-1110,3000-(010100/0100102/012100)

2019-20

Amount	\$3,433,588
Source	- LCFF Base - 0000 - LCFF Supplemental Grant - (0000) - LCFF Supplemental Grant - 0791
Budget Reference	- 010-0000-2395,2410, 3000 - (033100) \$7,857 - 010-0000-1110,3000-(010100/0100102/012100)

\$1,585,738
- 010-0791-all objects
\$1,463,150

\$1,680,882
- 010-0791-all objects
\$1,550,939

\$1,781,735
- 010-0791-all objects
\$1,643,996

New Modified Unchanged

Goal 2

All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

[Identified Need](#)

In order to make good on the goal of supporting every student to achieve at high levels, we need to ensure that every student benefits from a focused, well-articulated curriculum. Standards themselves do not provide adequate guidance or focus. FUHSD teachers are organized into professional learning teams charged with articulating essential learnings, administering common assessments, and using the results of these to guide interventions. This curriculum development infrastructure needs to be supported by teacher professional development related to new standards and the development of a common language about effective instruction so that we build the capacity for continuous improvement.

Currently, there is a dearth of high quality instructional materials available to support implementation of new standards. In addition, our network infrastructure and Wi-Fi needs to be continually upgraded to support digital instructional resources and continued on-line testing.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals	More than 90%	95%	98%	100%

for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school and district administrators. (Educator Effectiveness Funds)				
Increase the percentage of underrepresented students who take AP classes.	<p>Students completing AP courses--duplicated (2015-2016):</p> <p>All Students 36%</p> <p>ELL 7.1%</p> <p>SED 13.8%</p> <p>Hispanic 11.3%</p> <p>Filipino 26.3%</p> <p>SWD 3.1%</p> <p>African Am 17.5%</p> <p>Asian 44.6%</p> <p>White 30.5%</p>	<p>Targets for 2017-2018: Increase by 2% students completing AP courses in 2016-2017</p> <p>All Students: 38%</p> <p>ELL: 9.1%</p> <p>SED: 15.8%</p> <p>Hispanic: 13/3%</p> <p>Filipino: 28.3%</p> <p>SWD: 5.1%</p> <p>African Am: 19.5%</p> <p>Asian: 46.6%</p> <p>White: 32.5%</p>	<p>Targets for 2018-2019: Increase by 2% students completing AP courses in 2017-2018</p>	<p>Targets for 2019-2020: Increase by 2% students completing AP courses in 2018-2019</p>
Increase the number of FUHSD courses that result in credit from a post-secondary program.	1	3	4	5
100% of teachers will be highly qualified to teach the courses to which they are assigned.	100%	100%	100%	100%

100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.	100%	100%	100%	100%
--	------	------	------	------

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific</u>	<input type="checkbox"/> Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Spec

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Un	<input type="checkbox"/> New <input type="checkbox"/> Modified X	<input type="checkbox"/> New <input type="checkbox"/> Modified X
<ul style="list-style-type: none"> Sustain, and expand when possible, curriculum and professional development supports including: <ul style="list-style-type: none"> A two-year, in- house induction program for new teachers. Curriculum and professional development teams that meet at least 	<ul style="list-style-type: none"> Sustain, and expand when possible, curriculum and professional development supports including: <ul style="list-style-type: none"> A two-year, in- house induction program for new teachers. Curriculum and professional development teams that meet at 	<ul style="list-style-type: none"> Sustain, and expand when possible, curriculum and professional development supports including: <ul style="list-style-type: none"> A two-year, in- house induction program for new teachers. Curriculum and professional development teams that meet at

<p>three times per month and up to five additional work days in the summer.</p> <ul style="list-style-type: none"> Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators. Resources to attend external professional learning opportunities as appropriate. Leadership learning opportunities for administrators. <p>All expenses of Induction program, 0.8 FTE for 3 curricular leads, Professional development: Release-time for workshops, Prof. Dev. (release and subs), Admin. Learning ,Books and Supplies.</p>	<p>least three times per month and up to five additional work days in the summer.</p> <ul style="list-style-type: none"> Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators. Resources to attend external professional learning opportunities as appropriate. Leadership learning opportunities for administrators. 	<p>least three times per month and up to five additional work days in the summer.</p> <ul style="list-style-type: none"> Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators. Resources to attend external professional learning opportunities as appropriate. Leadership learning opportunities for administrators.
--	--	--

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$1,071,324</p>	<p>Amount</p> <p>\$1,135,603</p>	<p>Amount</p> <p>\$1,203,740</p>
<p>Source</p> <ul style="list-style-type: none"> - LCFF Base- 0000 - LCFF Base-0771 - LCFF Base-Prop 55 - 1400 	<p>Source</p> <ul style="list-style-type: none"> - LCFF Base- 0000 - LCFF Base-0771 - LCFF Base-Prop 55 - 1400 	<p>Source</p> <ul style="list-style-type: none"> - LCFF Base- 0000 - LCFF Base-0771 - LCFF Base-Prop 55 - 1400
<p>Budget Reference</p> <ul style="list-style-type: none"> - 010-0000-5241-(070701-0061) \$50,000 - 010-0000-1000,3000,4000- (Mg 0071) \$180,750 - 018-0771- all objects \$330,574 - 010-1400-1000, 3000 \$510,000 	<p>Budget Reference</p> <ul style="list-style-type: none"> - 010-0000-5241-(070701-0061) \$53,000 - 010-0000-4000- (0071) \$191,595 - 018-0771- all objects \$350,408 - 010-1400-1000, 3000 \$540,600 	<p>Budget Reference</p> <ul style="list-style-type: none"> - 010-0000-5241-(070701-0061) \$56,180 - 010-0000-4000- (0071) \$203,091 - 018-0771- all objects \$371,433 - 010-1400-1000, 3000 \$573,036

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific</u> <input type="checkbox"/> Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Spec

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Un	<input type="checkbox"/> New <input type="checkbox"/> Modified X	<input type="checkbox"/> New <input type="checkbox"/> Modified X
Monitor patterns of course requests to inform program revision and development Salary and benefits of .025 FTE for 5 AP's , .02 FTE for 21 Guid. Coun. , .025 FTE Dist. Admin.	Monitor patterns of course requests to inform program revision and development	Monitor patterns of course requests to inform program revision and development

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$93,949	Amount \$99,586	Amount \$105,561
Source LCFF Base -0000	Source LCFF Base - 0000	Source LCFF Base-0000
Budget Reference 010-0000-1251, 1307, 1330, 3000	Budget Reference 010-0000-1251, 1307, 1330, 3000	Budget Reference 010-0000-1251, 1307, 1330, 3000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School Wide	limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	Specific Schools: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Un	<input type="checkbox"/> New <input type="checkbox"/> Modified X	<input type="checkbox"/> New <input type="checkbox"/> Modified X
Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel. Salary and benefits of .025 FTE for 5 AP's , .02 FTE for 21, .025 FTE Dist. Admin.	Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel.	Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$94,155	Amount \$99,804	Amount \$105,792
Source LCFF Base- 0000	Source LCFF Base-0000	Source LCFF Base-0000
Budget Reference 010-0000-1307,1308,1250,1300, 3000	Budget Reference 010-0000-1307,1250,1300, 3000	Budget Reference 010-0000-1307,1250,1300, 3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
------------------------------	------------------------------	----------------------------------	--------------------------

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unmodified	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unmodified	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unmodified
Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, D/F/I counseling, and Saturday School. Salary and benefits of .025 FTE for 5 AP's , .02 FTE for 21 Guid. Coun., .025 FTE Dist. Admin.	Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, D/F/I counseling, and Saturday School.	Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, D/F/I counseling, and Saturday School.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$94,155 Source LCFF Base - 0000 Budget Reference 010-0000-1307,1308,1250, 1300, 3000	Amount \$99,804 Source LCFF Base - 0000 Budget Reference 010-0000-1307,1308,1250, 1300, 3000	Amount \$105,792 Source LCFF Base - 0000 Budget Reference 010-0000-1307,1308,1250, 1300, 3000

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Specific Student Group(s) _____ Specific

Location(s) All schools Specific _____ Specific

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spec	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Un	<input type="checkbox"/> New <input type="checkbox"/> Modified X	<input type="checkbox"/> New <input type="checkbox"/> Modified X
Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core. Salary and benefits of .05 FTE Dist. Admin., 15 teachers for 8 hours.	Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$16,091	Amount \$17,056	Amount \$18,080
Source LCFF Base - 0000	Source LCFF Base - 0000	Source LCFF Base - 0000
Budget Reference 010-0000-1100, 1300, 3000	Budget Reference 010-0000-1100, 1300, 3000	Budget Reference 010-0000-1100, 1300, 3000

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Spec
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spec	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> School-wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X
Conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found. Salary and benefits of .05 FTE Dist. Admin., 15 teachers for 8 hours.	Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.	Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$16,091 Source LCFF Base - 0000 Budget Reference 010-0000-1100, 1300, 3000	Amount \$17,091 Source LCFF Base - 0000 Budget Reference 010-0000-1100, 1300, 3000	Amount \$18,080 Source LCFF Base - 0000 Budget Reference 010-0000-1100, 1300, 3000

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Specific Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
------------------------------	---

Scope of Services

LEA-wide

School wide Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified

Unchanged

New Modified

Unchanged

New

Modified X

Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (continue Statway with Mission College at FHS; offer with Foothill College Health Careers at CHS and Kinesiology at FHS starting in 17-18).
Salary and benefits of 1 FTE Dist. Admin. CTE

Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit.

Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit .

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$22,915

Amount

\$24,290

Amount

\$25,747

Source

Local Revenue Resource-9635

Source

Local Revenue Resource 060-9635

Source

Local Revenue Resource 060-9635

Budget Reference

060-9635-1330, 3000

Budget Reference

060-9635-1330,3000

Budget Reference

060-9635-1330,3000

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Specific Student Group(s)

Location(s)

All schools

Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Foster

Low Income

Scope of Services

LEA-wide

ORS Schoolwide Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific _____

Spec

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.

Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.

Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.

Salary and benefits of .05 FTE for 2 HR Mgrs.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$24,968

Amount

\$26,466

Amount

\$28,054

Source

LCFF Base- 0000

Source

LCFF Base - 0000

Source

LCFF Base - 0000

Budget Reference

010-0000-1300,3000

Budget Reference

010-0000-1300,3000

Budget Reference

010-0000-1300,3000

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Specific Student Group(s) _____

Location(s)

All schools

Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

ORS Schoolwide Limited to Unduplicated Student Group(s)

Location(s) All schools

Specific Schools: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses. Salary and benefits of 5 APs, 01 of AVID Teacher.	Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.	Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,034,931 Source LCFF Base- 0000 Budget Reference 010-0000-1100, 1300, 3000	Amount \$1,097,027 Source LCFF Base - 0000 Budget Reference 010-0000-1100, 1300, 3000	Amount \$1,162,849 Source LCFF Base- 0000 Budget Reference 010-0000-1100, 1300, 3000

New Modified Unchanged

Goal 3

Every student will feel safe, cared about, and both academically and socially engaged in school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Students, parents, and staff have expressed concern about the academic pressure and stress experienced by students in the FUHSD. All schools have students who do not exert effort to participate or do well in school. While many factors, both internal and external to the school, can contribute to these issues, it is important that

we look at ways classroom and school practices can address these concerns.

FUHSD invests many resources to ensure that students are safe and have a sense of well-being at school. Discipline referrals; requests for support from Student Advocates, School Psychologists, and Guidance Counselors; and input from student groups are reviewed annually and used to develop school plans. However, we have not had a systematic way of collecting data about school climate and students' experience at school in the last several years. During the 2014-15 school year student surveys were administered for this purpose and during the 2016-17 school year a student wellness survey was administered. A student survey that combines measures of wellness and campus climate is planned for 2017-18.

While student discipline is not a major concern at any of our schools, we continue to work on norming discipline responses across schools and developing supportive alternatives to suspension.

Truancy rates are low at all schools and most student sub-groups. However, we have significant concerns about attendance and truancy rates among students who are Hispanic and SED at Fremont High.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.	Student Wellness Survey (Sept 2016) 51.2% of student found their coursework interesting	Increase from baseline the portion of students who found their coursework interesting	Increase from 2017 results the portion of students who found their coursework interesting	Increase from 2018 results the portion of students who found their coursework interesting
Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed).	Student Wellness Survey (Sept 2016) 4.2% of students experienced bullying or harassment 37.6% of students felt their teachers cared about their well-being 66.2% of students felt stress at school	Decrease from baseline the portion of students who report they experienced bullying or harassment Increase from baseline the portion of students who felt their teachers cared about their well-being Decrease from baseline the portion of students who	Decrease from 2017 results the portion of students who report the experienced bullying or harassment Increase from 2017 results the portion of students who felt their teachers cared about their well-being Decrease from 2017 results the portion of students who report	Decrease from 2018 results the portion of students who report the experienced bullying or harassment Increase from 2018 results the portion of students who felt their teachers cared about their well-being Decrease from 2018 results the portion of students who report they felt stress at school

		reported they felt stress at school	they felt stress at school	
Maintain low expulsion rate and monitor that no student groups are overrepresented among expelled students.	0.2%	Maintain or decrease expulsion rate from baseline	Maintain or decrease expulsion rate from 2017-18	Maintain or decrease expulsion rate from 2018-19
Maintain low suspension rate and monitor that no student groups are overrepresented among suspended students.	1.6%	Maintain or decrease suspension rate from baseline	Maintain or decrease suspension rate from 2017-18	Maintain or decrease suspension rate from 2018-19
Maintain or increase student positive attendance and continue to refer all chronically truant students to the truancy abatement program.	Baseline attendance (2015-2016) 94%	Maintain or increase positive attendance from baseline	Maintain or increase positive attendance from 2016-17	Maintain or increase positive attendance from 2017-18
Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.	0 complaints	0 complaints	0 complaints	0 complaints
While maintaining high rates of graduation for all students, continue efforts to decrease by 10% the portion of students who are African American,	Students who did not earn a high school diploma: Class of 2016 All Students 3.7% ELL 15.4% SED 11.5% Hispanic 11.2%	Targets for Class of 2017: Students who did not earn a high school diploma All Students: 3.3% ELL: 13/9% SED: 10.4% Hispanic: 10.1%	Targets for Class of 2018: Students who did not earn a high school diploma -10% of 2017 results	Targets for Class of 2019: Students who did not earn a high school diploma -10% of 2018 results

Hispanic, English Language Learners, Students With Disabilities, students considered Socioeconomically Disadvantaged, foster and homeless youth that did not graduate.	Filipino 2.5% African Am 10.3% SWD 17.9% Asian 1.3% White 3.9%	Filipino: 2.3% African Am: 9.3% SWD: 16.1% Asian: 1.2% White: 3.5%		
Monitor post-secondary program success as indicated by college entrance and persistence data.	Baseline will be reported in 2017 based on data from previous cohorts, as reported through third-party sources.	Maintain or increase college entrance rates and persistence rates	Maintain or increase college entrance rates and persistence rates	Maintain or increase college entrance rates and persistence rates

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Specific Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> School Wide Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Sch	<input type="checkbox"/> Spec

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.	Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.	Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$48,814	Amount: \$51,743	Amount: \$54,847
Source: LCFF Base- 0000	Source: LCFF Base - 0000	Source: LCFF Base - 0000
Budget Reference: 010-0000-1305, 3000-070701	Budget Reference: 010-0000-1305, 3000-070701	Budget Reference: 010-0000-1305, 3000-070701

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Specific Student Group(s)

Location(s) All schools Specific

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide School-wide Limited to Unduplicated Student Group(s)

Location(s) All schools Specific

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>
Mental Health and Wellness: support during the comprehensive sexual health education unit in 9 th grade biology, time management sheets, guidance curriculum, and efforts to increase proactive strategies	Mental Health and Wellness: support during the comprehensive sexual health education unit in 9 th grade biology, time management sheets, guidance curriculum.	Mental Health and Wellness: support during the comprehensive sexual health education unit in 9 th grade biology, time management sheets, guidance curriculum.

and crisis intervention.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$184,558 Source LCFF Base - 0000 LCFF Base - 0605 Budget Reference 010-0000-1251, 1300, 3000 \$68,266 018-0605-291501, 3000 \$116,292	Amount \$195,631 Source LCFF Base - 0000 LCFF Base - 0605 Budget Reference 010-0000-1251, 1300, 3000 \$72,362 018-0605-291501, 3000 \$123,269	Amount \$207,369 Source LCFF Base - 0000 LCFF Base - 0605 Budget Reference 010-0000-1251, 1300, 3000 \$76,740 018-0605-291501, 3000 \$130,665

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Specific Student Group(s) Specific Student Disability

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income

LEA-wide School Wide Limited to Unduplicated Student Group(s)

All schools Specific

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy	School Climate group will continue to meet monthly to norm expectations for behavior,	School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and

across schools and advise on the need for effectiveness of interventions and engage in professional development.	discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development.	truancy across schools and advise on the need for effectiveness of interventions and engage in professional development.
--	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$21,317	Amount	\$22,596	Amount	\$23,951
Source	LCFF Base - 0000	Source	LCFF Base - 0000	Source	LCFF Base - 0000
Budget Reference	010-0000-1307, 1330, 3000	Budget Reference	010-0000-1307, 1330, 3000	Budget Reference	010-0000-1307, 1330, 3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School-wide	limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Grade	spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.	Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.	Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$108,159	Amount: \$114,649	Amount: \$121,528
Source: LCFF Base - 0000	Source: LCFF Base - 0000	Source: LCFF Base - 0000
Budget Reference: 010-0000-1307,1251,1330,1230,3000	Budget Reference: 010-0000-1307,1251,1330,1230,3000	Budget Reference: 010-0000-1307,1251,1330,1230,3000

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specify Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific</u> <input type="checkbox"/> <u>Spec</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School wide limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spec	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>
Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$17,053	Amount	\$18,076	Amount	\$16,161
Source	LCFF Base - 0000	Source	LCFF Base - 0000	Source	LCFF Base - 0000
Budget Reference	010-0000-1307,1330, 3000	Budget Reference	010-0000-1307,1330, 3000	Budget Reference	010-0000-1307,1330, 3000

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	Specify Student Group(s)	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School Wide Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>
Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.	Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.	Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$32,503	Amount	\$33,990	Amount	\$35,552
Source	LCFF Base - 0000	Source	LCFF Base - 0000	Source	LCFF Base - 0000

Budget Reference

010-0000-1100,1200,1300,2000,3000,4310

Budget Reference

010-0000-1100,1200,1300,2000,3000,4310

Budget Reference

010-0000-1100,1200,1300,2000,3000,4310

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School Wide Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X
Update school safety plans.	Monitor school safety plans.	Monitor school safety plans.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$121,519	Amount: \$125,165	Amount: \$128,920
Source: LCFF Base - 0000	Source: LCFF Base - 0000	Source: LCFF Base - 0000
Budget Reference: 010-0000-1300, 3000	Budget Reference: 010-0000-1300, 3000	Budget Reference: 010-0000-1300, 3000

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School Wide Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific _____	<input type="checkbox"/> Specific _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Introduce support for coaches including mentoring and ensuring positive climate in athletics programs.	Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.	Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$72,423	Amount: \$76,768	Amount: \$81,374
Source: LCFF Base - 0000	Source: LCFF Base - 0000	Source: LCFF Base - 0000
Budget Reference: 010-0000- 1100, 1300, 3000	Budget Reference: 010-0000- 1100, 1300, 3000	Budget Reference: 010-0000- 1100, 1300, 3000

	<p>Bay Area and KTVU) between August 2016 and May 2017</p> <ul style="list-style-type: none"> ● Social Media: <ul style="list-style-type: none"> ○ 2,975 followers on FUHSD Facebook page ○ 120 followers on FUHSD Twitter page ○ Launched FUHSD LinkedIn page in September 2016 	Facebook, Twitter, and LinkedIn	Facebook, Twitter, and LinkedIn	Facebook, Twitter, and LinkedIn
Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).	El Camino Hospital Unity Care	El Camino Hospital Unity Care Additional community partnerships	El Camino Hospital Unity Care Additional community partnerships	El Camino Hospital Unity Care Additional community partnerships
100% of parents have an active account to monitor their student's progress via School Loop or Infinite Campus portal.	<p>Baseline in 2016-2017</p> <p>% of students with an active parent account (IC portal/SL portal):</p> <p>CHS: 41%/86%</p> <p>FHS: 52%/66%</p> <p>HHS: 67%/77%</p> <p>LHS: 74%/78%</p> <p>MVHS: 76%/82%</p>	<p>Targets for 2017:</p> <p>Increase active accounts by 2%</p> <p>CHS: 43%/88%</p> <p>FHS: 54%/68%</p> <p>HHS: 69%/79%</p> <p>LHS: 76%/80%</p> <p>MVHS: 78%/84%</p>	<p>Targets for 2018:</p> <p>Increase active accounts by 2% from 2017 results</p>	<p>Targets for 2019:</p> <p>Increase active accounts by 2% from 2018 results</p>

[PLANNED ACTIONS / SERVICES](#)

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific Schools:</u> <input type="checkbox"/>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> School Wide limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific Schools:</u> _____	<input type="checkbox"/> Specific

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X
Confirm and implement ongoing plan for survey administration including students, parents, and staff.	Continue to implement ongoing plan for survey administration including students, parents, and staff.	Continue to implement ongoing plan for survey administration including students, parents, and staff.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$24,423	Amount \$25,888	Amount \$27,441
Source Local Revenue Resource -9211	Source Local Revenue Resource -9211	Source Local Revenue Resource -9211
Budget Reference 060-9211-1305, 3000	Budget Reference 060-9211-1305, 3000	Budget Reference 060-9211-1305, 3000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Specific</u> <input type="checkbox"/> Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School Wide <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spec	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>
Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).	Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).	Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$79,971	Amount: \$84,769	Amount: \$89,855
Source: LCFF Base - 0000	Source: LCFF Base-0000	Source: LCFF Base-0000
Budget Reference: 010-0000-1300,3000	Budget Reference: 010-0000-1300,3000	Budget Reference: 010-0000-1300,3000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u>	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<u>Grades/years</u>	<u>Schools:</u>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> School wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> School specific	<input type="checkbox"/> Specific

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, FUHSD CACLEC, COC, CAC, SELPA Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.			Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, FUHSD CACLEC, COC, CAC, SELPA Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.			Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, FUHSD CACLEC, COC, CAC, SELPA Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$18,043	Amount	\$19,125	Amount	\$20,273
Source	LCFF Base- 0000	Source	LCFF Base - 0000	Source	LCFF Base - 0000
Budget Reference	010-0000-1100, 1300, 3000	Budget Reference	010-0000-1100, 1300, 3000	Budget Reference	010-0000-1100, 1300, 3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specific Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spec

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> In-Career Youth	<input type="checkbox"/> Low
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> OR School Wide limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X
<p>Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:</p> <ul style="list-style-type: none"> ○ parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, ○ students through leadership classes, ELD classes, and FUHSD Student Intra District Council, ○ and staff through School Site Council, PLATE and teacher retention subcommittee. 	<p>Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:</p> <ul style="list-style-type: none"> ○ parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, ○ students through leadership classes, ELD classes, and FUHSD Student Intra District Council, ○ and staff through School Site Council, PLATE and teacher retention subcommittee. 	<p>Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:</p> <ul style="list-style-type: none"> ○ parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, ○ students through leadership classes, ELD classes, and FUHSD Student Intra District Council, ○ and staff through School Site Council, PLATE and teacher retention subcommittee.

BUDGETED EXPENDITURES

2017-18

Amount

\$22,205

Source

LCFF Base - 0000

Budget
Reference

010-0000-1300, 3000

2018-19

Amount

\$23,537

Source

LCFF Base-0000

Budget
Reference

010-0000-1300, 3000

2019-20

Amount

\$24,950

Source

LCFF Base-0000

Budget
Reference

010-0000-1300, 3000

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served AllSpecific Student Group(s) Location(s) All schools Spec**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low IncomeScope of Services LEA-wide School-wide Limited to Unduplicated Student Group(s)Location(s) All schools SpecACTIONS/SERVICES**2017-18**

X New

 Modified Un**2018-19** New

X Modified

 Unchanged**2019-20** New

X Modified

 Unchanged

Continue family engagement committee; explore establishment of an FUHSD PTSA Council and other methods of communicating with parents including those of students with disabilities, English Language Learners.

Continue family engagement committee and other activities initiated during the 2017-18 school year.

Continue family engagement committee and other activities initiated during the 2018-19 school year.

BUDGETED EXPENDITURES**2017-18**

Amount

\$24,423

2018-19

Amount

\$25,888

2019-20

Amount

\$27,441

Source	Local Revenue Resource -9211	Source	Local Revenue Resource -9211	Source	Local Revenue Resource -9211
Budget Reference	060-9211-1300, 3000	Budget Reference	060-9211-1300, 3000	Budget Reference	060-9211-1300, 3000

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	Specific Student Group(s)	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All schools	Grades	<input type="checkbox"/>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> OR School Wide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> School Specific	<input type="checkbox"/> Specific

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.	Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.	Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$13,087	\$13,873	\$14,705
Source	Source	Source
LCFF Base- 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	Budget Reference	Budget Reference
010-0000-1300, 3000	010-0000-1300, 3000	010-0000-1300, 3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18

~~2018~~

~~2019~~

Estimated Supplemental and Concentration Grant Funds:

\$ 3,193,928

Percentage to Increase or Improve Services:

3.44 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The services in the LCAP demonstrate a 3.44% increase of services to unduplicated students as compared to the services provided to all pupils in the 2016-17 school year. The unduplicated pupil percentage for the FUHSD is 16.64%.

- Cupertino HS 3% (303)
- Fremont HS 7% (779)
- Homestead HS 4% (438)
- Lynbrook HS 1% (141)
- Monta Vista HS 0.9% (98)
- Community Day School 0.05% (5)
- Non-Public School 0.1% (11)

The increase in services are documented below.

Quantitatively: the expenditure of Local Control Funding Formula funds for additional personnel, materials, and services targeted primarily to unduplicated students is as follows above and beyond those provided to all students:

- Supplemental personnel targeted to assist Foster Youth, Low Income students, and English Learners
- For 2017-18, efforts on behalf of English Language Learners will be additionally supported by a .2 release for the GOALS teacher at FHS and a .4 release for a teacher to update the EL master plan.
- Professional development targeted to assist in access to the Common Core for differentiation based on unduplicated students
- Research based materials to support access to Common Core curriculum for our unduplicated student populations.

Highlights of our services for Foster Youth and Low Income students include:

- Teachers' salaries for reading and academic intervention classes
- Parent and Community Liaison position

- Additional Student Conduct Liaison position
- Additional CTE classes above average # allocated to other schools
- Teachers' salaries and materials for summer bridge classes
- AVID or AVID-like interventions at all schools
- Lower class sizes in Algebra

Refer to goal 1, action 2 for cost and account. Pages 71-72. Formalized for the 2016-17 school year, when a foster youth enters the FUHSD the Educational Options Guidance Counselor reviews their transcript and coordinates an academic plan with the school-site guidance counselor who is designated to support foster youth.. The school site guidance counselor holds check-in meetings with the student over the course of the year. The Educational Options GC and designated site GCs meet during the school year to discuss any updates in the law and monitor District supports on behalf of foster youth. Site specific activities to support low-income students are monitored throughout the school year by an Administrator on Special Assignment, Interventions and the school plan process.

Highlights of our EL program include:

- ELD classes at levels 1- 3 (for students at CELDT levels 1-5)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for newcomers and long term English Learners)
- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses
- Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Summer EL Academies
- District Wide EL Prof. Development
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL

Refer to goal 1, action 3 for cost and account. Pages 72-75. The Fremont High School GOALS program for Long-term English Learners has been formalized with a course sequence. Across the district, site specific activities in support of English learners are monitored by a District administrator in coordination with the EL Coordinator and Administrative liaison.

Qualitatively: the following additional services will be provided for unduplicated students

- Assistance to foster youth, low income students, and English Learners, and their families, from District Enrollment Office and school-based guidance staff and Student Advocates, re: course selection; post-secondary options, and social supports necessary to support student success in high school.

The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools.

DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund

accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited only to students who are in one of the unduplicated student groups, place a check mark next to “Limited to Student Groups” and specify the unduplicated student group(s).

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more

unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - i. English Language Arts – Common Core State Standards for English Language Arts
 - ii. Mathematics – Common Core State Standards for Mathematics
 - iii. English Language Development
 - iv. Career Technical Education
 - v. Health Education Content Standards
 - vi. History-Social Science
 - vii. Model School Library Standards
 - viii. Physical Education Model Content Standards
 - ix. Next Generation Science Standards
 - x. Visual and Performing Arts
 - xi. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?