

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](#): 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

Contact Name and Title

Email and Phone

Fremont Union High School
District

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2017-20 Plan Summary

The Story

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 2017-18 we enrolled:

11140 Total students

862 English Learners (7.73%)

1851 Low Income Students (16.61% on Free or Reduced Lunch or parents without college education)

*Increase resulted from change of CALPADS directly certifying free/reduced meals due to Medicaid qualifications

5 Foster Youth (.04%)

1024 Special Education Students (9.2%)

3308 Re-designated Fluent English Speakers (29.7%)

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

Hispanic 1623 (14.5%)

Am Indian/AlaskanNat 10 (.09%)

Asian 6583 (59.09%)

Nat Hwn/Other Pac Islander 23 (0.21%)

Filipino 282 (2.53%)

Black/African Am 92 (0.83%)

White	1943 (17.44%)
Two or more races	584 (5.24%)

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 \$160 million; 89% 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 planned for the loss of nearly \$2 M in Career Technical Education funds over 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 30/55 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)
- 30 courses in the visual and performing arts
- 22 Advanced Placement courses (total of 280 sections)
- 28 Career Technical Education courses representing 9 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, Academic Reading and Writing (Read180), and Gateway/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 \$32.15 M. Federal and State revenue for Special Education totals \$6.06 million. 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 1.25 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 interventions 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 (this will increase to 120 minutes per week with new schedules at all sites for the 2018-19 school year); 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:

- Full Implementation
 - Revisit Revision and Redemption policies that allow students to demonstrate learning and improve grades after initial assessments have been given; improve as needed.
 - Base equity work on the *Critical Practices for Anti-Bias Education* from Teaching Tolerance. Convene Equity Taskforce to coordinate efforts. Include a student voices component.
- Full Implementation and Sustainability
 - Continue to revise and refine the process that checks student success every three weeks and assigns students to appropriate interventions.
 - Continue to provide support for students who are struggling to complete work through Admin Tutorial.
 - Continue to offer Guided Studies as an option for students who need more direct support to complete challenging work.

Featured Activities:

- Exploration and Research
 - Determine how to use four extra tutorials per month next school year to help provide targeted interventions and school-wide conversations. Consider adding a tutorial tracker to check student attendance in interventions.
 - Review impact of newly adopted 4-block schedule. Identify any additional learning or support required in transitional period.

- Identify most effective way to use data to determine benchmarks for annual progress towards achievement goals for each student group.
- Explore and possibly implement new textbooks in math classes.
- Initial Implementation
 - Revitalize the Latino Parent Group by assigning an admin and hiring a teacher coordinator to work collaboratively with families to support our students in this demographic.
 - Begin an Algebra 2 “admin tutorial”; led by a guidance counselor and staffed by student tutors. Add a Terra Nova Coordinator to serve as a case manager for students in the program.
 - Develop Hispanic student mentor program

Fremont High School

Areas Of Focus And Success:

- Full Implementation
 - Through the impacts of construction, Flex Time was very challenging for staff and students this year. More rooms will be available next year with completed construction. Collaboration time will be used to help determine best use of the additional day of Flex Time next year.
- Full Implementation and Sustainability
 - The Academic Foundations team has been working on defining the course description, goals, and objectives for the program. They have developed a brochure as a communication tool/common message. They also have created a welcome letter to incoming 9th grade families including a description and goals (English and Spanish). English teachers in the program have been a positive support this year.

Featured Activities:

- Exploration and Research
 - ELD para-educators have been successfully working with ELD students with D's and F's during the ELD Flex Academy on Tuesdays and Wednesdays. This second tier intervention strengthens communication between paraeducators and teachers and gives paraeducators a chance to learn more about the strengths and weaknesses of students who aren't doing well.
 - Staff does a grade pull from School Loop every 3 weeks for 9th graders for their core classes. The data is tracked and students not making progress are placed in the Flex Academy at three-week intervals. It has been found that using grade percentages

from School Loop to track progress is more accurate than 6-week letter grades.

- Initial Implementation

- The LTEL (GOALS) Coordinator has focused on three areas: 1) English Proficiency: Integrating English Language Development instruction along with content to support their skills; 2) Instilling Confidence: They have GOALS recognition luncheons and quarterly GPA awards to boost their morale and confidence in their abilities; 3) See Beyond High School: Students are exposed to careers and colleges through research and field trips.
- Review coordinator role and skills and experience needed for the position.

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 our staff in the Professional Learning Communities (PLC) process. We 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 really 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:

- Equity - Introduced: Assistant Principal of Equity, Equity Task Force, student focus groups.
- PLC work - Continued training, PLC audit.
- Student Wellness - Planning for new schedule in 2018-19, homework conversations

Lynbrook High School

Areas Of Focus And Success:

- Full Implementation
 - Testing Center staffed two days a week so students can have a quiet place to take a test outside of the school day. (This is working well. The number of students accessing this support will pick up in the spring during field trip and AP testing.)
 - Homework Center use is monitored. Students who are in STTARR tutor program are cross-referenced with DFI list to check if those who may need support are accessing it. Guidance counselors are following up with students identified as needing support.
- Full Implementation and Sustainability
 - Homework Center is staffed with NHS student tutors.
 - Monitor the success of students in the Engage program (See School plan for details).
 - Continue email and letters to inform parents at each grading period if student is earning a D, F or I.
 - Guidance counselors will continue to meet with students who earn a DFI at each

grading period.

- Guidance counselors will continue transcript reviews at each semester.
- Continue Guidance Nights and newsletters to students and parents.
- Guidance counselors will continue presentations to classes targeted by grade level needs.
- Devise method to track use of Homework Center and the Athlete's hour (are the right students attending?).

Featured Activities:

- Exploration and Research
 - Investigate ways that 3 tutorials in 18-19 may be used to effectively support struggling students (e.g. perhaps having one of the tutorials be by teacher invitation; invite teachers to solve issues and ask for their input (through PLCs). The Tutorial Task Force has been established and met for the first time in January 2018.
 - Identify the profile of a student who earns multiple D's and F's. Continue work on a culture shift of teachers taking responsibility for student learning and success. This is now in the implementation phase with an equity focus.
- Initial Implementation
 - Build on work started at the Homework Big-Talk with department leaders and staff. Have the Challenge Success group work with a group of teachers to devise a study to examine the depth of the problem. (Scheduled for Second Semester 2017-18).
 - Conduct data analysis at Department Lead meetings on grading/DFI reports at the end of each grading period.

Monta Vista High School

Areas Of Focus And Success

School specific goals:

- Increase number of students completing A-G requirements.
- Reduce students who are credit deficient moving from 9th grade to 10th grade
- Continue the reduction of students earning a D and/or F.

Challenges:

- The EL Team is challenged with the continuity of staffing.
- Challenges still exist with the Hispanic/Latino population meeting A-G requirements declining from 2015-2016.
- Work is needed to continue to meet our goal of reaching 90% school wide of students meeting A-G requirements.

Featured Activities:

- Students in our targeted groups are identified and we are working to clarify areas of weakness “skill by skill” so that interventions and support are targeted and specific.
- 18 teachers attended the Solution Tree Response to Intervention conference, Fall 2017. These teachers are working with PLCs and targeted groups of students to introduce new intervention strategies, and strengthen existing strategies.
- Future goal: Maximize the 3 tutorial periods with the implementation of the new bell schedule for 2018-19, making tutorial support more targeted and specific. The MVHS Leadership team is currently developing plans for this new structure and increased time.
- We continue to work with the English DL and English department members to encourage qualified teachers to work with the EL program.

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:

- Full Implementation
 - Teams will use the Team Health and Productivity survey and the Tight vs. Loose document to self-evaluate and determine areas of focus.
 - Teams have developed and are implementing/modifying policies regarding revision and redemption in each team. These policies differ from team to team, but every team is expected to implement practices that allow students to demonstrate knowledge after a summative assessment and have that count toward the grade.
 - Offer four Team Lead training and support sessions per year, led by staff development team.
 - Participate in district curriculum lead trainings in English, Science, Math, and Social Studies.
 - Continue to work with each student to develop a Four-Year-Plan that leads to a post-secondary program. Review plans as part of advisory or a particular class.
 - Participate in Safety Certification for food preparation and cooking competitions with Foods classes.
 - Build out the Engineering Pathway of three courses.
- Full Implementation and Sustainability
 - Teachers work in course-alike teams to create and deliver a guaranteed and viable curriculum. Most teachers are on two teams and each team is responsible for determining Essential Learning Outcomes, common assessments, student performance and interventions.
 - Host a Career Fair annually, with three “sessions” for students to attend.
 - Continue to have students learn to write resumes and cover letters in World Core.
 - Continue to teach personal finance in College Prep economics.
 - Continue to support student participation in sports, robotics, theater, FBLA, mock trial, speech and debate, science competitions, journalism and other extra-curricular activities that have a

“real-world” focus.

- Encourage students to participate in Work Experience, internships, and job shadows.
- Encourage students to take CTE courses here and at other schools in the district.
- Host two parent education nights per grade level for guidance purposes.
- Partner with PTSA for a host of other parent education services such as Road Map to College and Maximizing your Summer.
- Meet with students one-on-one to collect their course selection requests and make notes of those students who require further guidance.
- Host a series of college recruitment visits on campus as well as “small” college fairs.
- Participate with the District-wide College Fair preparation.
- Offer 2 AVID electives per grade level.

Featured Activities:

- Exploration and Research
 - Develop the 2nd course in Engineering for 2018-19.
 - Determine 3rd courses for the Business pathway.
 - Develop a guidance plan for encouraging students to choose a focus for electives (AVID? career pathway? the arts? advanced science and math?).
 - Partner with PTSA to provide job-shadowing opportunities for students.
 - Introduce NAVIANCE each year and require a particular activity with it through advisory.
- Initial Implementation
 - Teach new CTE pathways in Engineering and Health.
 - Departments will use the Attributes of FUHSD Departments as a tool to self-evaluate and choose goals for focus.
 - Use Department Lead meeting to provide support for PLC teams.
 - Collaborate with Foothill College Engineering and Environmental Studies faculty to develop curriculum for Engineering Pathway.
 - Offer pathway in Health Careers in partnership with Foothill College.

Fremont High School

Areas Of Focus And Success:

- Full Implementation

Partner with Mission College to offer Statway course on FHS campus. This course was designed to be both an intervention and acceleration for students on a non-STEM path and who struggled in FHS Algebra II. Students get FHS and Mission College credit.

Featured Activities:

- Exploration and Research

The Early College program is still in the exploration and research stage. Questions about alignment between De Anza and Foothill Colleges have slowed down our work this year, but we are still investigating potential options.
- Initial Implementation

- Partner with Foothill College to offer Kinesiology course taught on FHS campus. This course was designed to be an extension of a CTE pathway to all high school students to continue with an area interest and to increase student college readiness. Students get FHS and Foothill college credit.
- Hold monthly meetings of PLC and department leads covering the use of norms, formative assessments, and grading protocols, as well as a support for challenges of leadership.

Homestead High School

Areas Of Focus And Success

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

Featured Activities:

- Participation in department trainings on Common Core State Standards/Next Generation Science Standards, technology, Skillful Teachers, New Teacher Luncheons, Courageous Leaders, etc...
- Focus on Interventions - Continue Academic Foundations, Academic Reading and Writing (Read 180), Response to Interventions pyramid.
- Career and Technical Education offerings and pathways - Expand Project Lead the Way and DeAnza Psychology and Italian courses.
- Reduce the Digital Divide.

Lynbrook High School

Areas Of Focus And Success

- Full Implementation
 - The Science department will continue NGSS implementation. Biology, Chemistry and Physics are all working together to create lessons and redesign courses. Biology and Chemistry are progressing; Physics is early in the process.
 - The College and Career Center implements a social and interview skill workshop called "First Impressions." Students attend this workshop before signing up for college visits to understand the expectations of the college reps, learn to ask thoughtful questions, and develop conversation skills.
 - All staff members (excluding custodians, network support specialists, and cafeteria staff) will be a part of either a Curriculum Course-Alike Team or a PLC that will meet on Wednesday mornings. Each group will devise a plan and meet on Wednesday mornings to work together and monitor progress toward their goals.
- Full Implementation and Sustainability

- The PTSA and the College and Career Center collaborate to provide students with Job Shadow Day.
- Guidance materials on college selection/process are posted online. Students and parents attend Guidance Nights and Brown-bag Lunches to learn how to access information.
- Students focus on building soft skills through clubs and homecoming class activities.
- Guidance counselors schedule individual appointments with each junior and their parents to discuss post high school options and opportunities.
- All AP and Honors classes have open access policies.
- Students may choose to skip levels in math (except for Geometry, as it is a required course for UC/CSU).

Featured Activities:

- Exploration and Research
 - Investigate ways to integrate career exploration and awareness into classrooms, e.g. classroom career trees.
 - Explore an additional viable CTE pathway and build on current ones that are successful. (This item has moved to the initial implementation phase with the rollout of the Virtual Job Shadow online tool.)
 - Explore what is required for our site to be a Certified Authorized Testing Center for Microsoft Office certification testing. (Assistant Principal, Business Dept. Lead and District CTE Coordinator are working on this.)
- Initial Implementation
 - Collaboration goal (4Cs).
 - Giving our PLCs some guidelines to help provide a framework for a guaranteed and viable curriculum (conversation points).
 - Several new courses added this year are based on student input - Photography, AP CS Principles, and Ceramics.
 - The Guidance department purchased a Virtual Job Shadow subscription with the aim of “empowering individuals to discover, plan and pursue their dreams with our unique video-based career planning platform.” Interactive tools help students and job seekers develop career paths based on choice.
 - This year, staff is focusing on developing strategies to teach students the individual skills needed for effective collaboration. For example:
 - Tackle collective tasks and create space for others to engage.
 - Establish behavioral ground rules. Team members must be equipped to call each other

on broken agreements.

- Honor individuals and their differences.
- Listening with empathy and respect.

(Currently working on this at Wed morning PD sessions in Semester 2).

- Teachers will work in cross-department teams to develop a general school-wide rubric to assess collaboration skills. (Currently working on this at Wed morning PD sessions in Semester 2).
- Work with teachers who are teaching CTE classes to complete CTE certification. (Ongoing)
- Work with CTE teachers to provide students with evidence of workplace skills (Safe Serve). (Ongoing)
- In October, departments will review the Attributes of FUHSD Departments as a tool to self-evaluate and reflect on areas of growth and focus for 2017-18.

Monta Vista High School

Areas Of Focus And Success

School specific goals:

- Continue providing thorough information to allow for informed decision making.
- Continue the examination of CTE pathways.

Challenges:

- We need to continue work with our AVID and SWD groups of students to encourage AP participation and identify the appropriate AP course aligned with interest and skill level.
- We are still challenged with students overextending themselves with taking a large number of demanding classes, with resulting stress, homework load, and lack of sleep.
- Our challenge is how to build and foster the resiliency and “grit” skills for students while they are at Monta Vista, so they can transfer them to college and beyond.

Featured Activities:

- We continue to have “informed decision making” as our theme for guidance nights and encouraging students to make wise, informed decisions to help make appropriate course choices to manage time, stress, and areas of interest and skill.
- We continue to work with PTSA and the College and Career Center to offer career exploration information nights and to meet with MV Grads to identify the attributes that help with college and career success.

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

- Full Implementation
 - Host a “Stress Less” Day.
 - Lead an Equity Task Force for staff members that will plan advisory lessons for students, advise on school-wide policies, and present strategies/lead discussions with the staff.
 - Put all students who are hospitalized for mental health concerns on the SAT and Mental Health team agendas for follow up and support.
 - Continue to do a “find your flock” activity wherein teachers commit to building rapport with students who feel less connected to adults on campus.
 - Participate in a school-wide community service event to raise funds for hurricane relief; other groups raised funds for fire victim relief.
- Full Implementation and Sustainability
 - Use student-provided data to develop the Time Management and Homework guides for course selection.
 - Host Two Challenge Days.
 - Continue to focus on engagement and connection strategies in staff development.
 - Maintain a Pioneer Pantry with school supplies, food, and hygiene items for students who need them.
 - Implement Words of Wisdom character education daily.

Featured Activities:

- Exploration and Research
 - Begin plans for advisory sessions that will meet monthly during tutorial next year,
 - Investigate revisiting policies, procedures and practices using Trauma Informed Care as a guide.
 - Consider re-examining curriculum through a lens of anti-bias and equity.
 - Work with district office personnel to implement the universal screen for depression and anxiety.
 - Implement the Student Health 101 website.
- Initial Implementation
 - Teach students and staff to “SPEAK UP AT SCHOOL” about everyday stereotypes and bias during staff development sessions and advisory lessons.
 - Convene panels of students to learn about equity gaps.
 - Attend Tools for Tolerance training at the Museum of Tolerance in Los Angeles.
 - Encourage use of the “Tino Pride” app to increase student participation in school events.

- Involve staff members on District Trauma Informed Care team in teaching the Student Assistance Team about Trauma Informed Care.
- Develop a Mental Health PLC.
- Teach all students and staff, and offer training to parents, about Healthy Minds and suicide prevention.
- Begin Mindfulness Training in PE 9, with a program from the Heartfulness Institute.
- Switch graduation gowns to all red rather than differentiate by gender.

Fremont High School

Areas Of Focus And Success

- Full Implementation
 - The Dean's Office successfully implemented a newsletter in the 2016-2017 school year. Consider ways to sustain this.
- Full Implementation and Sustainability
 - Multiple interventions have been implemented to support students with addiction and encourage making positive choices (e.g. Saturday school, lunch detention, drug & alcohol course, Project Insight, Perspectives course). The entire dean's office staff also attended a two-day conflict mediation training this year.
 - SDPS works with our PE department to provide an annual digital safety presentation to all 9th grade students.

Featured Activities:

- Exploration and Research
 - Initial planning for the Equity Task Force began last year. The intent of this group is to focus on promoting equitable school culture (including through parent involvement, structural changes, and more), which we believe will begin to address racial and socioeconomic opportunity disparities. A school wide commitment does not yet exist so currently a system of volunteers is employed. This is problematic for making meaningful change.
 - Challenge Day was successfully implemented for a second time this year. The school held the first Challenge Day Assembly in the large gym with all 9th and 10th graders. The goals of this event were to foster a culture of inclusivity, positivity, and acceptance of all people.
- Initial Implementation
 - Horizontes is in its 3rd year of existence with the focus being on 9-11th grade students of Latino/Hispanic descent. The goal of this program is to improve the connection between these students and the school.
 - Inclusiveness that comes from student voice and community service is something the school is

striving for. Polls have been conducted regarding graduation caps and the Homecoming court. The school is working to cast a wider net for future ASB students, the Winter Community Service Rally, etc.

Homestead High School

Areas Of Focus And Success

Making sure each student feels safe and connected at Homestead has been an important part of our school action plan. From our 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:

- 3rd Period Connections.
- Mentoring programs - Latino Mentoring, 9th Grade Advisory.
- Student conversations - Equity focus groups, Safety issues.
- “Campus Commitment” efforts.
- Positive Coaching Alliance.
- Restorative Practices (regarding discipline).

Lynbrook High School

Areas Of Focus And Success

- Full Implementation
 - Positive Coaching Alliance training for all coaches, athletic teams, and marching band members will take place each season. This program teaches the importance of teamwork, character and curbs bullying. *(The Athletics Assistant Principal is working with the AD to add a Captain’s Council to build community and foster positive leadership).*
 - The Mental Health PLC work will focus on ways to implement the teaching of Mindfulness techniques. (This will take more focus after the March presentation by Roni Habib).
 - Use of PD time to discuss student stress, wellness.
 - The Challenge Success student team continues to plan and promote the Stress Less week before final exams.
 - The PTSA collaborates with the school to sponsor 2 Parent Ed nights a year.
- The San Jose Police Dept makes a cyber- safety presentation to every 9th grade PE class about appropriate online behavior to curb bullying.

- Full Implementation and Sustainability
 - School Climate Talks in all classes.
 - The SAT team meets regularly to discuss individual students and recommend steps to support students.
 - A comprehensive Sexual Health curriculum is taught to all 9th grade students in Biology classes.
 - The Guidance department provides students with time-management worksheets during course selection to help students and parents make wise choices. (This document was updated this year.)
 - Students are offered 2 opportunities to change course choices, once in May and once in August.

Featured Activities:

- Exploration and Research
 - Explore ways to improve teacher buy-in regarding Mindfulness training and implementation. (Partnership with Roni Habib to begin in March 2018).
 - Explore ways to build community and awareness: Book Club at lunch for staff/students; TED talks; yoga class during lunch/after school in the Fitness Center. (Karaoke Party, Staff Holiday Party, Staff Family & ASB Tailgate, Saturday with Santa for Staff families and Link Crew assists, PTSA Events, Staff doing Wednesday Announcements)
 - Create survey to target these specific questions:
 - *From internal survey in May 2016*
 - My classes at Lynbrook are enjoyable most of the time. (4.32% strongly agree, 33.95% agree)
 - My teachers care about me as a person (7% strongly agree, 40.43% agree). Improved to 62.98%
 - I would describe my stress level at Lynbrook as high (42.9%).
 - *From Hanover Survey in September 2016*
 - Teachers cared about my emotional wellbeing (37% often and always).
 - Too much time spent on homework (70% often and always)
 - Too many exams and quizzes at the same time (71% often and always).
- Initial Implementation
 - Mental Health PLC/SAT/4 APs/Guidance Counselors early warning system and intervention. (Guidance team is in close communication with Advocate and SAT is key to support in this area.)

- Plan a closed tutorial once a semester to implement school-wide initiatives regarding mental health, wellness and coping methods for stress. (Implementation will be moved to next year, in light of Roni Habib work and the addition of a 3rd tutorial.)
- Meet with Student Voice group once a month for lunch. The “take-aways” from these conversations will help guide the efforts of the Challenge Success team to understand and meet the needs of the students. (This is in full implementation phase.)
- Curriculum/ Course-Alike Teams will collaborate on the creation of a survey to examine the depth of the “homework problem.”
- Implement the Health 101 subscription to provide students, teachers and staff with current articles and practical tips to promote health and wellness. (This is slated for Semester 2 of 2017-18.)
- Update school safety plan. (Run, Hide, And Defend Drill Feb 2018. Writing of plan is in process and will be completed by March 2018.)

Monta Vista High School

Areas Of Focus And Success

School specific goals:

- Expand and enhance the MV Expectations presentations.
- Continue implementation of Challenge Success strategies.

Challenges:

- Our two primary sources of discipline are related to academic code violations and inappropriate use of social media.

Featured Activities:

- Each fall we present “Monta Vista Expectations” to all students, focusing on the expectations of citizenry at Monta Vista, including academic honesty. This year’s theme is “The Power of Words.” The MV Expectations presentation has been shared with PTSA, SSC, and sent home via School Loop.
- Our School Resource Officer presents to all 11th graders about social media and the responsibility for their “digital footprint.”
- Our School Resource Officer presents to all 9th graders regarding bullying and appropriate behavior.

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

- Full Implementation
 - Post at least two posts per week on the CHS Facebook page and promote it.
 - Survey parents to determine attitudes about CHS climate.
- Full Implementation and Sustainability
 - Host New Parent Orientation prior to school starting.
 - Principal makes “state of the school” address during Back to School night.
 - Host two Guidance Nights per grade level for parents to learn about CHS and future planning.
 - Send home weekly email to parents with information and opportunities for feedback.
 - Host parent nights for AVID and Terra Nova.
 - Invite parents to work as tutors in our various interventions.

Featured Activities:

- Exploration and Research
 - Consider hosting “expert” consulting groups to look at our curriculum through different lenses (e.g. Computer Science professionals to serve on a CS taskforce or parents to help us with an “anti-bias” lens).
- Initial Implementation
 - Host a “viewing of the curriculum” for the Comprehensive Sexual Health Education unit in Biology.
 - Reinvalidate the Latino Parent Group.
 - Host parents for a Healthy Minds presentation regarding suicide prevention for teens.

Fremont High School

Areas Of Focus And Success

- Full Implementation and Sustainability
 - Los Padres continues to serve as an informational forum for Spanish speaking parents. Each meeting has a different topic that is intended to educate and support parents.
 - The School Site Council has continued to develop ways that parents, students, and staff can work together to help get the word out about positive events and happenings at FHS.

Featured Activities:

- Exploration and Research
 - As we get more staff involved, the Equity Task Force wants to be able to reach out to families

to include them in the work being developed. Our summer plans involve a Northern Sunnyvale outreach during our August professional development days.

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 on wellness and safety.
- Parent Opportunities - Parent Orientation Program (POP), SSC, LCAP, Math Advisory, Wellness Committee, Safe Routes to School, Parent tutoring in Social Studies, WASC.
- Latino/English Learner opportunities - Los Padres, English Learner Advisory Committee, District English Language Advisory Committee.

Lynbrook High School

Areas Of Focus And Success

- Full Implementation
 - Principal Twitter Account is active and posts are made at least 5 times a month.
 - Viking Voice e-News is sent 5 times year.
 - Bi-monthly emails are sent to students and parents with reminders and announcements.
 - Staff Notes e-Newsletter with updates and articles is sent monthly.
- Full Implementation and Sustainability
 - Principal's Coffee events - September, October, January, February, and March.
 - Photos of events are posted online and shared with the community.
 - The Principal attends all PTSA meetings.
 - The Bilingual Committee meets 6 times a year and has 10 parent mentors to support 4 language groups. This PTSA committee hosts an International Day for students during lunch in April to celebrate diversity and promote cultural awareness.
 - The Guidance Webpage on Facebook has 1,428 followers.
 - The School Site Council meets to make decisions regarding the allocation of SIP funds.
 - Guidance Nights for parents - 8 nights for current students and 3 for incoming students course selection.

- The Guidance Dept. blasts and newsletters that are customized by grade level are sent monthly to all parents and students by grade level.
- The PTSA hosts a Parent Link Crew event before school starts to welcome parents of 9th graders. Over 500 parents attended in August.

Featured Activities:

- Exploration and Research
 - The Guidance Department is reaching out to parents who may have expertise that can be supportive of students (i.e. author who wrote book on college essay writing). (Hands-on presentation by Lynbrook parent and author, Umair Khan, as he helps students write a high impact college essay.)
 - Re-evaluate if Shadow Days should continue. (Move to Full implementation -Two Shadow Days—very successful and students and parents appreciate them).
- Initial Implementation
 - New website launch in January, 2018 (Moved to Spring 2018).
 - Continue work to improve communication of Athletics events and results.
 - The Community Liaison meets once a month with PTSA president and principal.
 - The PTSA launched a Facebook page.
 - The STEM program has 12 parent and community volunteers who are experts in their scientific fields who provide feedback to students about their research projects and writing.
 - Use Eventbrite to promote events.
 - The Activities Assistant Principal will host an All-Boosters meeting twice a year to promote community and collaboration among members. (Planned for Spring 2018).

Monta Vista High School

Areas Of Focus And Success

School specific goals:

- Involve our student leaders in “real” campus issues.
- Continue work with acclimating EL students and parents to Monta Vista High School.
- Work with parent groups on providing and offering relevant parent seminars.

Challenges:

- Find ways to increase parent participation in surveys, booster groups, and volunteer opportunities.

Featured Activities:

- We are currently re-defining our Senior Awards, Athletic, and Purple and Gold ceremonies to bring more personal recognition and to acknowledge the social- emotional and citizenry attributes that

are so important.

- The Legislative Council consists of representatives from each 5th period class. These students present and problem solve about current issues

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: 96.4% for all students, increase of .3%. While a gap persists for English Learners (85.5%, increase of 2.4%), Students who are Homeless (75%, increase of 7.3%), Students who are Socioeconomically Disadvantaged (89.3%, increase of 3.3%), Students with Disabilities (83.1%, maintained progress with an increase of .9%), Students who are African American (89.7%, increase of 2.2%) and students who are Hispanic (89.7%, increase of 7.2%) they are graduating at a rate of 75% or higher and each group has seen an increase.

We are proud that the first reporting of our College and Career Indicator reflects the work that has for year increasing A-G course access for all students. There continues to be work to be done.

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 was orange on the California Schools Dashboard for the graduation rate of our Students with Disabilities. Over the course of the 2017-18 school year, a group of stakeholders have been working together to examine the least restrictive environment status of our students. A survey of teachers was completed and is being utilized to create next steps. This work is anticipated to have an impact on graduation rates for Students with Disabilities.

The FUHSD was orange on the California Schools Dashboard for suspension rate for students who are English Learners, socioeconomically disadvantaged, African-American, Hispanic, and students

with disabilities. Training for staff and administrators and available interventions will be the ongoing work of our school climate teams.

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

With the exception of Students with Disabilities, 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 performance gaps that are not represented in the Dashboard; these areas continue to be addressed in Goals 1 and 3.

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.

Increased or Improved services

Site specific activities to support low-income students have been 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 and lead teacher position with a release period. 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.

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.

The District has entered a contract with Santa Clara County Behavioral Health Services to offer School Linked Services. The goal of the program is for families to have a direct link to County services through a staff position within the school district. The FUHSD SLS specialist is in place as of March 2018, has created a resource guide and referral process and shared information with the sites about how to access services on behalf of their students and families.

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	\$ 160,224,120

DESCRIPTION**AMOUNT**

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

\$ 142,221,695

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: \$18,002,425:

1. Site budgets, department budgets, and other cost of operation including Utilities : \$11,650,851
2. Donations: \$660,621
3. Contribution to Cafeteria (fund 130): \$1,044,203
4. Contribution to Self-Insurance (fund 670): \$163,180
5. STRS on-Behalf : \$4,483,570

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 133,631,114

Annual Update

LCAP Year Reviewed: **2017-18**

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

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 Priorities: ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

Local Priorities:

Annual Measureable Outcomes

Expected

- 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 students meet A-G requirements, 37% don't meet A-G requirements: 37%-3.7%=a target of 33% don't meet).

Actual

Students meeting A-G requirements (Class of 2017):
Afr Am/Black 44.0%
Asian 91.2%
Filipino 56.8%
Hispanic/Latino 36.1%
White 75.8%
Two or more races 78.9%
English Learners 19.2%
Socioecon Disadv 43.4%
Students w/Disabilities 15.2%
All Students 78.6%

- By student group, decrease by 10% the number of students

Students meeting or exceeding standards on CAASPP 2017

Expected

Actual

who did not meet standard (level 1, level 2) on the CAASPP.

(ELA/Math):
 Afr Am/Black ELA 52.38% / Math 23.81%
 Asian ELA 93.64% / Math 92.62%
 Filipino ELA 79.9% / Math 52.38%
 Hispanic/Latino ELA 43.58% / Math 23.56%
 White ELA 85.5% / Math 73.7%
 Two or more races ELA 90.37% / Math 81.48%
 English Learners ELA 21.39% / Math 33.51%
 Socioecon Disadv ELA 48.15% / Math 34.55%
 Students w/Disabilities ELA 38.82% / Math 17.06%
 All Students ELA 84.36% / Math 77.35%

By student group, decrease by 10% the number of students deemed “not ready for college” as measured on CAASPP (EAP).

Students deemed “ready for college” based on EAP—Class of 2018, based on 2017 CAASPP (ELA/Math):
 Afr Am/Black ELA 19.05% / Math 19.05%
 Asian ELA 76.16% / Math 76.06%
 Filipino ELA 34.38% / Math 19.05%
 Hispanic/Latino ELA 13.69% / Math 6.03%
 White ELA 54.98% / Math 46.96%
 Two or more races ELA 68.15% / Math 54.81%
 English Learners ELA 5.78% / Math 17.3%
 Socioecon Disadv ELA 21.37% / Math 14.33%
 Students w/Disabilities ELA 10.0% / Math 10.0%
 All Students ELA 61.77% / Math 58.07%

By student group, decrease by 10% the number of students who did not graduate.

Students meeting graduation requirements (Class of 2017):
 Afr Am/Black 89.7%
 Asian 98.7%

Expected

Actual

	<p>Filipino 97.5%</p> <p>Hispanic/Latino 89.7%</p> <p>White 96.1%</p> <p>Two or more races 94.9%</p> <p>English Learners 85.5%</p> <p>Socioecon Disadv 89.3%</p> <p>Students w/Disabilities 83.1%</p> <p>All Students 96.4%</p>
Increase to 48% the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT.	Long-term English Learners (LTEs) scoring proficient on CELDT in 2016-17: 51.9%
Increase English Learner reclassification rate to 9%	English Learner reclassification rate for 2016-2017: 12.1%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sustain a high quality comprehensive high school program.</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>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. During the 2017-18 school year staff received a compensation increase, increases were 	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff additional responsibilities for existing staff.</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff additional responsibilities for</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>made to the salary schedule and an incentive was put in place to support hard to hire positions.</p> <ul style="list-style-type: none"> Additional resources to support staff and expansion of programs/services have been provided: continued compensation of team leads to guide the work of collaborative teams; pilot of an Athletic Director model that includes increasing student leadership and coaching of coaches. This Athletic Director model has been approved by the Board of Trustees for implementation across all five campuses beginning in the 2018-19 school year. 	<p>\$121,177,548</p> <p>LCFF Base Unrestricted (0000-1999)</p> <p>LCFF Base Restricted (2000-9635)</p> <p>Fd (010-080), Res (0000-1999), Obj (1000-7300), Mg (0000,0005,0013,0022,0071,0078) \$85,901,772</p> <p>Fd (010-080), Res (2000-9999), Obj (1000-7300) \$35,275,776</p>	<p>existing staff.</p> <p>\$126,024,650</p> <p>LCFF Base Unrestricted (0000-1999)</p> <p>LCFF Base Restricted (2000-9635)</p> <p>Fd (010-080), Res (0000-1999), Obj (1000-7300), Mg (0000,0005,0013,0022,0071,0078) \$89,337,843</p> <p>Fd (010-080), Res (2000-9999), Obj (1000-7300) \$36,686,807</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Sustain a high quality comprehensive high school program for all students while supplementing those opportunities	Sustained a high quality comprehensive high school program for all students while supplementing those	<p>\$1,730,312</p> <p>LCFF Base (0000)</p>	<p>\$1,823,532</p> <p>LCFF Base (0000)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion. Continued investigation of the students identified as "Title 1" and their access to support programs. 	<p>opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u>. Services to all students and to low-income and Foster Youth are detailed in the "Introduction" of this document.</p> <p>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". A review and revision was conducted for Academic Reading and Writing, the course that incorporates Academic Reading and Writing (Read 180). A similar process is underway for Academic Foundations and will be presented to the Board in the spring of 2019.</p> <p>At FHS, 847 (40.48%) of 2,092 students are identified as SED. 368 (43.4%) are currently enrolled in one or more of the following intervention programs: AVID, Academic Foundations, Algebra Workshop, Read 180, newcomer ELL, long term ELL (GOALS). Another 173 (20.4%) students receive special education services. 306 (36.1%) students are not</p>	<p>LCFF Supplemental Grant (0000)</p> <p>Local Revenue Resource (9211) LCFF Base -GSA (0000)</p> <p>LCFF Base -Prop. 55 (1400)</p> <p>010-0000-2915,2410,3000,4310 (\$178,034)</p> <p>010-0000-1110,1120,1251,3000-(010100/010102/018200/017500/031100) \$907,972</p> <p>060-9211-1000, 3000 \$173,006</p> <p>010-0000-1100,3000-(150000) \$260,230</p> <p>010-1400-1300, 3000 \$211,070</p>	<p>LCFF Supplemental Grant (0000)</p> <p>Local Revenue Resource (9211) LCFF Base -GSA (0000)</p> <p>Local Revenue Source (9040)</p> <p>010-0000-2915,2410,3000,4310 \$192,091</p> <p>010-0000-1110,1120,1251,3000-(010100/010102/018200/017500/031100) \$971,174</p> <p>060-9211-1000, 3000 \$180,380</p> <p>010-0000-1100,3000-(150000) \$265,434 060-9040-1330, 3000 \$214,453</p> <p>*Moved funding source of Admin to Local Revenue Source (9040) from LCFF Base - Prop. 55 (1400)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

currently in an intervention program. Of these, 34 (11.11%) students have a grade point average below a 2.0, 78 (25.49%) have a grade point average between a 2.0 and a 2.5, 51 (16.66%) have a grade point average between a 2.51 and 2.99, 71 (23.2%) students have grade point averages between 3.0 and 3.49. The remaining 73 (23.9%) students have cumulative grade point averages between 3.5 and 4.0. 125 (71%) of the 175 students currently enrolled in Academic Foundations are students identified as socio-economically disadvantaged.

At HHS 437 of 2,438 (18%) of the student population are identified as socio-economically disadvantaged. 133 (30.4%) are currently enrolled in one or more of the following intervention programs:

AVID, Academic Foundations, Read 180, ELD or sheltered classes. Another 83 (18.99%) receive special education services. 221 (50.5%) students are not currently enrolled in an intervention class. Of these, 4 students (1.8%) have a grade point average below a 2.0, 37 (16.7%) have a grade point average between 2.1 and 2.5, 35 (15.8%) have a grade point average between 2.51 and 2.99, 53 (23.9%) have a grade

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

point average between 3.0 and 3.49. The remaining 94 (42.5%) students have cumulative grade point averages between 3.5 and 4.0. 40 (56%) of the 71 students currently enrolled in Academic Foundations are students identified as socio-economically disadvantaged.

There are challenges in measuring the success of the Academic Foundations program. If one were to look at hard data such as increased grade point averages over time, the results would show that while some students do show improvement in this area, others do not. The primary goal of the program is to support students in meeting high school graduation requirements. However, to provide that support at the high school level, a number of factors must be overcome including, but not limited to, student attitudes toward school, lack of motivation from years of school difficulty, self-advocacy skills and a fixed mindset. Hard data, such as grade point averages, cannot be used to measure student progress in these areas. Often it may take several years for students to recover grades once they have mastered the skills and attitudes toward school to make academic progress. The Academic Foundations program will continue to

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

look at ways to collect data to monitor progress in achieving course goals and objectives, particularly:

- Identifying and applying strategies and tools to support learning and improve academic success (attendance, organization, communication and self- advocacy skills)
- Becoming aware of and reflective of individual learning strengths, challenges and goals
- Learning strategies to support mental/emotional health
- Utilizing school wide resources

Teachers in the Academic Foundations course provide direct instruction and guided and independent practice in these areas and also act as case managers in supporting the students in implementing these skills and practices in all of their high school courses.

A course evaluation of the Academic Reading and Writing program was completed during the fall semester. Students enrolled in the program report that they have improved their spelling and writing skills, learned more about culture and history from different parts of the world and learned how to speak

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

up and engage in class discussions.

Through evaluation of the data, we learned that students who exit the Academic Reading and Writing intervention class achieve higher levels of success when they continue to receive an intervention in their next course in sequence compared to those who go directly into a mainstream ELA class with no support. Supports include placement in a sheltered English class for long term English language learners, a Specialized Academic Instruction English class for students who receive special education services, and/or an Academic Foundations class.

Overall, students who are placed in mainstream courses in the year following Academic Reading and Writing are much less likely to pass their ELA course that year and to eventually complete the high school ELA graduation requirement than peers who are not placed in mainstream. Since the inception of the course in 2011-2012, across the three schools in the district that offer the course, 17 of 56 students (30.4 percent) who took a mainstream course after Read 180 passed that course, and just nine students (16.1 percent) completed the

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

ELA graduation requirement. In contrast, 40 of 45 students (88.9 percent) who took an SAI course after Read 180 passed that course, and 15 of these students (33.3 percent) completed the graduation requirement. Among the 20 students who repeated the Read 180 course, all passed Read 180 in the second year, and nine students (45 percent) completed the graduation requirement. As a district, we were tracking this data and made several changes, such as adding a support class for long-term English language learners and the Academic Foundations class, to improve student performance and data indicates that these changes have indeed resulted in increased levels of student success.

The district Academic Reading and Writing team reviewed entry and exit criteria for the program to address changes in statewide standardized testing and raised the minimum lexile score a student needs to enter or exit the program to provide targeted support to more students who can benefit from the intervention.

The Academic Reading and Writing program utilizes the Read 180 curriculum. During the 17-18 school

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

year, the district upgraded from Read 180 Next Generation to the Read 180 Universal software. The Universal program aligns more with our district beliefs and goals and the essential questions used in each of the units align with what students see in the rest of their high school classes. In addition, the new program aligns with Common Core, provides opportunities for academic language production, targets socio-emotional learning and has a focus on career options. The new curriculum can also be delivered in a one period model (the previous program was implemented over two periods and the students were not enrolled in a grade level ELA class) so the students receive a targeted intervention while also enrolled in their grade level English class. We added a one period section at one of our high schools as a pilot and early data indicates that a number of the students enrolled improved their reading level and successfully passed their companion literature class. The Academic Reading and Writing program (two period model) was also implemented for the first time in our Educational Options program this year. During the 18-19 school year, three additional Academic Reading and Writing classes will move to a one-

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	period model with enrollment in the students' grade level English classes and we will continue to monitor the effectiveness of this model.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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. During the 2017-18 school year, the District administrator supporting EL programs will coordinate with a .4 released teacher to update the Master Plan for English Learners. In addition as described in the Title III plan,</p> <ul style="list-style-type: none"> 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 	<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. During the 2017-18 school year, the District administrator supporting EL programs coordinated with a .4 released teacher to update the Master Plan for English Learners. In addition as described in the Title III plan,</p> <ul style="list-style-type: none"> A professional development event facilitated by a District administrator was offered to Integrated ELD teachers in Math, Science, ELA and Social Studies across the district to learn about tasks on the ELPAC and implications for instructional practices. Following this day-long event, each school site designed a plan for Designated and Integrated English Language Development (ELD) 	<p>\$3,055,881</p> <ul style="list-style-type: none"> LCFF Base – 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant – 0791 010-0000-2395,2410, 3000 - (033100) \$6,993 010-0000-1110,3000-(010100/0100102/012100) \$1,585,738 010-0791-all objects \$1,463,150 	<p>\$3,165,427</p> <ul style="list-style-type: none"> LCFF Base – 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant – 0791 010-0000-2395,2410, 3000 - (033100) \$7,127 010-0000-1110,3000-(010100/0100102/012100) \$1,627,507 018-0791-all objects \$1,530,793

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>administrator will continually evaluate curriculum – and its implementation – to determine its effectiveness.</p> <ul style="list-style-type: none"> 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 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 	<p>teachers to engage in professional collaboration that would enhance help students perform ELPAC-like tasks that call for meaningful and real-world interactions using academic language. Some schools focused on creating more close-listening tasks that mirrored tasks on the ELPAC, for example.</p> <ul style="list-style-type: none"> Throughout the school year, Designated ELD and Global Literature teachers collaborated 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 the Common Core State Standards (CCSS) and the 2012 ELD standards. A particular focus was 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 participated Two Integrated ELD teachers (in Math and Science) and a District administrator collaborated to enhance the learning experience for both newcomers and long-term ELs. They re-designed existing units using project-based learning components (e.g., feedback, exhibition). By offering students choice in their learning while 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELD 3 teachers and 3 Global Literature teachers will participate (18 total).</p> <ul style="list-style-type: none"> 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. 	<p>providing the necessary scaffolding, they aimed to improve the authenticity of the summative task and to increase student engagement. Students of both teachers shared their learning with other members of the school and district community in the Spring as an exhibition.</p>		

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.

Actions/Services included: district leadership, representative groups, and human resources focused on hiring and compensating a highly qualified teaching staff; program evaluation of intervention courses; discipline specific support for EL curriculum development; 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.

The FUHSD is very proud of our graduation rate: 96.4% for all students, increase of 0.3%. While a gap persists for English Learners (85.5%, increase of 2.4%), Students who are Homeless (75%, increase of 7.3%), Students who are Socioeconomically Disadvantaged (89.3%, increase of 3.3%), Students with Disabilities (83.1%, maintained progress with an increase of .9%), Students who are African

American (89.7%, increase of 2.2%) and students who are Hispanic (89.7%, increase of 7.2%) they are graduating at a rate of 75% or higher and each group has seen an increase.

Planned action strategies are continuing to improve or maintain progress of our identified student groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures. Slight increases reflect an increase in employee compensation. We planned and spent money on teacher release for professional development and administrator support of athletics, intervention and English Language Learners which is why there is no material difference between budgeted and 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.

All Stakeholders continue to agree that Goal 1 is appropriate. Based on feedback from the FUHSD Board of Trustees the metrics for this goal have been changed to reflect 100% achievement. This is an expectation we hold for all of our students while continuing to monitor year by year, group by group progress and updating our actions accordingly. Here is the outcome as communicated to our Board of Trustees:

Goal 1: *Sustain generally high student performance while ensuring high levels of learning from every student.* For the 2017-18 LCAP the metrics were updated to provide a specific target for each student group:

- 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: $37\% - 3.7\% = \text{a target of } 33\% \text{ don't meet}$.
- By student group, decrease by 10% the number of students who did not meet standard (level 1, level 2) on the California Assessment of Student Performance and Progress (CAASPP).
- By student group, decrease by 10% the number of students deemed "not ready for college" as measured on CAASPP (Early Assessment Program (EAP)).
- By student group, decrease by 10% the number of students who did not graduate
- Increase to 48% the portion of English Learners (Long Term ELs) who become English proficient as measured by California English Language Development Test (CELDT).
- Increase English Learner reclassification rate to 9%.

During and following our Board Study Session progress update in October 2017 there was discussion about these metrics. In February, Superintendent Polly Bove, Assistant Superintendent Tom Avvakumovits, and Board Members Bill Wilson and Roy Rocklin met with Assistant Superintendent Trudy Gross and Coordinator of Curriculum and Assessment Marianne Hew to further the discussion in preparation for the 2018-19 LCAP. It was determined that progress of all our students is best measured with an expectation of 100%:

- By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.
- By student group, increase to 100% the number of students who meet standard (level 1, level 2) on the California Assessment of Student Performance and Progress (CAASPP).
- By student group, increase to 100% the number of students deemed “ready for college” as measured on CAASPP (Early Assessment Program (EAP)).
- By student group, increase to 100% the number of students who graduate
- Increase to 100% the portion of English Learners (Long Term ELs) who become English proficient as measured by the English Language Proficiency Assessments for California (ELPAC).
- Increase English Learner reclassification rate to 100%.

The action supporting the work of our ELD program has been modified for the 2018-19 school year. This reflects the ongoing effort of the teachers and administrator in evaluating curriculum and implementation through professional development. This is reflected in Goal 1, Action 3 of the 18-19 plan.

In support of our Students with Disabilities, California Schools Dashboard rating for graduation rate is orange, a district-wide team of stakeholders has been working together to examine the least restrictive environment status of our students. A survey of teachers was completed and is being utilized to create next steps. This is reflected in Goal 1, Action 4 which is new for the 18-19 plan.

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 Priorities: X 1 X 2 ☐ 3 X 4 ☐ 5 ☐ 6 X 7 ☐ 8

Local Priorities:

Annual Measureable Outcomes

Expected

100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for implementation of curriculum aligned to new state standards (Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development (ELD) and Career Technical Education (CTE)) as reported to school and district administrators. (Educator Effectiveness Funds).

Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.

Increase the number of FUHSD courses that result in credit from a post-secondary program.

100% of teachers will be highly qualified to teach the courses to which they are assigned.

Actual

Across the FUHSD over 130 professional learning teams established goals at the beginning of the 2017-18 school year. These teams represent English, math, science, social studies, physical education, special education, visual and performing arts, world language, English Language Development, guidance and interventions.

Students enrolled in one or more AP courses, by student group (2017-2018):

Afr Am/Black: 14.3%

Asian: 47.9%

Hispanic/Latino: 12.9%

White: 29.3%

Two or More Races: 31.0%

English Learners: 10.4%

Socioecon Disadv: 3.5%

Students w/Disabilities: 4.1%

All Students: 37.4%

The FUHSD offered three dual credit classes: Statway with Mission College and Kinesiology Pathway and Health Pathway with Foothill College.

While legally compliant with the CTC, we continue to pursue ways that teachers are most appropriately prepared for the subjects they are teaching.

Expected

Actual

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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sustain, and expand when possible, curriculum and professional development supports including:</p> <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 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. <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><u>Induction</u></p> <p>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 20:1 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. In 2016, The New Teacher Induction program expanded from 3 to 4 mentors and in 2017-2018, we served 40 Induction-eligible teachers, and 80 teachers total.</p> <p>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</p>	<p>\$1,071,324</p> <ul style="list-style-type: none"> – LCFF Base-0000 – LCFF Base-0771 – LCFF Base-Prop 55 – 1400 – 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>\$1,126,376</p> <ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 – 1400 – 010-0000-5241-(070701- 0061), 5220-0071 \$50,964 – 010-0000-1000,3000,4000-(Mg 0071) \$182,544 – 018-0771- all objects \$360,000 – 010-1400-1000, 3000 \$532,868

Planned
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Estimated Actual
Expenditures

supported by a Special Education Advisor with a similar authorization and teaching content who augments the support provided by the New Teacher Mentor.

41 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

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Expenditures

these questions.

Once again, teams were encouraged to work over the summer with paid collaboration time to continue to address the 5 questions. Compared to the previous year, more teams participated in the summer work.

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

Our District Curriculum Lead teachers held several workshops throughout the year for our district teachers. In math, the focus continued to be for district teachers of Algebra 1, Geometry, and Algebra II to continue to develop an Expectation Portfolio that defines what students should be able to know and be able to do. Additionally, work was done with Math Analysis and Pre-Calculus Honors teachers to determine what essential concepts are germane to both

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courses, allowing Math Analysis to be renamed to Pre-Calculus. Finally, workshops were provided to incorporate the Common Core Math Practices including the Construction of Viable Arguments as well as Modeling. In English, there were workshops on, Argumentative Writing, Providing Effective Feedback on student work, and this year, a new series on Effective Research Practices in English. In Science, there workshops on how to transform traditional units into ones that are more aligned with the Next Generation Science Standards was expanded beyond Biology and into Chemistry and Physics. In Social Studies, the .2 Curriculum Lead extensively explored with social studies teachers what areas students might need the most development in with respect to Common Core. It was determined that Social Studies Professional Development focusing on the skills of synthesis and analysis will be the focus areas for the 2018-19 school year, starting with the sophomore World History teachers. A “fulltime” Curriculum Lead (.8) will lead the charge with support from District administrators.

With respect to English Language Learners, all new staff continue to participate in Academic Language

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Actions/Services

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Workshop, and our ELD teachers come together regularly to continue to develop and align ELD curriculum.

The Equity in Action workshop series, designed and taught by two of our New Teacher Mentors, continued in its second year with 17 participating teachers and administrators, with increased participation from each school site. This series of workshops was designed to encourage teachers with specific strategies and opportunities to create action research projects 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 improve the participation levels of the somewhat-reluctant teachers in our District-provided staff development.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>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 theme of this year's retreat was Servant Leadership, a focus that was selected because of its applicability to all of our administrators and managers. Management meetings over the course of the year continued to explore various themes of Servant Leadership.</p> <p>The Teaching and Learning and Curriculum and Guidance teams continued their regular meetings. These meetings focused on both immediate goals as well as big-picture thoughtful inquiries, to inform our practices from both a big picture level as well as from a day-to-day practical level.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor patterns of course requests to inform program revision and development	Multiple stakeholder groups including Curriculum and Guidance Council, Principals, District Guidance Counselors, and some Career	\$93,949 - LCFF Base -0000	\$98,594 - LCFF Base -0000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Salary and benefits of .025 FTE for 5 AP's , .02 FTE for 21 Guid. Coun. , .025 FTE Dist. Admin.	<p>Technical Education and electives teachers reviewed course and program enrollment data in Fall 2017. These data-based discussions have led to changes in guidance and course scheduling strategies in Spring 2018 to support and increase student access to courses.</p> <p>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>On November 14, 2017 the Board approved a course revision for Academic Reading and Writing (Read 180). This revision addressed instructional changes in support of student progress that occurred since the initial course approval for the 2011-12 school year.</p> <p>On May 1, 2018 the Board approved a course revision for Principles of Business which supported approval by UC/CSU as a “g” interdisciplinary elective. Math Analysis was revised to Pre-Calculus to more accurately support student progression in mathematics. The revised course received approval by UC/CSU as a “c” mathematics course.</p> <p>On May 1, 2018 the Board approved</p>	– 010-0000-1251, 1307, 1330, 3000	– 010-0000-1251, 1307, 1330, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	new courses: Computer Integrated Manufacturing (“g”), Media Production Management, and Environmental Engineering & Sustainability (“g”). These courses support student pathway development in areas of interest based on course participation and surveys.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read 180), and Excel.</p> <p>Salary and benefits of .025 FTE for 5 AP’s, .02 FTE for 21, .025 FTE Dist. Admin.</p>	<p><u>Academic Foundations:</u> a general support intervention class provided at Fremont and Homestead. Fremont initially enrolled 156 (146) students in grades 9 through 12. During the year, 62 (76) students were added and 43 (42) students exited leaving 175 (180) remaining in the program. Homestead initially enrolled 63 (48) students in grades 9 through 12. During the year 30 (24) students were added and 22 (21) students exited leaving 71 (51) remaining in the program.</p> <p>District wide, the number of students beginning the year in the program was 219 (194) with 246 (231) remaining in the program at the end of the year.</p> <p><u>Algebra 1 Workshop:</u> an algebra support class offered at Fremont High School. Fremont had 59 grade 9</p>	<p>\$94,155</p> <p>- LCFF Base- 0000</p> <p>– 010-0000-1307,1308,1250,1300, 3000</p>	<p>\$98,144</p> <p>- LCFF Base- 0000</p> <p>– 010-0000-1307,1308,1250,1300, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>students and 1 student from grade 10.</p> <p><u>Academic Reading and Writing:</u> a reading support class offered at Cupertino, Fremont, and Homestead that uses the Academic Reading and Writing (Read 180) curriculum. Cupertino had a total of 5 students initially enrolled in Academic Reading and Writing classes in grades 9 through 12. Fremont had 33 and Homestead had 21. Cupertino did not add any students during the year while Fremont added 8 and Homestead added 14. At Cupertino 2 students dropped from Academic Reading and Writing this year with 17 at Fremont and 10 at Homestead. One focus of the Reading Interventions PLC this year was to update the entrance and exit criteria for the course.</p> <p>District wide, the number of students beginning the year in the program was 59 with 52 remaining in the program at the end of the year.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, D/F/I counseling, and	<p><u>Intervention and Support Programs</u></p> <p>SAT Referral The Student Assistance Team (SAT) at each school site identifies students who</p>	<p>\$94,155</p> <p>– LCFF Base – 0000</p>	<p>\$98,144</p> <p>- LCFF Base – 0000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Saturday School.</p> <p>Salary and benefits of .025 FTE for 5 AP's , .02 FTE for 21 Guid. Coun., .025 FTE Dist. Admin.</p>	<p>are academically at-risk through review of progress and achievement data or staff referral.</p> <p>These teams meet regularly with students and their parents to develop individualized support programs for identified students.</p> <p>The SAT team then follows up and tracks the progress of students receiving support and reviews the level of success of interventions, providing additional support when necessary (RTI approach).</p> <ol style="list-style-type: none"> 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. <p>Indicated below are total numbers of students intervened with through each school's SAT and those of whom are unduplicated students (i.e. EL, and/or Low Income, and/or Foster Youth).</p>	<p>– 010-0000-1307,1308,1250,1300, 3000</p>	<p>– 010-0000-1307,1308,1250,1300, 3000</p>

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- The CHS SAT reviewed the progress of and designed interventions for 49 students, 10 of whom were Unduplicated students.
- The FHS SAT reviewed the progress of and designed interventions for 98 students 59 of whom were Unduplicated students.
- The HHS SAT reviewed the progress of and designed interventions for 102 students 37 of whom were unduplicated.
- The LHS SAT reviewed the progress of and designed interventions for 26 students, 4 of whom were Unduplicated students.
- The MVHS SAT reviewed the progress of and designed interventions for 43 students, 4 of whom were Unduplicated students.

Mental Health Counseling 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. School psychologists also receive student referrals and drop-ins. Most common referral source is

Planned
Actions/Services

Actual
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staff followed by the student. These mental health professionals counsel students individually and provide referrals to other mental health services as appropriate. Top 5 topics that are addressed in counseling: home/family, depression, anxiety, academic/stress, and social/peer issues. With approximately 4 data sets unavailable, the number of unduplicated students seen by student advocates and school psychologists (to date at end of April 2018) was 1703 with a total of 5180 sessions. This data does not include students served through special education.

D/F/I Counseling

At the end of each grading period, counselors and administrators at each school identify students who receive Ds, Fs, and Incompletes (D/F/Is). Students who receive multiple D/F/Is are considered priority students. Counselors and administrators meet with these students and develop plans of support for them. Their initial meeting with a counselor or administrator is marked in Infinite Campus as "D/F/I Counseling." The progress of these students is monitored in subsequent grading periods with additional support provided as necessary.

Based on the data recorded in Infinite

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Campus, counselors and administrators made the following number of initial contacts per grading period with identified D/F/I students:

- CHS counselors and administrators made a total of 289 initial contacts with students for “D/F/I Counseling” with the following numbers per grading period: 1st = 58, 2nd = 89, 3rd = 31, 4th = 28, 5th = 45, 6th = 38 (as at 6-6-18).
- FHS total = 41 initial contacts - numbers per grading period: 1st = 0, 2nd = 3, 3rd = 32, 4th = 0, 5th = 3, 6th = 3 (as at 6-6-18).
- HHS total = 220 initial contacts - numbers per grading period: 1st = 0, 2nd = 103, 3rd = 9, 4th = 24, 5th = 47, 6th = 37 (as at 6-6-18).
- LHS total = 204 initial contacts - numbers per grading period: 1st = 0, 2nd = 98, 3rd = 30, 4th = 17, 5th = 43, 6th = 16 (as at 6-6-18).
- MVHS total = 220 initial contacts - numbers per grading period: 1st = 0, 2nd = 24, 3rd = 45, 4th = 32, 5th = 40, 6th = 79 (as at 6-6-18).

District wide, counselors and administrators made a total number of 974 initial contacts with students for D/F/I reasons this year (as at 6-6-18).

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Estimated Actual
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Strategies for supporting students who earn a D, F, or I have also been a topic of data collection and ongoing discussion for the Guidance Study Group and District Guidance team as part of the District's comprehensive guidance program development work. Site teams have begun to explore different strategies for intervening and supporting students on the D/F/I list and will continue to implement these strategies and collect data in the 2018-19 school year with the support of the Guidance Study Group.

Saturday School

The Saturday School program provides a progressive discipline, counseling-enriched alternative consequence to suspension. Saturday School has run on 14 occasions during the 2017-18 school year (of 16 scheduled through the end of the year). At this point in the year 224 students have been assigned to the 4 hour Saturday School with 21 from Cupertino, 98 from Fremont, 84 from Homestead, 0 from Lynbrook, and 6 from Monta Vista and 14 from 14 Educational Options.

Summer Academy

The Summer Academy program provides credit and grade recovery opportunities for students who have failed to meet graduation or UC/CSU

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>requirements.</p> <p>769 regular education students attended the 2017 Summer Academy program earning a total of 3,600 credits (720 x 5 credit semester courses) with an 94% overall course pass rate. We also had 122 students participate in Special Ed classes, earning 485 credits with a 79% pass rate.</p> <p>144 students attended the ELD Academy Program and 102 students attended the Summer Allies 9th grade Bridge Program. The “Just Do It” (Special Ed 9th Grade Bridge Program) was attended by 138 students and 177 students took part in the Geometry Advancement Program.</p>		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.</p> <p>Salary and benefits of .05 FTE Dist. Admin., 15 teachers for 8 hours.</p>	<p>The Math Advisory Council (MAC) met three times this year (11/27, 1/29, 4/30). They reviewed student data and metrics related to course placement, student achievement results including course grades, CAASPP, Early Assessment Program, and Advanced Placement results, acceleration opportunities, and transition to Common Core. The group reviewed the process for selecting Common Core</p>	<p>\$16,091</p> <p>- LCFF Base – 0000</p> <p>– 010-0000-1100, 1300, 3000</p>	<p>\$17,268</p> <p>- LCFF Base – 0000</p> <p>– 010-0000-1100, 1300, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	aligned textbooks, and supported the recommendation that the teachers, led by the math curriculum lead, came up with regarding which series of texts to support.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<p>There were no new Chromebook carts for specific programs. Schools were given the freedom to add more carts to their resources. We added 48 new carts of Chromebooks to the district for a total of 9569 student devices, an increase of 453% since 2014.</p> <p>The major textbook adoption this year was in the subject area of Mathematics. After an extensive multi-tiered, criteria-based review of several series of texts, two series were chosen. Site teams were given the option of choosing from either of the approved series, with the understanding that it is the Expectation Portfolio (a collection of performance tasks designed by cross-district course teams), rather than the textbook that drives the curriculum.</p>	<p>\$16,091</p> <p>– LCFF Base – 0000</p> <p>– 010-0000-1100, 1300, 3000</p>	<p>\$17,268</p> <p>– LCFF Base – 0000</p> <p>– 010-0000-1100, 1300, 3000</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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).</p> <p>Salary and benefits of 1 FTE Dist. Admin. CTE</p>	<p>Increase students' access to CTE courses that prepare them for college and career and support them to pursue their passions.</p> <p>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:</p> <ul style="list-style-type: none"> FHS's enrollment increased in its PLTW Engineering Pathway from 4 sections in 2015-16 to 5 sections in 2016-17. FHS had 6 sections of engineering pathway classes in 2017-18. MVHS is shifting from a stand-alone Engineering Technology class to a PLTW Engineering Pathway. In 2016-17 students took Principles of Engineering; in 2017-18 Introduction to Engineering Design began as a second course in the pathway. MVHS had 2 sections of IED and 1 section of POE for the 17-18 school year. HHS will start PLTW Engineering in 2017-18 with its first class: Introduction to 	<p>\$22,915</p> <ul style="list-style-type: none"> - Local Revenue Resource-9635 - 060-9635-1330, 3000 	<p>\$24,483</p> <ul style="list-style-type: none"> - Local Revenue Resource-9635 - 060-9635-1330, 3000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Engineering Design. For its inaugural year, IED had 3 sections; the school is adding POE for 2018-19.

- CHS will start an Environmental Engineering Pathway in 2017-18 with its first course: Introduction to Engineering and Alternative Energy. CHS had 1 section of IEAE for its first year of implementation, and will be adding Environmental Engineering & Sustainability as a second course in 2018-19.
- 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. CHS ran a 3-course Health Careers Pathway with 22 students completing all three courses (Health Careers, Issues in Contemporary Health, and Social Psychology). The pathway will run again in 2018-19 with an estimated 30 students participating.
- FHS will begin a dual enrollment Kinesiology Pathway with Foothill College in 2017-18. This

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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. Fremont's Kinesiology Pathway had 27 students complete both courses. The pathway will run next year for an estimated 30 students with the addition of the Health Careers course and KINS 15, an in-depth CPR certification course.

- 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. In 2017-18 54 students completed the DID

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

course.

- 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. For the 2017-18 school year, we completed the CCAP agreement with Mission College and Fremont had 28 students who persevered through both semesters of Statway. We will continue this program for 2018-19.
- 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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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).

- FUHSD district administrators continue to work regionally with the Community College system through SB 1070's Southwest Regional Consortium and the Silicon Valley Engineering Tech Pathways (Career Pathways Trust grant recipients) to bring resources to FUHSD students. Connections made through these regional efforts have enabled teachers to attend workforce development meetings (e.g., Auto Tech at Tesla); use curricular resources (e.g., Environmental Engineering resources from West Valley College); provide students with access to additional opportunities related to career readiness (e.g., Map Your Future resources and events; Cyber-Security summer programs).

Create opportunities for students to learn about how their passions connect to potential careers.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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. In addition, two sites have formal Job Shadow Days during which students get to choose a company or organization in which to shadow an employee.

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 1 school
- Transportation (Auto Tech 2): Student ASE Certification
- Engineering (Environmental Engineering Pathway): Computer-Aided Design

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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. We are in the process of creating an Engineering Design Internship Program at Fremont High School for students in the engineering pathway. That program, being designed in cooperation with Cupertino and Sunnyvale Rotary, is intended to roll-out in the Summer of 2019.

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 3rd Annual What's Cookin'? Competition which now includes competitors from our neighboring district, Santa Clara Unified.

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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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. Teachers submitted their course outline to UC and the course is now approved as a "g" elective. The revised course outline will be reviewed by the Board in May 2018 and provides teachers with a stronger curricular foundation for the course so that students across the district can have a more consistent experience in the class.

Culinary teachers met to discuss how to integrate ServSafe curriculum into

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>their respective classes, share curriculum, and prepare for the Mission College What's Cookin'? competition.</p> <p>Accounting teachers met to revise curriculum and build a stronger Accounting 2 option for students.</p>		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.	<p>Sites continue to monitor the enrollment in AP courses, with a focus on creating strong vertical articulation with courses that feed into AP so that more students are prepared. Multiple stakeholder groups including Curriculum and Guidance Council, Principals, and District Guidance Counselors examined enrollment data of courses including AP, electives, and CTE and shared strategies for increasing the enrollment of underrepresented groups in these specific courses. Individual school sites continue to explore strategies for encouraging underrepresented students take AP courses, including offering AP readiness diagnostic assessments, informational sessions during course selection season, introducing new AP courses that are perceived as more interdisciplinary, and staff reaching out to students</p>	<p>\$1,034,931</p> <p>- LCFF Base- 0000</p> <p>– 010-0000-1100, 1300, 3000</p>	<p>\$1,120,992</p> <p>- LCFF Base- 0000</p> <p>– 010-0000-1100, 1300, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	individually.		

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.

Implementation of actions/services including: the work of the new teacher mentor program; site and district level PLCs; Curriculum Leads to support and guide the efforts of individual teachers and PLCs including the pilot of a lead in the area of social science. In addition, the District consulted with Dr. Pedro Noguera and a team of his colleagues to assist in examining practices that support equity, anti-bias, and anti-racism. Next steps are currently under discussion for prioritizing the work. They will be reflected in school plans for the 18-19 school year and are anticipated to be reflected in the update of the 18-19 LCAP, potentially impacting expected outcomes and actions for the 19-20 school year.

The District is proud that 76.5% of its students are considered prepared as indicated on the CA School Dashboard’s College and Career Indicator. However we acknowledge there is still work to be done in closing performance gaps and ensuring that all students are college and career ready.

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

Continuation of creative ways to support teachers: Skillful Teacher, Equity in Action, access to small and large group support through Curriculum Leads.

Continued increases in pathways for CTE and dual enrollment. Partnered with local community colleges to offer concurrent enrollment courses on our high school campuses.

Planned action strategies are improving delivery of professional development to teachers, collaboration of teachers within and across disciplines in alignment with common core state standards and next generation science standards, and student preparation for college and career following high school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures. Slight increases reflect an increase in employee compensation and additional spending in the area of teacher compensation for curriculum development and course alignment. We planned and spent money on teacher release for professional development and administrator support of professional development, new teacher induction, interventions, guidance, technology and career technical education which is why there is no material difference between budgeted and 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.

All Stakeholders continue to agree that Goal 2 is appropriate. A required metric related to the percentage of students achieving a 3 or higher on an AP exam will be added back as it was removed for 17-18 in preference of a goal focusing on increasing participation in AP courses by underrepresented students. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made.

In support of all students accessing FUHSD's guidance program and services and preparing for college and career, the District began examining our guidance curriculum and related activities and roles. The Coordinator of Curriculum and Assessment and Coordinator of Pathways to Postsecondary Success are leading a team of seven guidance counselors in a study group that is leading this work of assessing and evaluating our current status, and engaging multiple stakeholder groups in determining the essential components of a comprehensive district guidance program. The Guidance Study Group will continue its work through the 2018-19 school year, with the goal of having established District essential outcomes by Spring 2019. This is reflected in Goal 2, Action 10 which is new for the 18-19 plan.

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 Priorities: X1 ☐ 2 ☐ 3 ☐ 4 X5 X6 ☐ 7 ☐ 8

Local Priorities:

Annual Measureable 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.

Actual

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%

Increase the portion of students who respond positively when asked

Sense of Well-being

Expected

about sense of well-being (safe, cared about, and not overly stressed).

Actual

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

Expected

Actual

Maintain low expulsion rate (currently 0.2%) and monitor that no student groups are over-represented among expelled students.

- Students who are generally happy and content with life (Agree and Strongly Agree)
 - CHS = 43%, FHS = 47%, HHS = 53%, LHS = 46%, MVHS = 45%

Maintain low expulsion rate: 0.17%

Maintain low suspension rate (currently 1.6%) and monitor that no student groups are over-represented among suspended students.

Maintain low suspension rate: 1.9%

Maintain or increase student positive attendance and continue to refer all chronically truant students to the truancy abatement program.

Maintain or increase student positive attendance: 94.1%
Chronic absenteeism: 5.9%

Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.

Maintain record of safe facilities

Safety regarding facilities has been maintained as measured by only 2 Williams complaints in the last five years.

While maintaining high rates of graduation for all students, continue efforts to decrease by 10% the portion of students who are African American, Hispanic, English Language Learners, Students With Disabilities, students considered Socioeconomically Disadvantaged, foster and homeless youth that did not graduate.

Maintain high rates of graduation for all

Students meeting graduation requirements (Class of 2017):
Afr Am/Black 89.7%
Asian 98.7%
Filipino 97.5%
Hispanic/Latino 89.7%
White 96.1%
Two or more races 94.9%
English Learners 85.5%
Socioecon Disadv 89.3%

Expected

Actual

	Students w/Disabilities 83.1% All Students 96.4%
Monitor post-secondary program success as indicated by college entrance and persistence data.	FUHSD students continue to pursue postsecondary education at high rates. Consistent with previous cohorts, over 86% of the Class of 2016 reported enrollment in postsecondary education institutions within the first year after high school. Of those who enrolled in local community colleges (804 students), 32% required remediation in English-Language Arts and 39% required remediation in Mathematics.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.	In connection with the work that was conducted by the Community Taskforce on Student Wellness, a Stakeholder Engagement process began in April 2018 to explore the social and emotional health of our students. This group is comprised of parents from PTSAs, School Site Councils, the CAC and Wellness Taskforce as well as certificated and classified staff members and community partners. This process will continue into the 2018-19 school year.	\$48,814 - LCFF Base- 0000 - 010-0000-1305, 3000-070701	\$52,066 - LCFF Base- 0000 - 010-0000-1305, 3000-070701

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 and crisis intervention.	<p><u>Comprehensive Sexual Health Education</u>: prior to implementation of the unit in Biology, guidance counselors, student advocates and school psychologists are informed when the units are taking place in order to provide support and to be aware of/on the lookout for students who may need support.</p> <p><u>Time Management Sheets</u>: all sites provided students and families with access to a time management worksheet template and guidance on how to use the document in consideration of their course selection decisions for the 2018-19 school year.</p> <p><u>Guidance Curriculum</u>: a representative group of guidance counselors are working with the Coordinator of Curriculum & Assessment and the Coordinator of Pathways to Post Secondary Success. The Guidance Study Group is using data to define the roles and responsibilities of guidance counselors, and clarifying a more uniform guidance curriculum to ensure that all FUHSD stakeholders know how Guidance Counselors support ALL students. A member of the District mental health team also led discussions and training on supporting students' mental health</p>	<p>\$184,558</p> <ul style="list-style-type: none"> - LCFF Base - 0000 - LCFF Base – 0605 - 010-0000-1251, 1300, 3000 \$68,266 – 018-0605-291501, 3000 \$116,292 	<p>\$193,477</p> <ul style="list-style-type: none"> - LCFF Base - 0000 - LCFF Base – 0605 - 010-0000-1251, 1300, 3000 \$75,623 – 018-0605-291501, 3000 \$117,854

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

and well-being at District Guidance Team meetings.

Proactive Strategies and Crisis

Intervention: through partnership with El Camino Hospital, supported the creation and implementation of Suicide Prevention Education: Cupertino and Fremont High School in 2017-18; Homestead, Lynbrook and Monta Vista High Schools in 2018-19. The program includes presentations to staff, parents and students. In addition, staff members completed an online module about suicide prevention and attended a staff meeting where information was applied to school practice.

A committee of site staff and administrators continue to explore the area of trauma-informed care and connect it to other mental health efforts including staff training and/or resource sharing.

The District has been consulting with Dr. Stuart Slavin from the St. Louis University School of Medicine in support of student social and emotional health. Dr. Slavin has created surveys incorporating norm-referenced measures of anxiety and depression and utilized the results to guide programmatic change. The District is determining how best to utilize Dr. Slavin's expertise.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 and engage in professional development.	During the 2017-18 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators. The topics of attendance, truancy and discipline data were standing items. Other agenda items included a presentation on youth court; dialogue about digital safety, custodial interrogation, and Title IX; discussion about suspension and expulsion notices; and training on school safety plans.	\$21,317 - LCFF Base – 0000 – 010-0000-1307, 1330, 3000	\$23,401 - LCFF Base – 0000 - 010-0000-1307, 1330, 3000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	This year, a working group comprised of an administrator from each school site and Educational Options reviewed our current practices and developed a new, multi-level Chronic Absentee Intervention process to pilot in 18-19. This new process includes rewriting all student-facing materials to ensure positive, pro-attendance language, a revised meeting with the District Attorney, a school level SART and a District SARB. Additionally, three FUHSD administrators attended the	\$108,159 - LCFF Base – 0000 - 010-0000-1307,1251,1330,1230, 3000	\$112,240 - LCFF Base – 0000 – 010-0000-1307,1251,1330,1230, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	California Association of Supervisors of Child Welfare and Attendance (CASCWA) State Conference and will share current best practice and legal requirements within SSAM and other appropriate venues.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	During 2017-2018 school year, the district continued all of its 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-	\$17,053 - LCFF Base – 0000 – 010-0000-1307,1330, 3000	\$18,848 - LCFF Base – 0000 – 010-0000-1307,1330, 3000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

selection or referral by a Guidance
Counselor or Student Advocate.

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.

Saturday School has run on 14 (of 16 scheduled) occasions during the 2017-18 school year. As of 5/1/18: 224 total students have been referred; 163 total students have attended. There are 2 more sessions scheduled for the balance of the year. Each Saturday School session 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 actions again. The 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

\$32,503
- LCFF Base – 0000

– 010-0000-
1100,1200,1300,20
00,3000,4310

\$33,131
- LCFF Base – 0000

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1100,1200,1300,2
000,3000,4310

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

has been positive and could be part of
the student success plan.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update school safety plans.	<p>The California Education Code requires that each school have a Comprehensive Safety Plan. The components of the safety plan include: Child Abuse Reporting Procedures, Disaster Procedures, Suspension and Expulsion Procedures, Teacher Notification of Dangerous Pupils, Discrimination and Harassment Policies and Procedures, Dress Codes, Safe Ingress and Egress Procedures, Safe and Orderly Learning Environment and Rules and Procedures for School Discipline.</p> <p>Each school maintains a unique plan that is based on the layout and needs of each campus. The District provides a template of the common Board Policies, Administrative Regulations and Procedures but each school inserts their Evacuation Plans, Incident Command System (ICS) Charts and dates for earthquake, fire and Run, Hide, Defend Drills. The schools in our District are located in three different municipalities so coordination is conducted with Sunnyvale Public Safety, the Santa Clara Sheriff's Department, San Jose Police and Santa Clara County Fire Department to support and supervise these drills.</p> <p>For the past couple of years we have</p>	<p>\$121,519</p> <ul style="list-style-type: none"> - LCFF Base – 0000 - 010-0000-1300, 3000 	<p>\$134,592</p> <ul style="list-style-type: none"> - LCFF Base – 0000 - 010-0000-1300, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>been using the Keenan Training System to conduct 100% training of District staff in the area of child abuse reporting procedures. This year we also made significant progress in updating and training staff on sexual harassment and anti-bullying procedures and policies. As construction is in progress at all five sites, the District continues to coordinate with the Fire Departments to ensure that adequate evacuation routes are maintained at each site during construction. The School Climate, Safety and Attendance team (SSAM) continues to meet on a monthly basis to review suspensions, expulsions, truancy, and campus climate issues.</p>		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Introduce support for coaches including mentoring and ensuring positive climate in athletics programs.</p>	<p>This year, a pilot program was introduced at Monta Vista High School which aimed at identifying an effective approach to address issues of bullying, harassment, and hazing in high school athletics. In general, this pilot focused on the development of athlete leadership and coach mentoring as key measures to address climate and harassment issues. The pilot activities were designed, implemented, and</p>	<p>\$72,423</p> <ul style="list-style-type: none"> - LCFF Base – 0000 – 010-0000- 1100, 1300, 3000 	<p>\$74,858</p> <ul style="list-style-type: none"> - LCFF Base – 0000 – 010-0000- 1100, 1300, 1280, 3000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

evaluated by the school's Athletic Director and the FUHSD Director of Stakeholder Engagement.

A partnership with The Positive Coaching Alliance (PCA) was entered into as a resource to support the development of a positive climate in athletics with emphasis on promoting the concept of the "triple impact competitor", i.e. one who respects themselves, their teammates, and the game. To support the active development of athlete leadership, a Captains Leadership Team was formed. Opportunities for discussion, training, and feedback were provided.

To support the active mentoring of coaches, a Coaches Leadership Team was formed. Opportunities for discussion, training, and feedback were provided as part of a Professional Learning Community (PLC). All coaches attended PCA presentations on the "triple impact competitor" and the role of coaches in developing a positive climate in athletics. A PLC with several coach meetings during each season was established to: share best practices, help improve communication, share coaching experience, increase consistency in expectations of coaches, provide a forum for problem solving, create a support network, provide professional development, and improve

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

inter-sport cooperation.

Results of the pilot program were shared with the Board of Trustees and, on the basis of its success, approval was given to implement the approach and protocols district-wide for the 2018-19 school year.

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.

Continued development and implementation of proactive and restorative practices in support of student social and emotional health as well as safe and inclusive campuses.

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

Our overall suspension rate decreased by 0.6% to 1.9%. However there remain disparities (orange on the CA School Dashboard) for students who are English Learners, socioeconomically disadvantaged, African-American, Hispanic, and students with disabilities. The District aggregate reflects areas of need at specific schools within the identified student groups. Training for staff and administrators and available interventions will be the ongoing work of our school climate teams.

Planned action strategies are continuing to support a positive climate on each of our 5 campuses and within our educational options program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures. Slight increases reflect an increase in employee compensation. We planned and spent money on coaching support, guidance, student wellness, school safety and attendance practices, and restorative interventions which is why there is no material difference between budgeted and 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.

All Stakeholders continue to agree that Goal 3 is appropriate.

Goal 3, Action 7 has been modified to reflect moving to a new county recommended format for school safety plans over the course of the 2018-19 school year.

Goal 3, Action 9 has been added to address implementing a new process to address truancy and chronic absenteeism which will include rewriting all student-facing materials to ensure positive, pro-attendance language, a revised meeting with the District Attorney, a school level SART and a District SARB. In addition, the required metric will reflect chronic absenteeism rather than positive attendance.

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 Priorities: ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Increase the % of parents, students, and staff who engage in providing the district with feedback.

Stakeholder Feedback

A Parent Survey created by survey design company Hanover

Expected

Actual

100% of topic/program specific advisory groups include parent and staff representation.

Research was administered District-wide in February 2016. There were 2,146 responses from parents (19.5% approx). Almost 2 years later, in November 2017, a Parent Engagement Survey was administered District-wide. This survey was conceived and drafted by the Family Engagement Committee and built by Hanover Research. There were 1,870 responses (17% approx). Increasing the parent participation rate in parent surveys continues to be an FUHSD priority.

A student Wellness Survey was administered to students, parents, and staff in September 2016. There were 2,097 student responses (15.4% approx.) 1,645 responses from parents (12.1% approx) and 368 staff responses (42.7% approx.). The survey was sent out as an online link to each stakeholder group. Response rates from students were low so FUHSD decided to resurvey the students during school time to seek an increased participation rate. The follow up survey in the Spring of 2016-17 achieved a participation rate greater than 95%.

Opportunities for stakeholders to give input to the District regarding the LCAP goals and action plan are provided via District "Listening Campaigns" in the Fall and Spring each year. Fall presentations to PTSA, SSC, and Student Leadership classes share approved LCAP goals and action plans. Spring feedback meetings to these and additional stakeholder groups share progress data and information and seek input to goals and action planning for the following year's LCAP.

Advisory Groups

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, CTE Advisory Council and the Citizens Oversight Committee.

Expected

Maintain a presence in local and social media as well as on FUHSD and school site websites.

Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).

Actual

Presence in local and social media

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. A collaborative effort to redesign the website has been underway this year led by the Coordinator of Communication. The goal is to have it fully loaded to the district and school websites in the Fall of the 18-19 school year.

Partnership Opportunities

- CTE: the advisory group met on November 8, 2017. Agenda items included: Homestead's I-Building (approval of plans for the facilities grant); Industry Certification; and an update on grants
- Mental Health: 3rd year in partnership with El Camino Hospital through the Healthy Minds series.
- Behavior interventions: continuing with Unity Care and Advent.
- Relationships with local businesses: this year, efforts have been made to initiate a partnership with the Cupertino Chamber of Commerce. Several events were held at school sites (CHS and MVHS) where the Chamber of Commerce and Cupertino Library Foundation partnered with school PTSA groups to bring panels of former students who have graduated college and been in the workforce for 2 - 5 years. Panelists shared with students and parents the experience of their paths through high school and college to the workplace.

Expected

100% of parents have an active account to monitor their student's progress via School Loop or Infinite Campus portal.

Actual

Parent monitoring of student progress

Regarding the Annual Measurable Outcome that the schools make progress towards 100% of parents having an active account to monitor their student's progress via School Loop or Infinite Campus portal;

Baseline in 2016-2017

% of students with an active parent account (IC portal/SL portal):

CHS: 41%/86%

FHS: 52%/66%

HHS: 67%/77%

LHS: 74%/78%

MVHS: 76%/82%

Targets for 2017:

Increase active accounts by 2%

CHS: 43%/88%

FHS: 54%/68%

HHS: 69%/79%

LHS: 76%/80%

MVHS: 78%/84%

Actual (as at 4/18/18) IC%/SL% and change from 2016-17 to 2017-18:

CHS: 45.2%/84.1% (IC +4.2%, SL -1.9%)

FHS: 52.6%/66.4% (IC +0.6%, SL +0.4%)

HHS: 68.6%/78.7% (IC +1.6%, SL +1.7%)

LHS: 85.1%/77.2% (IC +11.1%, SL -0.8%)

MVHS: 79%/83.2% (IC +3%, SL +1.2%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Confirm and implement ongoing plan for survey administration including students, parents, and staff.	The District administers biennial surveys to both students and parents. Recent Student Wellness Surveys were conducted in September 2016 and March 2017. District staff have begun work on a Student Survey evaluating levels of anxiety and depression to be administered in the Fall of 2018-19. The most recent Parent Engagement survey was conducted in November 2017.	\$24,423 - Local Revenue Resource -9211 - 060-9211-1305, 3000	\$26,843 - Local Revenue Resource -9040 - 060-9040-1305, 3000 *Moved Admin to a new local revenue resource (from 9211 to 9040)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).	100+ positive news articles in local papers (Mercury News/Cupertino Courier/Sunnyvale Sun) and other news outlets between June 2017 and May 2018 <ul style="list-style-type: none"> The FUHSD Facebook and Twitter accounts are regularly updated. Average reach of just over 3k individuals for Facebook posts between June 2017 and March 2018. Multiple posts achieved a much greater reach, up to a 29k reach on a single post). 	\$79,971 - LCFF Base - 0000 - 010-0000-1300,3000	\$82,020 - LCFF Base - 0000 - 010-0000-1300,3000, 2395 (071800)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- The district and site websites are continually updated. At the end of the 2016-17 school year, the Coordinator of Communications convened a committee of site staff and site and district administrators to select a new vendor to support a full update of all websites. During the 2017-18 school year, this committee worked with the vendor on design and site structure. Staff is now working on migration of content from the current sites to the new sites.
- Social Media:
 - 3,200 followers on FUHSD Facebook page
 - 177 followers on FUHSD Twitter page

The Board Office Hours pilot program has continued into the 2017-18 school year, with the goals of strengthening positive two-way communication between the board and members of the public, increasing accessibility of Trustees to parents, students and community members, providing opportunities for individuals to engage with Trustees outside of the formal and less flexible Board Meeting setting, and sharing information about the activities and conversations that Board members are engaging in out in our community.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

FUHSD Website Redesign Project:
conducted over the course of the 2017-
18 school year with a planned launch
for the 2018-19 school year.

- Goals:
 - Create a website that tells our story, is visually engaging, balances critical information and narrative pieces, and showcases our students, staff and the energy of our campuses;
 - Create a website with a professional look and feel that appropriately represents FUHSD and its values;
 - Streamline and improve the experience for the end-user through better functionality and organization (i.e. content tailored to specific audiences); and
 - Ensure the ease of use for our content creators and staff responsible for updating the website at both the district and school sites.
- Progress:
 - Following the selection and

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

approval by the Board of a new website vendor last June, content migration to the six new websites (District main site and five high school sites) is underway. The process of moving content, much of which is being rewritten and reorganized, is proving to be a lengthy one. The main challenges are the sheer amount of content currently on our sites (which when compared with other school districts is quite large) and the time it takes for staff to move that content over and lay out each new page (particularly when this is on top of their regular duties). The Coordinator of Communications is moving over as much content as possible through the end of the school year, not just on the main District site, but also on the school sites in order to try and lift the burden from other staff. However, there is a plan to do paid summer work for the website redesign leads at each site (funded by the Communications budget). At this time, staff are targeting this Fall for the debut of the new websites.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	A District Family Engagement Committee, that includes parent and staff representatives from all five school sites, was formed during the 2016-17 school year. This committee has convened seven meetings during the 2017-18 year. The group was responsible for designing and helping administer the November 2017 Parent Engagement Survey and acts as the District's LCAP Advisory Committee. The following district committees also continue: Math Advisory Council, Career Technical Education Advisory Committee, FUHSD CACLEC, COC, CAC, and the SELPA Community Advisory Committee.	\$18,043 - LCFF Base- 0000 – 010-0000-1100, 1300, 3000	\$18,500 - LCFF Base- 0000 – 010-0000-1100, 1300, 3000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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: <ul style="list-style-type: none"> parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory 	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 groups, student leadership classes, English learner classes, and the FUHSD Student Intra District Council.	\$22,205 - LCFF Base – 0000 – 010-0000-1300, 3000	\$25,827 - LCFF Base – 0000 – 010-0000-1300, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Council, PTA/PTSA, Los Padres,</p> <ul style="list-style-type: none"> students through leadership classes, ELD classes, and FUHSD Student Intra District Council, and staff through School Site Council, PLATE and teacher retention subcommittee. 	<p>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.</p>		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Family Engagement Committee The District Family Engagement Committee, that includes parent and staff representatives from all five school sites, was formed during the 2016-17 school year. This committee has convened seven meetings during the 2017-18 year. The group was responsible for designing and helping administer the November 2017 Parent Engagement Survey and acts as the District's LCAP Advisory Committee.</p> <p>FUHSD PTSA Council The District formed a PTSA Council this year as a more formalized version of a group of site PTSA leaders that the Superintendent met informally with in prior years. The newly formed FUHSD</p>	<p>\$24,423</p> <ul style="list-style-type: none"> - Local Revenue Resource -9211 - 060-9211-1300, 3000 	<p>\$26,843</p> <ul style="list-style-type: none"> - Local Revenue Resource -9040 - 060-9040-1300, 3000 <p>*Moved Admin to a new local revenue resource (from 9211 to 9040)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	PTSA Council has convened 3 times this year and plans on meeting twice per semester on a regular basis in the future. Membership of the PTSA Council includes all of the site PTSA Presidents and several of their Executive Board members, the President of the Joint CFSCPTA, the Superintendent, both Assistant Superintendents, the Manager of Enrollment and Residency Options, the Communications Coordinator, and the Director of Stakeholder Engagement.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.	An annual report, possibly in the form of an LCAP Executive Summary, will be a focus for the 2018-19 school year.	\$13,087 - LCFF Base- 0000 - 010-0000-1300, 3000	\$13,447 - LCFF Base- 0000 - 010-0000-1300, 3000

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.

Implementation of actions/services included: consultation with parents, students, and other community stakeholders to seek input and feedback continues to be deliberate and systematized. Opportunities include various surveys, advisory councils, consultation meetings, partnership in community organizations, and improved push out of 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. Slight increases reflect an increase in employee compensation. We planned and spent money on family engagement and communication which is why there is no material difference between budgeted and 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.

All Stakeholders continue to agree that Goal 4 is appropriate. No changes have been made to the actions and services to achieve this goal during the 2018-19 school year. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made.

Stakeholder Engagement

LCAP Year: **2018-19**

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 the LCFF and the LCAP, reviewing the goals and action plan of the 2017-18 LCAP, and seeking input to the 2018-19 LCAP were provided for stakeholders at all five school sites at the following meetings:

- Parents - PTSA (Fall and Spring), ELAC/Bilingual Committee, Los Padres, and the DELAC (March – May).
- Students – Student Leadership classes and the Intra-District Council (Fall and Spring).
- Staff - Principals sought feedback from staff groups in a variety of ways.
- Mixed Stakeholder meetings – Family Engagement Committee (LCAP Advisory), School Site Councils (twice in the year, Fall and Spring),

The 2017-18 LCAP document (goals and outcomes) was summarized into a “public friendly” version 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 2017-18 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 with the following prompts in each of the four goal areas:

1. Identify any Areas of Strength/Success (that we need to continue to extend),
2. Identify any Areas of Growth/Priorities (that we need to focus more on),
3. Identify any Suggestions/Ideas for Action (that could be considered in planning for the 2018-19 LCAP).

Responses to the prompts and general information raised at each of these meetings was documented in a Google form that provided a database of responses that was sortable by goal, school, meeting, and stakeholder group for easy identification of areas of focus for the 2018-19 LCAP.

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 generally common agreement in all stakeholder groups that the current four goals are relevant to needs across the District that exist at all five school sites. 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 2018-19 LCAP action plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

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.

Students who are English language learners or students with disabilities face greater challenges to complete the A-G requirements. 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; Academic Reading and Writing; 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.	Students meeting A-G, Class of 2016 Afr Am/Black 50.0% Asian 90.5% Filipino 60.8% Hispanic/Latino 34.6% White 72.6% Two or more races 67.6% English Learners 18.4% Socioecon Disadv 39.0% Students w/Disabilities 15.2% All Students 76.4%	Students meeting A-G, Class of 2017: Afr Am/Black 44.0% Asian 91.2% Filipino 56.8% Hispanic/Latino 36.1% White 75.8% Two or more races 78.9% English Learners 19.2% Socioecon Disadv 43.4% Students w/Disabilities 15.2% All Students 78.6%	Targets for Class of 2018 100% for all student groups	Targets for Class of 2019 100% for all student groups
By student group, increase to 100% the number of students who meet standard (level 1, level 2) on the California Assessment of	Students meeting/exceeding standard on CAASPP ELA/Math (2015-2016): Afr Am 50% / 40% Asian 94% / 94% Filipino 69% / 49%	Students meeting standard on CAASPP ELA/Math (2017) Afr Am 52.38% / 23.81% Asian 93.64% / 92.62% Filipino 79.9% / 52.38% Hispanic 43.58% /	Targets for 2017-2018 100% for all student groups	Targets for 2018-2019: 100% for all student groups

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Performance and Progress (CAASPP).	Hispanic 47% / 23% White 87% / 79% Two or more 85% / 80% EL 29% / 43% SED 49% / 33% SWD 30% / 21% All Students 84% / 77.35%	23.56% White 85.5% / 73.7% Two or more 90.37% / 81.48% EL 21.39% / 33.51% SED 48.15% / 34.55% SWD 38.82% / 17.06% All Students 84.36% / 77.35%		
By student group, increase to 100% the number of students deemed “ready for college” as measured on CAASPP (Early Assessment Program (EAP)).	Students “ready for college” ELA/Math (CAASPP 2016): Afr Am 27% / 16% Asian 74% / 80% Filipino 31% / 21% Hispanic 14% / 8% White 63% / 55% Two or more 66% / 60% EL 3% / 25% SED 18% / 15% SWD 9% / 9% All Students 62% / 62%	Students “ready for college” ELA/Math (CAASPP 2017): Afr Am 19.05% / 19.05% Asian 76.16% / 76.06% Filipino 34.38% / 19.05% Hispanic 13.69% / 6.03% White 54.98% / 46.96% Two or more 68.15% / 54.81% EL 5.78% / 17.3% SED 21.37% / 14.33% SWD 10.0% / 10.0% All Students 61.77% / 58.07%	Targets for 2017-2018 100% for all student groups	Targets for 2018-2019: 100% for all student groups
By student group, increase to 100% the number of students who	Students meeting graduation requirements, Class of 2016 Afr Am/Black 89.3%	Students meeting graduation requirements, Class of 2017: Afr Am/Black 89.7%	Targets for Class of 2018: 100% for all student	Targets for Class of 2019: 100% for all student groups

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
graduate	Asian 98.7% Hispanic/Latino 84.3% Filipino 95.3% White 96.7% Two or more races 96.7% English Learners 84.6% Socioecon Disadv 88.5% Students w/Disabilities 82.1% All Students 95.9%	Asian 98.7% Hispanic/Latino 89.7% Filipino 97.5% White 96.1% Two or more races 94.9% English Learners 85.5% Socioecon Disadv 89.3% Students w/Disabilities 83.1% All Students 96.4%	groups	
Increase to 100% the portion of English Learners (Long Term ELs) who become English proficient as measured by the English Language Proficiency Assessments for California (ELPAC).	LTELS scoring proficient on CELDT (2015): 47.9%	LTELS scoring proficient on CELDT (2016): 51.7%	LTELS scoring proficient on CELDT (2017): 51.9% Target for ELPAC 2018 = 100%	Target for ELPAC 2019 = 100%
Increase English Learner reclassification rate to 100%.	From 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	ELs reclassified in 2016-17: 12.1%	Target for 2017-18: 100%	Target for 2018-19: 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	to reclassification in spring only beginning in the 15-16 school year			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

X Unchanged

Select from New, Modified, or Unchanged for 2019-20

X Unchanged

2017-18 Actions/Services

Sustain a high quality comprehensive high school program.

- 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.

No new revenue.

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

2018-19 Actions/Services

Sustain a high quality comprehensive high school program.

- 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.

No new revenue.

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

2019-20 Actions/Services

Sustain a high quality comprehensive high school program.

- 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.

No new revenue.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,177,548	\$133,086,129	\$141,071,28
Source	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (2000-9635) 	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (6500, 8150) - State Revenue (6000-7689) - Lottery Unrestricted (Fund 020) - Parcel Tax (Fund 040) 	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (6500, 8150) - State Revenue (6000-7689) - Lottery Unrestricted (Fund 020) - Parcel Tax (Fund 040)

Year	2017-18	2018-19	2019-20
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 	<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1XXX-3XXX), Mg (0000,0005,0013,0022,0071,0078) \$92,659,016 - Fd (010-080), Res (6500,8150), Obj(1000-7300)\$31,481,913 - Fund 040, Obj (1XXX-5XXX) \$5,011,741 - Fund 020, Obj (1XXX-4XXX) \$1,559,232 - Fund (000-080), Res (6387, 6512,6520), Obj (1XXX-3XXX) \$2,374,227 <p>(We will provide backup reports for this action)</p>	<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1XXX-3XXX), Mg (0000,0005,0013,0022,0071, 0078) \$98,755,253 - Fd (010-080), Res (6500,8150), Obj (1000-7300) \$33,370,829 - Fund 040, Obj(1XXX-5XXX) \$5,011,741 - Fund 020, Obj (1XXX-4XXX) \$1,559,232 - Fund (000-080), Res (6387, 6512,6520), Obj (1XXX-3XXX) \$2,374,243

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
Specific Schools: FHS and HHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

- Review of Academic Foundations, Academic Reading and Writing (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.

2018-19 Actions/Services

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 a program targeted to low-income students and Foster Youth.

- Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion.

2019-20 Actions/Services

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 a program targeted to low-income students and Foster Youth.

- Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,730,312	\$1,932,944	\$2,048,920
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) 	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - Local Revenue Source (9040) 	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - Local Revenue Source (9040)

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> – 010-0000-2915,2410,3000,4310 (\$178,034) – 010-0000-1110,1120,1251,3000-(010100/010102/018200/017500/031100) \$907,973 – 060-9211-1000, 3000 \$173,006 – 010-0000-1100,3000-(150000) \$260,229 – 010-14000-1330, 3000 \$211,070 	<p>LCFF Base:</p> <p>010-0000-23XX: \$3,855</p> <p>010-0000-3XXX: \$964</p> <p>010-0000-24XX: \$2,104</p> <p>010-0000-3XXX: \$631</p> <p>010-0000-29XX: \$148,821</p> <p>010-0000-3XXX: \$44,646</p> <p>010-0000-4310: \$2,595</p> <p>LCFF Supplemental Grant:</p> <p>000-0000-11XX: \$44,137</p> <p>000-0000-3XXX: \$15,448</p> <p>010-0000-11XX: \$657,835</p> <p>010-0000-3XXX: \$230,243</p> <p>010-0000-12XX: \$57,138</p> <p>010-0000-3XXX: \$19,998</p> <p>010-0000-4310: \$4,646</p> <p>Local Revenue Source (9211)</p> <p>060-9211-11XX: \$141,631</p> <p>060-9211-3XXX: \$49,571</p> <p>LCFF Base - GSA:</p> <p>010-0000-11XX: \$208,415</p> <p>010-0000-3XXX: \$72,945</p> <p>Local Revenue Source (9040):</p> <p>060-9040-13XX: \$168,386</p> <p>060-9040-3XXX: \$58,935</p>	<p>LCFF Base:</p> <p>010-0000-23XX: \$4,086</p> <p>010-0000-3XXX: \$1,022</p> <p>010-0000-24XX: \$2,230</p> <p>010-0000-3XXX: \$669</p> <p>010-0000-29XX: \$157,751</p> <p>010-0000-3XXX: \$47,325</p> <p>010-0000-4310: \$2,750</p> <p>LCFF Supplemental Grant:</p> <p>000-0000-11XX: \$46,785</p> <p>000-0000-3XXX: \$16,375</p> <p>010-0000-11XX: \$697,305</p> <p>010-0000-3XXX: \$244,057</p> <p>010-0000-12XX: \$60,566</p> <p>010-0000-3XXX: \$21,198</p> <p>010-0000-4310: \$4,925</p> <p>Local Revenue Source (9211)</p> <p>060-9211-11XX: \$150,129</p> <p>060-9211-3XXX: \$52,545</p> <p>LCFF Base - GSA:</p> <p>010-0000-11XX: \$220,919</p> <p>010-0000-3XXX: \$77,322</p> <p>Local Revenue Source (9040):</p> <p>060-9040-13XX: \$178,489</p> <p>060-9040-3XXX: \$62,471</p>

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 English Learners 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 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,

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 English Learners at each school. During the 2018-19 school year, in addition as described in the Title III plan,

- Professional development for Integrated ELD teachers in Math, Science, ELA and Social Studies across the district will be facilitated by a District administrator and a Curriculum Lead. At the beginning of year, teachers will convene in a roundtable meeting to (1) explore what Integrated ELD is and isn’t, (2) convert a mainstream lesson plan into an Integrated ELD version, (3) ask and answer questions about challenges and dilemmas in Integrated ELD, (4) determine ways in which Curriculum Leads can provide additional professional support throughout the year (modified).
- 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,

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 English Learners at each school. In addition as described in the Title III plan, for school year 2019-20,

Ongoing curriculum review.
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.

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 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

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 (unchanged).

- 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 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) (unchanged).
- Two Integrated ELD teachers and a District administrator collaborate to enhance the learning experience for both newcomers and 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

summative task and to increase student engagement.	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 (unchanged).	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,055,881	\$3,355,353	\$3,556,674
Source	<ul style="list-style-type: none"> – LCFF Base - 0000 – LCFF Supplemental Grant - (0000) – LCFF Supplemental Grant - 0791 	<ul style="list-style-type: none"> – LCFF Base - 0000 – LCFF Supplemental Grant - (0000) – LCFF Supplemental Grant - 0791 	<ul style="list-style-type: none"> – LCFF Base - 0000 – LCFF Supplemental Grant - (0000) – LCFF Supplemental Grant - 0791

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> – 010-0000-2395,2410, 3000 - (033100) \$6,993 – 010-0000-1110,3000- (010100/0100102/012100) \$1,585,738 – 018-0791-all objects \$1,463,150 	<p>LCFF Base:</p> <p>010-0000-23XX: \$3,855</p> <p>010-0000-3XXX: \$964</p> <p>010-0000-24XX: \$2,104</p> <p>010-0000-3XXX: \$631</p> <p>LCFF Supplemental Grant (0000):</p> <p>010-0000-11XX: \$1,277,895</p> <p>010-0000-3XXX: \$447,263</p> <p>LCFF Supplemental Grant (0791):</p> <p>018-0791-11XX: \$646,396</p> <p>018-0791-3XXX: \$226,239</p> <p>018-0791-21XX: \$167,764</p> <p>018-0791-3XXX: \$50,329</p> <p>018-0791-24XX: \$381,199</p> <p>018-0791-3XXX: \$114,360</p> <p>018-0791-4310: \$22,453</p> <p>018-0791-5220: \$13,901</p>	<p>LCFF Base:</p> <p>010-0000-23XX: \$4,087</p> <p>010-0000-3XXX: \$1,022</p> <p>010-0000-24XX: \$2,230</p> <p>010-0000-3XXX: \$669</p> <p>LCFF Supplemental Grant (0000):</p> <p>010-0000-11XX: \$1,354,568</p> <p>010-0000-3XXX: \$474,099</p> <p>LCFF Supplemental Grant (0791):</p> <p>018-0791-11XX: \$685,180</p> <p>018-0791-3XXX: \$239,813</p> <p>018-0791-21XX: \$177,830</p> <p>018-0791-3XXX: \$53,349</p> <p>018-0791-24XX: \$404,071</p> <p>018-0791-3XXX: \$121,221</p> <p>018-0791-4310: \$23,800</p> <p>018-0791-5220: \$14,735</p>

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on

- Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations.
- Integrate the principles differentiated instruction into existing content of professional development for general and special education teachers.

In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on

- Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations.
- Integrate the principles differentiated instruction into existing content of professional development for general and special education teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$111,496	\$118,185
Source		LCFF Base - 0000 LCFF Base - Prop 55 (1400)	LCFF Base- 0000 LCFF Base - Prop 55 (1400)
Budget Reference		LCFF Base: 080-6500-13XX: \$4,776 080-6500-3XXX: \$1,194 LCFF Base - Prop 55 (1400): 010-1400-1130: \$78,167 010-1400-3XXX: \$27,359	LCFF Base: 080-6500-13XX: \$5,062 080-6500-3XXX: \$1,266 LCFF Base - Prop 55 (1400): 010-1400-1130: \$82,857 010-1400-3XXX: \$29,000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: X 1 X 2 ☐ 3 X 4 ☐ 5 ☐ 6 X 7 ☐ 8

Local Priorities:

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.

Expected Annual Measureable 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 for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and	More than 90%	95%	98%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 percentage of students who have passed an AP exam with a "3" or higher.	<p>AP exams 2016:</p> <p>3,661 students took 8,687 exams, with a pass rate of 90.1%</p>	<p>AP exams 2017:</p> <p>3,906 students took 9,398 exams, with a pass rate of 90.4%</p>	<p>Maintain or increase pass rate, while maintaining or increasing the number of students who participate in AP</p>	<p>Maintain or increase pass rate, while maintaining or increasing the number of students who participate in AP</p>
Increase the number of FUHSD courses that result in credit from a post-secondary	1	3	4	5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
program.				
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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

- 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.

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.

2018-19 Actions/Services

- 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.

2019-20 Actions/Services

- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,071,324	\$1,193,959	\$1,265,596

Year	2017-18	2018-19	2019-20
Source	<ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 - 1400 	<ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 - 1400 	<ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 - 1400
Budget Reference	<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>LCFF Base - 0000:</p> <p>010-0000-1XXX: \$2,963</p> <p>010-0000-3XXX: \$1,037</p> <p>010-0000-4XXX: \$189,497</p> <p>010-0000-52XX: \$54,022</p> <p>LCFF Base - 0771:</p> <p>018-0771-1XXX: \$315,012</p> <p>018-0771-3XXX: \$61,288</p> <p>018-0771-4XXX: \$5,300</p> <p>LCFF Base - Prop 55 (1400)</p> <p>010-1400-1XXX: \$418,400</p> <p>010-1400-3XXX: \$146,440</p>	<p>LCFF Base - 0000:</p> <p>010-0000-1XXX: \$3,141</p> <p>010-0000-3XXX: \$1,099</p> <p>010-0000-4XXX: \$200,866</p> <p>010-0000-52XX: \$57,264</p> <p>LCFF Base - 0771:</p> <p>018-0771-1XXX: \$333,913</p> <p>018-0771-3XXX: \$64,965</p> <p>018-0771-4XXX: \$5,618</p> <p>LCFF Base - Prop 55 (1400)</p> <p>010-1400-1XXX: \$443,504</p> <p>010-1400-3XXX: \$155,226</p>

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Unchanged

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Unchanged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Unchanged

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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.

2018-19 Actions/Services

Monitor patterns of course requests to inform program revision and development

2019-20 Actions/Services

Monitor patterns of course requests to inform program revision and development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$93,949	\$104,509	\$110,780
Source	LCFF Base -0000	LCFF Base - 0000	LCFF Base-0000
Budget Reference	010-0000-1251, 1307, 1330, 3000	010-0000-12XX: \$51,105 010-0000-3XXX: \$17,886 010-0000-13XX: \$28,415 010-0000-3XXX: \$7,103	010-0000-12XX: \$54,171 010-0000-3XXX: \$18,960 010-0000-13XX: \$30,119 010-0000-3XXX: \$7,530

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,155	\$104,033	\$110,275
Source	LCFF Base - 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307,1308,1250, 1300, 3000	010-0000-12XX: \$51,105 010-0000-3XXX: \$17,887 010-0000-13XX: \$28,033 010-0000-3XXX: \$7,008	010-0000-12XX: \$54,171 010-0000-3XXX: \$18,960 010-0000-13XX: \$29,715 010-0000-3XXX: \$7,429

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$94,155	\$104,033	\$110,275
Source	LCFF Base - 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307,1308,1250, 1300, 3000	010-0000-12XX: \$51,105 010-0000-3XXX: \$17,887 010-0000-13XX: \$28,033 010-0000-3XXX: \$7,008	010-0000-12XX: \$54,171 010-0000-3XXX: \$18,960 010-0000-13XX: \$29,715 010-0000-3XXX: \$7,429

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,091	\$18,304	\$19,402
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base – 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX: \$4,068 010-0000-3XXX: \$1,424 010-0000-13XX: \$10,250 010-0000-3XXX: \$2,562	010-0000-11XX: \$4,312 010-0000-3XXX: \$1,509 010-0000-13XX: \$10,865 010-0000-3XXX: \$2,716

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$16,091	\$18,304	\$19,402
Source	LCFF Base - 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX: \$4,068 010-0000-3XXX: \$1,424 010-0000-13XX: \$10,250 010-0000-3XXX: \$2,562	010-0000-11XX: \$4,312 010-0000-3XXX: \$1,509 010-0000-13XX: \$10,865 010-0000-3XXX: \$2,716

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Modified

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Unchanged

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Unchanged

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged
for 2017-18

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

Select from New, Modified, or Unchanged
for 2018-19

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

Select from New, Modified, or Unchanged
for 2019-20

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

Year	2017-18	2018-19	2019-20
Amount	\$22,915	\$25,952	\$27,509
Source	Local Revenue Resource-9635	Local Revenue Resource 060-9635	Local Revenue Resource 060-9635
Budget Reference	060-9635-1330, 3000	060-9635-13XX: \$20,761 060-9635-3XXX: \$5,191	060-9635-13XX: \$22,007 060-9635-3XXX: \$5,502

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,968	\$26,863	\$28,474
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000

Year	2017-18	2018-19	2019-20
Budget Reference	010-0000-1300,3000	010-0000-13XX: \$21,490 010-0000-3XXX: \$5,373	010-0000-13XX: \$22,779 010-0000-3XXX: \$5,695

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.

2018-19 Actions/Services

Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.

2019-20 Actions/Services

Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,034,931	\$1,188,251	\$1,259,546
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX: \$11,689 010-0000-3XXX: \$4,091 010-0000-13XX: \$937,977 010-0000-3XXX: \$234,494	010-0000-11XX: \$12,390 010-0000-3XXX: \$4,337 010-0000-13XX: \$994,255 010-0000-3XXX: \$248,564

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

Convene Guidance Study Group and lay groundwork for District comprehensive guidance program development through exploration and data gathering.

2018-19 Actions/Services

The Guidance Study Group and site teams will conduct data analyses and gather stakeholder input to identify essential outcomes for District comprehensive guidance program.

2019-20 Actions/Services

Continue to collect data and feedback to monitor and evaluate the transition and implementation of essential outcomes of comprehensive guidance program.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$42,308

\$44,847

Source

LCFF Base - 0000
Local Revenue Source (9635)

LCFF Base - 0000
Local Revenue Source (9635)

Year	2017-18	2018-19	2019-20
Budget Reference		LCFF Base: 010-0000-12XX: \$16,071 010-0000-3XXX: \$5,625 010-0000-13XX: \$4,590 010-0000-3XXX: \$1,147 010-0000-5XXX: \$9,192 Local Revenue Source (9635): 060-9635-13XX: \$4,547 060-9635-3XXX: \$1,136	LCFF Base: 010-0000-12XX: \$17,035 010-0000-3XXX: \$5,962 010-0000-13XX: \$4,865 010-0000-3XXX: \$1,216 010-0000-5XXX: \$9,744 Local Revenue Source (9635): 060-9635-13XX: \$4,820 060-9635-3XXX: \$1,205

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 Priorities: X 1 ☐ 2 ☐ 3 ☐ 4 X 5 X 6 ☐ 7 ☐ 8

Local Priorities:

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.

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 Measureable 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	Student Wellness Survey (Sept 2016) 51.2% of student found their coursework interesting	Increase from 2016 results the portion of students who found their coursework interesting	Increase 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	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	Decrease from 2016 results the portion of students who report the experienced bullying or harassment Increase from 2016 results the portion of students who felt their teachers cared about their well-being	Decrease the portion of students who report the experienced bullying or harassment Increase the portion of students who felt their teachers cared about their well-being Decrease the portion of students who report they

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	stress at school	stress at school	Decrease from 2016 results the portion of students who report they felt stress at school	felt stress at school
Maintain low expulsion rate and monitor that no student groups are overrepresented among expelled students.	0.2%	0.17%	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%	1.9%	Maintain or decrease suspension rate from 2017-18: move from orange to green and blue for identified student groups	Maintain or decrease suspension rate from 2018-19: move from orange to green and blue for identified student groups
Maintain or increase student positive attendance and continue to refer all chronically truant students to the truancy abatement program.	Baseline attendance (2015-2016) 94%	94.1% positive attendance 5.9% chronic absenteeism	Maintain or increase positive attendance from 2017-18	Maintain or increase positive attendance from 2018-19
Maintain record of safe facilities as	0 complaints	1 complaint (community member concern about	0 complaints	0 complaints

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by the number of Williams Complaints re: facilities.		safety on the track)		
By student group, increase to 100% the number of students who graduate.	<p>Students meeting graduation requirements, Class of 2016</p> <p>Afr Am/Black 89.3%</p> <p>Asian 98.7%</p> <p>Hispanic/Latino 84.3%</p> <p>Filipino 95.3%</p> <p>White 96.7%</p> <p>Two or more races 96.7%</p> <p>English Learners 84.6%</p> <p>Socioecon Disadv 88.5%</p> <p>Students w/Disabilities 82.1%</p> <p>All Students 95.9%</p>	<p>Students meeting graduation requirements, Class of 2017:</p> <p>Afr Am/Black 89.7%</p> <p>Asian 98.7%</p> <p>Hispanic/Latino 89.7%</p> <p>Filipino 97.5%</p> <p>White 96.1%</p> <p>Two or more races 94.9%</p> <p>English Learners 85.5%</p> <p>Socioecon Disadv 89.3%</p> <p>Students w/Disabilities 83.1%</p> <p>All Students 96.4%</p>	<p>Targets for Class of 2018:</p> <p>100% for all student groups</p>	<p>Targets for Class of 2019:</p> <p>100% for all student groups</p>
Monitor post-secondary program success as indicated by college entrance and persistence data.	<p><u>Baseline (Class of 2016):</u></p> <p>86% of graduates reported as enrolled in postsecondary institutions.</p> <p>Of 804 students reported enrolled in local</p>	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	community colleges, 32% of students required remediation in English and 39% required remediation in math.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged
for 2017-18

Modified

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.

2018-19 Actions/Services

Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.

2019-20 Actions/Services

Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,814	\$55,190	\$58,502
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1305, 3000-070701	010-0000-13XX-070701 \$44,152 010-0000-3XXX-070701 \$11,038	010-0000-13XX-070701 \$46,802 010-0000-3XXX-070701 \$11,700

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Mental Health and Wellness: support during the comprehensive sexual health education unit in 9th grade biology, time management sheets, guidance curriculum, and efforts to increase proactive strategies and crisis intervention.

2018-19 Actions/Services

Mental Health and Wellness: support during the comprehensive sexual health education unit in 9th grade biology, time management sheets, and efforts in coordination with the wellness taskforce to increase proactive strategies and crisis intervention.

2019-20 Actions/Services

Mental Health and Wellness: support during the comprehensive sexual health education unit in 9th grade biology, time management sheets, and efforts in coordination with the wellness taskforce to increase proactive strategies and crisis intervention.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$184,558	\$205,085	\$217,390
Source	LCFF Base - 0000 LCFF Base - 0605	LCFF Base - 0000 LCFF Base – 0605	LCFF Base - 0000 LCFF Base - 0605
Budget Reference	010-0000-1251, 1300, 3000 \$68,266 018-0605-291501, 3000 \$116,292	010-0000-12XX: \$14,030 010-0000-3XXX: \$4,911 010-0000-13XX: \$48,975 010-0000-3XXX: \$12,244 018-0605-29XX: \$96,096 018-0605-3XXX: \$28,829	010-0000-12XX: \$14,872 010-0000-3XXX: \$5,205 010-0000-13XX: \$51,914 010-0000-3XXX: \$12,978 018-0605-29XX: \$101,862 018-0605-3XXX: \$30,559

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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 and engage in professional development.

2018-19 Actions/Services

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 and engage in professional development.

2019-20 Actions/Services

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 and engage in professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,317	\$24,805	\$26,294
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1307, 1330, 3000	010-0000-13XX: \$19,844 010-0000-3XXX: \$4,961	010-0000-13XX: \$21,035 010-0000-3XXX: \$5,259

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$108,159	\$118,975	\$126,113
Source	LCFF Base – 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307,1251,1330,1230,3000	010-0000-12XX: \$62,127 010-0000-3XXX: \$21,744 010-0000-13XX: \$28,083 010-0000-3XXX: \$7,021	010-0000-12XX: \$65,854 010-0000-3XXX: \$23,049 010-0000-13XX: \$29,768 010-0000-3XXX: \$7,442

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Modified

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.

2018-19 Actions/Services

Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion

2019-20 Actions/Services

Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,053	\$19,979	\$21,178
Source	LCFF Base – 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307,1330, 3000	010-0000-12XX: \$5,612 010-0000-3XXX: \$1,964 010-0000-13XX: \$9,922 010-0000-3XXX: \$2,481	010-0000-12XX: \$5,949 010-0000-3XXX: \$2,083 010-0000-13XX: \$10,517 010-0000-3XXX: \$2,629

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.

2018-19 Actions/Services

Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.

2019-20 Actions/Services

Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$32,503

\$35,119

\$37,226

Year	2017-18	2018-19	2019-20
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1100,1200,1300,2000,3000,4310	010-0000-11XX: \$3,819 010-0000-3XXX: \$1,336 010-0000-12XX: \$2,006 010-0000-3XXX: \$702 010-0000-13XX: \$10,059 010-0000-3XXX: \$2,515 010-0000-2XXX: \$3,548 010-0000-3XXX: \$1,064 010-0000-4310: \$10,070	010-0000-11XX: \$4,046 010-0000-3XXX: \$1,417 010-0000-12XX: \$2,127 010-0000-3XXX: \$744 010-0000-13XX: \$10,663 010-0000-3XXX: \$2,666 010-0000-2XXX: \$3,761 010-0000-3XXX: \$1,128 010-0000-4310: \$10,674

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

New

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Update school safety plans.

2018-19 Actions/Services

Transition to the new county recommended
format for school safety plans.

2019-20 Actions/Services

Monitor school safety plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,519	\$142,668	\$151,228
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1300, 3000	010-0000-13XX: \$114,134 010-0000-3XXX: \$28,534	010-0000-13XX: \$120,982 010-0000-3XXX: \$30,246

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Introduce support for coaches including mentoring and ensuring positive climate in athletics programs.

2018-19 Actions/Services

Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.

2019-20 Actions/Services

Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,423	\$79,349	\$84,110
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000

Year	2017-18	2018-19	2019-20
Budget Reference	010-0000- 1100, 1300, 3000	010-0000-11XX: \$5,733 010-0000-3XXX: \$2,006 010-0000-12XX: \$33,393 010-0000-3XXX: \$11,687 010-0000-13XX: \$21,224 010-0000-3XXX: \$5,306	010-0000-11XX: \$6,076 010-0000-3XXX: \$2,127 010-0000-12XX: \$35,396 010-0000-3XXX: \$12,389 010-0000-13XX: \$22,498 010-0000-3XXX: \$5,624

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

In support of an updated process to address truancy and chronic absenteeism all student-facing materials will be rewritten to ensure positive, pro-attendance language; the structure and content of the meeting with the District Attorney will be updated; a School Attendance Review Team (SART) will be piloted at each site along with a District School Attendance Review Board (SARB).

Continue to implement and monitor systems to address truancy and chronic absenteeism: District Attorney meeting; School Attendance Review Team (SART) at each site and the District School Attendance Review Board (SARB).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$23,000	\$24,380
Source		LCFF Base - 0000	LCFF Base - 0000
Budget Reference		010-0000-19XX: \$5,926 010-0000-3XXX: \$2,074 010-0000-5830: \$15,000	010-0000-19XX: \$6,281 010-0000-3XXX: \$2,199 010-0000-5830: \$15,900

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

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 Priorities: ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Local Priorities:

Identified Need:

The LCAP gives us an opportunity to formalize and increase engagement with all stakeholders within our community.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the % of parents, students, and staff who engage in providing the district with feedback.	Student Wellness Survey (Sept 2017) Students: 15.4% Parents: 12.1% Staff: 42.7%	Increase participation by 2% Students: 17.4% Parents: 14.1% Staff: 44.7%	Increase participation by 2% Students: 19.4% Parents: 16.1% Staff: 46.7%	Increase participation by 2% Students: 21.4% Parents: 18.1% Staff: 48.7%
100% of topic/program specific advisory groups include parent and staff	100%: Math Advisory Council, Citizens Advisory Committee, Community Taskforce on Student Wellness,	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
representation.	FUHSD-CACLEC partnership			
Maintain a presence in local and social media as well as on FUHSD and school site websites.	<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 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 	<ul style="list-style-type: none"> 100+ positive news articles in local papers and other news outlets Social Media: <ul style="list-style-type: none"> 3,200 followers on FUHSD Facebook page 177 followers on FUHSD Twitter page LinkedIn 	<ul style="list-style-type: none"> 100+ positive news articles in local papers and other news outlets Social Media: <ul style="list-style-type: none"> Maintain or increase followers on Facebook, Twitter, and LinkedIn 	
Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior	El Camino Hospital Unity Care	El Camino Hospital Unity Care Anti-Defamation League	El Camino Hospital Unity Care Anti-Defamation League Additional community partnerships	El Camino Hospital Unity Care Anti-Defamation League Additional community partnerships

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
interventions).				
100% of parents have an active account to monitor their student's progress via School Loop or Infinite Campus portal.	Baseline in 2016-2017 % of students with an active parent account (IC portal/SL portal): CHS: 41%/86% FHS: 52%/66% HHS: 67%/77% LHS: 74%/78% MVHS: 76%/82%	Targets for 2017: Increase active accounts by 2% CHS: 43%/88% FHS: 54%/68% HHS: 69%/79% LHS: 76%/80% MVHS: 78%/84%	Targets for 2018: Increase active accounts by 2% from 2017 results	Targets for 2019: Increase active accounts by 2% from 2018 results

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Confirm and implement ongoing plan for survey administration including students, parents, and staff.

2018-19 Actions/Services

Continue to implement ongoing plan for survey administration including students, parents, and staff.

2019-20 Actions/Services

Continue to implement ongoing plan for survey administration including students, parents, and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,423	\$28,454	\$30,161
Source	Local Revenue Resource -9211	Local Revenue Resource -9040	Local Revenue Resource -9040
Budget Reference	060-9211-1305,3000	060-9040-1305 \$22,763 060-9040-3XXX \$5,691	060-9040-1305 \$24,129 060-9040-3XXX \$6,032

Action 2For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

ORFor Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).

2018-19 Actions/Services

Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).

2019-20 Actions/Services

Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$79,971

\$86,941

\$92,158

Year	2017-18	2018-19	2019-20
Source	LCFF Base - 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1300,3000	010-0000-13XX \$26,496 010-0000-3XXX \$6,624 010-0000-23XX-07180 \$43,057 010-0000-3XXX-07180 \$10,764	010-0000-13XX \$28,087 010-0000-3XXX \$7,021 010-0000-23XX-07180 \$45,640 010-0000-3XXX-07180 \$11,410

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$18,043	\$19,609	\$20,786
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX \$10,848 010-0000-3XXX \$3,797 010-0000-13XX \$3,972 010-0000-3XXX \$992	010-0000-11XX \$11,499 010-0000-3XXX \$4,024 010-0000-13XX \$4,210 010-0000-3XXX \$1,053

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

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:

- 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.

2018-19 Actions/Services

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:

- 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.

2019-20 Actions/Services

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:

- 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

Year	2017-18	2018-19	2019-20
Amount	\$22,205	\$27,376	\$29,020
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1300, 3000	010-0000-13XX \$21,901 010-0000-3XXX \$5,475	010-0000-13XX \$23,216 010-0000-3XXX \$5,804

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,423	\$28,454	\$30,161
Source	Local Revenue Resource -9211	Local Revenue Resource -9040	Local Revenue Resource -9040
Budget Reference	060-9211-1300, 3000	060-9040-13XX \$22,763 060-9040-3XXX \$5,691	060-9040-13XX \$24,129 060-9040-3XXX \$6,032

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.

2018-19 Actions/Services

Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.

2019-20 Actions/Services

Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,087	\$14,254	\$15,109
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1300, 3000	010-0000-1390 \$11,403 010-0000-3XXX \$2,851	010-0000-1390 \$12,087 010-0000-3XXX \$3,022

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$3,652,341

3.69%

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 3.69% increase of services to unduplicated students as compared to the services provided to all pupils in the 2017-18 school year. The unduplicated pupil percentage for the FUHSD is 16.64%.

Cupertino HS 3% (334)

Fremont HS 7% (779)

Homestead HS 4% (445)

Lynbrook HS 1% (111)

Monta Vista HS 0.9% (100)

Community Day School 0.05% (6)

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
- 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. 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 student 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. 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 student 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 orders to achieve at high levels; so our goals must generally apply to all schools.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$3,193,928

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 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 105-108. 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 student 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 108-113. 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 student 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 orders to achieve at high levels; so our goals must generally apply to all schools.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to 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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 *EC* 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 *California Code of Regulations*, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. 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 University of California (UC) or California State University (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 California English Language Development Test (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 *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?