

§ 15497.5. Local Control and Accountability Plan and Annual Update Template

Introduction:

Fremont Union High School District (FUHSD) Student Population

Fremont Union High School District maintains five comprehensive high schools, a Community Day School and numerous programs to serve targeted student populations. In 2015-16 we enrolled:

- 10736 Total students
- 827 English Learners (7.70%)
- 1544 Low Income Students (14.38% on Free or Reduced Lunch or parents without college education)
- 5 Foster Youth (.05%)
- 946 Special Education Students (8.8%)
- 2876 Re-designated Fluent English Speakers (26.79%)

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

Hispanic	1620 (15.09%)	Am Indian/Alskn Nat	14 (.13%)
Asian	6047 (56.32%)	Nat Hwn/Other Pac Islander	25 (.23%)
Filipino	285 (2.65%)	Black/African Am	119 (1.11%)
White	2069 (19.27%)	Other	557 (5.19%)

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 (aka Basic Aid) 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 \$137.7 million; 90% of which is derived from these local sources.

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

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

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

Other “Actions and Services” will be budgeted from:

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

The Program Provided to All FUHSD Students

The Fremont Union High School District is proud to have maintained a comprehensive high school program. Despite years of budget constraints, our schools offer not only course work 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 (Eng, Math, Science, Social Studies and PE)

- 4 World Language courses of study (5 levels of each of 4 languages)
- 28 courses in the visual and performing arts
- 22 Advanced Placement courses (total of 271 sections)
- 38 Career Technical Education courses representing 12 different industry sectors
- 6 electives specifically designed for students who need extra support but are not in Special Education or English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, R180, and Excel

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

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

In addition we offer a high quality Special Education program that supports students in meeting the goals designated in their Individualized Educational Plan(s). FUHSD's total SPED budget is approximately \$27.1 M. Federal and State revenue for Special Education totals \$5.86 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, grounds keepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff
- District-wide tech-infrastructure which includes high speed wireless with 500 access points (each school has 1 gigabit connection capacity)

- 1 to 2 computer to student ratio

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

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

Additional Programs and Services to Targeted Sub-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 N. 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 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
- Funds for students who are homeless as defined by the McKinney-Vento Act to purchase school supplies, hygiene kits, and other necessities

LEA: Fremont Union High School District **Contact (Name, Title, Email, Phone Number):** Trudy Gross, Assistant Superintendent, trudy_gross@fuhisd.org, 408-522-2285

LCAP Year: 2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>District priorities and the goals and activities of the LCAP are determined annually after gathering feedback from a variety of groups and individuals. Some of these are standing advisory committees charged with oversight of activities at the school or district level; others were constituted to give input on a specific goal or activity described in the 2014 LCAP; and others arose to address emerging priorities that were not yet anticipated when the 2014 LCAP was drafted. All district level committees included representation from the Board of Trustees who eventually had to vote on approval of the LCAP.</p> <p>Because the official LCAP template makes the document long and unwieldy, a “public friendly” version of the LCAP, as well as a simplified annual update section, was published for use by these various committees. Spanish and Mandarin versions of the LCAP were also circulated and used as needed.</p> <p>Feedback from these various groups and individuals was taken throughout the year and incorporated into a draft of the 2015 LCAP that was posted for review on May 26th, 2015. A public hearing on the LCAP 2015 draft was held at the meeting of the Board of Trustees on June 2 and the final draft was brought forth for approval by the Board on June 16.</p> <p><u>Parents and Parent Advisory Groups</u></p> <p>In September and October 2014 each school developed and got feedback on LCAP goals as part of the development of Annual School Plans. The District Accountability report was shared with the Board of Trustees in September 2014 and the related annual school plans presented and approved in October after having been vetted by School Site Councils. Feedback from school site councils was recorded for consideration in developing the 2015 LCAP.</p> <p>Two schools conducted in-depth self-studies as part of the WASC accreditation process. The process involved gathering parent input from surveys and focus groups. Two more schools began the same process this spring in anticipation of</p>	<p>Much of the input collected from stakeholder groups validated the content of the 2014 LCAP and did not suggest major changes in direction. However, as the result of the feedback from these groups the 2015 LCAP:</p> <p>Attempts to make it clear that any additions to or expansion of the program and services to students in the FUHSD will require additional resources not available under LCFF.</p> <p>Consolidates LCAP goals reducing them from the original 15 to 4 overarching areas of focus. Each of the four major goal areas will be measured by a variety of performance indicators or measures. Site based parent advisory groups recommended that growth measures be made more realistic, especially in schools where results had already exceeded state and county averages.</p> <p>Describes plans to seek Title I funds (beginning in 2016-17) in order to:</p> <ul style="list-style-type: none">● Hire a Parent Community Liaison who would be charged with working closely with the Hispanic and low income parent community to do parent education and outreach● Hire an instructional coach to work with teachers in academic intervention classes at Fremont and Homestead High Schools with a focus on increasing academic language production in those courses <p>Outlines plans to continue the work of the FUHSD Math Advisory Council and the Career Technical Education Advisory Committee and seek other “topic focused” areas where parents can give input.</p> <p>Recommends postponing large investments in instructional materials for math until teachers have had more opportunities for professional</p>

<p>accreditation visits next year.</p> <p>Beginning in February and continuing through April, school-based parent advisory groups including Site Councils, English Learner Advisory Committees, Los Padres (Hispanic parents at HHS and FHS) and PTA’s were invited to review the 2014 LCAP. The LCAP document was revised into “public friendly” shortened versions for this purpose. Advisory groups offered responses to the following questions:</p> <ul style="list-style-type: none">• What goals and activities in the 2014 LCAP seem most promising?• What questions or concerns do you have about the 2014 LCAP?• What would you like to see sustained in the 2015 version?• What needs to be added or changed in composing the 2015 version? <p>Translation was provided at these meetings as necessary.</p> <p>From April – May a Parent Engagement Oversight group was convened for three meetings at which parent representatives reviewed the feedback from the School Level Advisory Groups and provided feedback on the following question:</p> <ul style="list-style-type: none">• Based on the feedback from all five schools and all parent advisory groups, do the goals and action plans in the 2014 LCAP need to be revised in any way?• In what ways should our district/schools strengthen our engagement with parents? <p>The District’s English Learner Advisory Council reviewed feedback from the school based English Learner groups and gave feedback on the same question.</p> <p><u>Teachers:</u></p> <p>FUHSD maintains an on-going consultation process with the leadership of the Fremont Educators Association. This year, one focus of those conversations centered on goals for curriculum and professional development (especially in light of the need to implement new State Standards and assessments) and the need for building a teacher leadership infrastructure to support that work on an on-going basis. Out of these conversations came the formulation of the Professional Learning Advisory Group, made up of twelve teachers elected by their peers, who advised on the development of teacher leadership roles and the expenditure of funds for</p>	<p>development and MAC more time to recommend course configurations using student performance data; encourage more use of digital curriculum resources.</p> <p>Recommends that if Districtwide parent survey is to be administered, it should be done at Back to School Nights early in the year in order to maximize the participation rate.</p> <p>Continues emphasis on using student survey data to influence school goals settings and activities.</p>
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<p>professional and curriculum development.</p> <p><u>Curriculum Advisory Groups (made up of teachers, parents and administrators):</u> The FUHSD Math Advisory Council was formed in January 2015. It includes seven teachers, five FUHSD district or site administrators, twelve parents and a representative from each of our feeder districts. The charge of this group will be to advise the Board of Trustees on course offerings in Mathematics to be offered in FUHSD once CCSS are fully implemented and to give advice about the parent education needed to support transition to the Common Core.</p> <p>The FUHSD Career Technical Education Advisory Committee (made up of teachers, industry sector representatives and Community College partners) met to offer input on the work of the Coordinator of Pathways to Post-Secondary Success and development of the annual Perkins grant to support CTE Pathways.</p> <p><u>Students:</u> Students participated as members of several school based advisory groups.</p> <p>Focus groups of English Learners both Newcomers and LTEL’s were conducted at each of our schools.</p> <p>The Intra District Advisory Council, made up of student leaders from each school also met to give feedback on the LCAP.</p> <p>85% (9,219) of students responded to surveys administered in either 2013-14 or 2014-15 school year at each school. Surveys focused on perceptions related to engagement, sense of well-being and support and student stress.</p> <p><u>The Larger District Community</u> A November 2014 election served as a referendum on the community’s commitment to its high schools. The community passed a Parcel Tax renewal (71.37% in favor) and a Facilities Bond (64.84% in favor). The campaign itself provided opportunities (phone banking and presentations to community groups) to</p>	
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<p>get feedback on how the District was perceived and what issues were on the minds of voters.</p> <p>Beginning in January, District leaders began a series of meetings with parents, community members and developers planning expansion of housing, retail and office development in Cupertino. Parents expressed concern about the potential impact of enrollment growth on FUHSD schools. Developers engaged in conversations about what “community benefits” they might offer to FUHSD schools as the result of planned growth.</p>	
<p><u>Annual Update (for 2017 LCAP):</u></p> <p>Process for stakeholder input to the 2016-17 LCAP (i.e. 2017 LCAP)</p> <p>Beginning in February and continuing through May, various school-based parent groups, advisory committees, staff groups, and student groups were invited to review the 2016 LCAP and/or the results of the 2016 Parent Survey and provide feedback on goals, measures, and activities for the 2017 LCAP. Input to the amending of the 2016 LCAP goals, measures, and activities for the 2017 LCAP was recorded at each of these meetings.</p> <p><u>Parents and Parent Advisory Groups</u></p> <p>Parent Survey</p> <p>District staff working with <i>Hanover Research</i> designed a survey to be given to all FUHSD parents. The purpose of the survey was to measure the degree of parent satisfaction regarding information about school/district programs and priorities and parent ability to provide feedback. The survey was administered to all parents in FUHSD during February 2016 via both online and paper versions. Hanover Research collected the data and analyzed the responses. There were 16 (0.75%) paper survey responses and 2,129 (99.25%) online responses of the total of 2,145 responses received from 9,781 “unique” households (approximately 22% of FUHSD @ 1 survey per household). 2,045 surveys were completed in English, 67 in Mandarin and 34 in Spanish.</p>	<p><u>Impact on LCAP</u></p> <p>In general, the input collected from stakeholders validated the LCAP priorities, goals, measures, and activities.</p> <p>Parents consulted about the results of the Parent Survey at the various stakeholder meetings and verified the identified areas of strength and need identified in the Parent Survey. Broad agreement was also reached regarding how the established LCAP goals are already largely in place to address the areas of need identified by the Parent Survey.</p>

<p>Site Based LCAP input meetings</p> <p>Multiple summary presentations reviewing the 2016 LCAP and the 2016 Parent Survey were given at all five school sites (PTSAs, SSCs, Bilingual Committee, Los Padres). Several of these were multi-stakeholder groups. The 2016 LCAP document (goals, measures, and activities) and Parent Survey results were revised into “public friendly” shortened versions for this purpose. Translation was provided at these meetings as necessary. Parents were asked the following key question (and associated sub-questions) and their input was recorded:</p> <ul style="list-style-type: none">● Given the existing goals and activities in the LCAP, and the data from the parent survey, what priorities or activities would you like to see added to the LCAP?<ul style="list-style-type: none">– What additional priority areas would you like to see added to the LCAP?– What additional activities would you like to see added to the LCAP?– What questions, comments, or suggestions do you have about the LCAP or the input process?– What other questions, comments, or suggestions do you have about stakeholder involvement? <p>DELAC</p> <p>The District’s English Learner Advisory Council met on 3-16-16, reviewed feedback from the school based English Learner groups, and gave feedback to the review and development of the LCAP.</p> <p><u>Curriculum Advisory Groups (made up of teachers, parents and administrators):</u></p> <p>The FUHSD Math Advisory Council that was formed in January 2015, continued to operate through the 2016 school year with seven teachers, five FUHSD district or site administrators, six regularly attending parents, and a representative from each of our feeder districts. The charge of this group is to advise the Board of Trustees</p>	<p>Site based LCAP input meetings occurred on: CHS: ELAC - 3/33, SSC - 3/29, PTSA - 3/29, FHS: Los Padres - 5/4, SSC - 4/27, PTSA - 4/7 HHS: SSC/PTSA - 4/19, PTSA - 5/18 LHS: Bilingual/ELAC - 4/5, SSC - 4/26, PTSA - 5/10 MVHS: PTSA - 4/26, ELAC - 5/2, SSC - 5/5</p> <p>There was general agreement amongst parents, staff, and students consulted at the various site based input meetings that the 4 existing 2016 LCAP goals, measures, and activities remain very relevant and are well matched to areas of strength and need identified by parents through the 2016 Parent Survey results.</p> <p>There was general agreement from the DELAC representatives that goals and measures articulated in the 2016 LCAP continue to be relevant to English Learners and their families. Supplemental activities were suggested but no significant change was recommended.</p> <p>The Math Advisory Council met this year on 12/7, 2/1, 3/7, 5/9. A number of the activities this group is involved with relate directly to LCAP goals and activities, e.g. Goal 2 activities - review of instructional materials and development of Expectation Portfolios to bring about</p>
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<p>on course offerings in Mathematics to be offered in FUHSD once CCSS are fully implemented and to give advice about the parent education needed to support transition to the Common Core.</p> <p>The FUHSD Career Technical Education Advisory Committee (made up of teachers, industry sector representatives and Community College partners) met to offer input on the work of the Coordinator of Pathways to Post-Secondary Success and development of the annual Perkins grant to support CTE Pathways.</p> <p>A Community Wellness Taskforce was formed this year with the task of investigating the defined problem of “Students struggle with school-life balance, stress, and sleep deprivation.” The initial work this year has been to develop a Student Wellness Survey that will be administered district-wide to collect information from students, parents, and staff about overall student health and well-being.</p> <p><u>Students</u></p> <p>Students were provided with opportunities to give input to the review of the 2016 LCAP and development of the 2017 LCAP in a variety of ways.</p> <ul style="list-style-type: none">• Students participated as members of several school based advisory groups (e.g.School Site Councils, PTSAs) and were consulted specifically in several different forums.• Focus groups of English Learners both Newcomers and LTEL’s were conducted at each school during April.• The Intra District Advisory Council, made up of student leaders from each school, also met to give feedback on the LCAP (5-16-16).• Students at all schools were included in school surveys as part of the school self-study process for their school in preparing for WASC visitations:	<p>improved consistency in curriculum, instruction, and resources. No changes to existing LCAP goals, measures, or activities have been suggested by this group. This advisory committee is currently engaged in activities to help meet the LCAP goals.</p> <p>The CTE Advisory Council met this year on 10/5 and 3/21. The CTE Advisory Committee focused much of its time on Work-Based Learning this year. These activates relate to activities under LCAP Goal 2; preparation for college and career. No changes to existing LCAP goals, measures, or activities have been suggested by this group. This advisory committee is currently engaged in activities to help meet the LCAP goals.</p> <p>The Community Wellness Taskforce met on 1/25, 2/29, 3/21, 4/4, 5/2, and 5/23. The activities of the group have involved work to address LCAP Goal 3 regarding student safety and engagement. No changes to existing LCAP goals, measures, or activities have been suggested by this group. This advisory committee is currently engaged in activities to help meet the LCAP goals.</p> <p>There was general agreement amongst the students consulted at the various site based input meetings that the 4 existing 2016 LCAP goals, measures, and activities remain very relevant and are well matched to areas of strength and need identified by parents through the 2016 Parent Survey results. No changes to existing goals, measures, or activities have been suggested by this group.</p>
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- CHS - Fall 2014 survey for Spring 2015 WASC
- FHS - Fall 2014 survey for Spring 2015 WASC
- HHS - Fall 2014 survey for Spring 2015 WASC
- LHS - Fall 2015 survey for Spring 2016 WASC
- MVHS - Fall 2013 survey for Spring 2014 WASC
- Students at all schools were included in school surveys as part of the school process for identifying climate issues:
 - CHS - Challenge Success Survey, Spring 2014
 - FHS - Youth Truth Survey, November 2014
 - HHS - Youth Truth Survey, March 2015
 - LHS - Challenge Success Survey, Fall 2014
 - MVHS - Challenge Success Survey, Spring 2014

These surveys focused on perceptions related to school engagement, sense of well-being and support, and student stress.

Process for LCAP approval

Feedback from these various groups and individuals was taken during the input period and incorporated into a draft of the 2016-17 LCAP during May 2016. A draft of this version is to be posted for public review at the end of May 2016. A public hearing and study session on the LCAP 2016-17 draft is to be held at the meeting of the Board of Trustees on June 7, 2016. The final version is to be brought forth for approval by the Board on June 21.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions: All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil’s subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1 Sustain generally high student performance while ensuring high levels of learning from every student.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local: Specify _____	
Identified Need:	<p>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 High School Exit Exam (suspended); CAASPP and California Standards Tests; 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 post-secondary success as indicated by college entrance and persistence data.</p> <p>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.</p> <p>The Academic Performance Index calculation has been suspended. The last Non-Weighted 3-Year API average for each of our schools is included in the Appendix C of this document.</p>			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">Over 3 years increase by 5% the portion of students in ELL, SED, Hispanic, Filipino, African-American, and SWD sub-groups that meet A-G requirements by the time they graduate. (Baseline Class of 2014: ELL 24%; SED 42%; Hispanic 32%; Filipino 43%; African-American 62% ; SWD 12%; Class of 2015 ELL 18%, SED 37%, Hispanic 33%, Filipino 63%; African-American 46%; SWD 17%).Monitor overall CAASPP results and increase by 5% over 3 years the portion of students who “met” or “exceeded” standards in identified subgroups over baseline established in 2014-15: ELA ELL 26%, SED 46%, Hispanic 51%, Filipino 82%; African-American 71%; SWD 36%; Math ELL 44%, SED 39%, Hispanic 28%, Filipino 63%, African-American 48%; SWD 24%.			

<ul style="list-style-type: none"> ● Monitor overall and increase by 5% over 3 years the portion of students deemed “ready for college” in identified subgroups as measured on CAASPP (EAP) over baseline established in 2014-15 ELA ELL 6%, SED 18%, Hispanic 16%, Filipino 45%; African-American 32%, SWD 14%; Math ELL 22%; SED 18%, Hispanic 7%, Filipino 33%, African-American 18%, SWD 9%. ● Increase by 2.6 % (from 46.4% in 2013-14; 40.4% in 2014-15) the portion of English Learners (newcomers) who become English proficient as measured by CELDT. ● Increase to 52.8% (from 47.9% in 2013-14; 47.0% in 2014-15) the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT. ● Increase English Learner reclassification rate to 9% (9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is accounted by a change to reclassification in spring only beginning in the 15-16 school year). ● Increase by 3% the portion of students who are ELL, SED, Hispanic, Filipino, African-American, and SWD who receive a 3 or higher on AP exams. Baseline 2014: ELL 71%, SED 65%, Hispanic 56%, Filipino 48%, African-American 35%, SWD 93%; 2015 ELL 87%, SED 70%, Hispanic 71%, Filipino 66%, African-American 68%, SWD 88%. ● Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for class of 13-14; 85% for class of 14-15). <p>Monitor trends and patterns in other student achievement data including:</p> <ul style="list-style-type: none"> ● Portion of under-represented students who take AP classes: baseline 2015 ELL 10%, SED 15%, Hispanic 20% , Filipino 13%, African-American 13%, SWD 4%. ● College readiness as indicated by SAT scores (2014-15 Critical Reading average 606, mathematics 657, Writing 621). ● College readiness as indicated by need for remediation (Class of 2013: 32% in ELA required remediation; 32% in mathematics. ● Post-secondary program success as indicated by college entrance and persistence data (Class of 2014: 81% went directly to a college or university). 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Sustain high quality comprehensive high school program as described in the “Introduction” of this document.</p> <ul style="list-style-type: none"> ● Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. 	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Continue to budget 84% =</p>

<ul style="list-style-type: none">Seek additional resources to support staff and expand program/services when possible.			<p>\$115.75 M of General Fund dollars (\$137.7 M)</p> <p>Unrestricted: \$86.06 M; Fund 000-040, resource: 0000-1999, Object: 1000-3999</p> <p>Restricted: \$29.7 M; Fund 050-080, resource: 3000-9999, Object: 1000-3999</p>
Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u> . Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document.	<p>All schools</p> <p>Resources allocated across schools in proportion to number of low-income and Foster Youth enrolled.</p>	<p><u> </u>ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> </u>English Learners</p> <p><u> X </u> Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>TOTAL FROM GF BUDGET = \$1,405,030</p> <p>Additional resources at Fremont High:</p> <p>Teachers’ salaries for reading and academic intervention classes</p> <p>GF 3 sections (Excel/Read 180)= \$72,867</p> <p>010-0000-1110-010200/010100</p> <p>FAAP 8 sections = \$160,00</p>

			<p>060-9221-1110 (Revenue is transferred from Building Fund 210)</p> <p>Site Int. Budget 1 section (Excel)= \$30,444</p> <p>000-0000-1110- 018200 Parent and Community Liaison position .9 FTE = \$92,635</p> <p>010-0000-2915-027100 Additional Student Conduct Liaison position FTE = \$63,624</p> <p>010-0000-2915-027100 Teachers’ salaries and materials for summer bridge classes Summer School Salary = \$20,000</p> <p>010-0000-1120/4310; manager 31</p> <p>Additional resources at Homestead High: Teachers’ salary for reading and academic intervention classes GF 1 sections (Excel)= \$22,277</p> <p>010-0000-1110- 016400 Site Int. Budget 1 section (Alg. Block)= \$29,331</p>
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<p>In addition, for school year 2016-17 investigate the feasibility of seeking Title I funds to support evaluation and instructional coaching in academic intervention classes at FHS and HHS.</p>		<p>010-0000-1110- 010200</p> <p>Targeted support and interventions <u>at all schools</u> include: AVID or AVID-like interventions at all schools 23 sections = \$598,527 010-0000-1110-017500 Lower class sizes in Algebra 12 additional sections = \$240,666 018-0120-1110-12000 Assistance to Foster families and students .025 FTE for 21 Guid. Coun. = \$66,268 010-0000-1251-031100 .025 FTE Mgr. of Enr/Res = \$3,974 010-0000-2395-033100 .025 FTE of Class Enr. Res Support Spec. = \$2,416 010-0000-2410-033100 Supplies for McKinney-Vento Students =\$2,000 010-0000-4310-07300, manger 51</p> <p>No cost</p>
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<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. Services to all students and to English Learners are detailed in the “Introduction” to this document.</p> <p>In addition as described in the T3 plan, for school year 2016-17:</p> <ul style="list-style-type: none">● Long-term English learners are currently placed in supplementary intervention courses. 9th graders take “Perspectives” using the <i>Career Choices and Changes</i> curriculum. The curriculum will be revised to enhance academic language production and student capacity to access complex texts. EL Program Administrator will facilitate collaboration meetings and provide coaching. Teachers and EL Program Administrator will continually evaluate curriculum – and its implementation – to determine its effectiveness.● Each school site designs a plan (partner assignments, schedule, debrief protocol) for EL teachers to visit each other’s classes and to debrief their observations. Focus of observations will be the quality and quantity of academic language production and the extent to which students are accessing complex texts. The District EL Program Administrator serves as the facilitator and coach during observations and debriefs.	<p>All schools</p> <p>Resources allocated across schools in proportion to number of English Learners enrolled.</p>	<p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>__Low Income pupils __X English Learners</u></p> <p><u>__Foster Youth __Redesignated fluent English proficient</u></p> <p><u>__Other Subgroups:(Specify)_____</u></p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Fund sources are for all actions.</p> <p>TOTAL FROM GF BUDGET = \$2,793,683</p> <p>General Fund resources are used to provide:</p> <p>ELD classes at levels 1- 3 (for students at CELDT levels 1-5)</p> <p>GF ELD = 14 sections = \$382,576</p> <p>010-0000-1110-012100 Sheltered content course with lower class sizes ratios</p> <p>GF SH = 43 sections = \$1,037,264</p> <p>010-0000-1110-012100</p> <p>EL Program Assistants who work with parents and teachers at each school</p> <p>EL MP = \$422,402</p> <p>018-0791-2410-709100</p>
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			<div>EL Instructional Assistants assigned to support students in content area courses EL Site = see Site allocation section below</div> <div>Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed .025 FTE Mgr. of Enr/Res = \$4,022 010-0000-2395-033100 .025 FTE of Class Enr. Res Spec. = \$2,445 010-0000-2410-033100 Summer EL Academies DO EL = \$10,000 018-0791; site 11 District Wide EL Prof. Development DO EL = \$20,000 018-0791-5220</div> <div>Site EL Budgets: ELD CLASSES = 6 sections = \$127,512 018-0791-1110 SH CLASSES = 18 sections = \$495,494 018-0791-1110</div>
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			REL LEAD TCHR = 4 sections = \$93,106 018-0791-1110 EL PARAS = \$183,863 018-0791-2111 Prof. Dev. = \$5,000 018-0791-5220, site 11 Supp/Materials = \$10,000 018-0791-4310
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">● Over 3 years increase by 5% the portion of students in ELL, SED, Hispanic, Filipino, African-American, and SWD sub-groups that meet A-G requirements by the time they graduate. (Baseline Class of 2014: ELL 24%; SED 42%; Hispanic 32%; Filipino 43%; African-American 62% ; SWD 12%; Class of 2015 ELL 18%, SED 37%, Hispanic 33%, Filipino 63%; African-American 46%; SWD 17%).● Monitor overall CAASPP results and increase by 5% over 3 years the portion of students who “met” or “exceeded” standards in identified subgroups over baseline established in 2014-15: ELA ELL 26%, SED 46%, Hispanic 51%, Filipino 82%; African-American 71%; SWD 36%; Math ELL 44%, SED 39%, Hispanic 28%, Filipino 63%, African-American 48%; SWD 24%.● Monitor overall and increase by 5% over 3 years the portion of students deemed “ready for college” in identified subgroups as measured on CAASPP (EAP) over baseline established in 2014-15 ELA ELL 6%, SED 18%, Hispanic 16%, Filipino 45%; African-American 32%, SWD 14%; Math ELL 22%; SED 18%, Hispanic 7%, Filipino 33%, African-American 18%, SWD 9%.● Increase by 2.6 % (from 46.4% in 2013-14; 40.4% in 2014-15) the portion of English Learners (newcomers) who become English proficient as measured by CELDT.● Increase to 52.8% (from 47.9% in 2013-14; 47.0% in 2014-15) the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT.● Increase English Learner reclassification rate to 9% (9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is accounted by a change to reclassification in spring only beginning in the 15-16 school year).● Increase by 3% the portion of students who are ELL, SED, Hispanic, Filipino, African-American, and SWD who receive a 3 or higher on AP exams. Baseline 2014: ELL 71%, SED 65%, Hispanic 56%, Filipino 48%, African-American 35%, SWD 93%; 2015		

<div>ELL 87%, SED 70%, Hispanic 71%, Filipino 66%, African-American 68%, SWD 88%.<ul style="list-style-type: none">● Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for class of 13-14; 85% for class of 14-15).<div>Monitor trends and patterns in other student achievement data including:<ul style="list-style-type: none">● Portion of under-represented students who take AP classes: baseline 2015 ELL 10%, SED 15%, Hispanic 20% , Filipino 13%, African-American 13%, SWD 4%.● College readiness as indicated by SAT scores (2014-15 Critical Reading average 606, mathematics 657, Writing 621).● College readiness as indicated by need for remediation (Class of 2013: 32% in ELA required remediation; 32% in mathematics).● Post-secondary program success as indicated by college entrance and persistence data (Class of 2014: 81% went directly to a college or university).</div></div>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<div>Sustain high quality comprehensive high school program as described in the “Introduction” of this document.<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.</div>	All schools	<div><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</div>	<div>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Continue to budget 84% = \$120.59 M of General Fund dollars (\$143.08 M) Unrestricted: \$89.55 M; Fund 000-040, resource: 0000-1999, Object: 1000-3999 Restricted: \$31.04M; Fund 050-080, resource: 3000-9999, Object: 1000-3999</div>

<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u>. Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document.</p>	<p>All schools</p> <p>Resources allocated across schools in proportion to number of low-income and Foster Youth enrolled.</p>	<p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>X</u> Low Income pupils <u>__</u>English Learners</p> <p><u>X</u> Foster Youth <u>__</u>Redesignated fluent English proficient</p> <p><u>__</u>Other Subgroups:(Specify)_____</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>TOTAL FROM GF BUDGET = \$1,421,626</p> <p>Additional resources at Fremont High:</p> <p>Teachers’ salaries for reading and academic intervention classes</p> <p>GF 3 sections (Excel)= \$73,741</p> <p>010-0000-1110-010200/010100</p> <p>FAAP 8 sections = \$161,920</p> <p>060-9221-1110 (Revenue is transferred from Building Fund 210)</p> <p>Site Int. Budget 1 section (Excel)= 30,809</p> <p>000-0000-1110- 018200</p> <p>Parent and Community Liaison position</p> <p>.9 FTE = \$93,745</p> <p>010-0000-2915-027100</p> <p>Additional Student</p>
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			<p>Conduct Liaison position FTE = \$64,387 010-0000-2915-027100 Teachers' salaries and materials for summer bridge classes Summer School Salary = \$20,000 010-0000-1120/4310; manager 31</p> <p>Additional resources at Homestead High: Teachers' salary for reading and academic intervention classes GF 1 sections (Excel)= \$22,544 010-0000-1110- 016400 Site Int. Budget 1 section (Alg. Block)= \$29,683 010-0000-1110- 010200</p> <p>Targeted support and interventions <u>at all schools</u> include: AVID or AVID-like interventions at all schools 23 sections = \$605,710 010-0000-1110-017500 Lower class sizes in Algebra</p>
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Implement programming through Title I funds to support evaluation and instructional coaching in academic intervention classes at FHS and HHS.			12 additional sections = \$243,554 018-0120-1110-12000 Assistance to Foster families and students .025 FTE for 21 Guid. Coun. = \$67,063 010-0000-1251-031100 .025 FTE Mgr. of Enr/Res = \$4,022 010-0000-2395-033100 .025 FTE of Class Enr. Res Support Spec. = \$2,444 010-0000-2410-033100 . Supplies for McKinney-Vento Students =\$2,000 010-0000-4310-07300, manger 51 1.0 FTE Certificated = \$130,000 060-3010; obj 1950
<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. Services to all students and to English Learners are detailed in the “Introduction” to this document.</p> <ul style="list-style-type: none">• Evaluate the revisions to and implementation of the <i>Career Choices and Changes</i> curriculum.• Continue school site plans (partner assignments, schedule, debrief protocol) for EL teachers to visit	<p>All schools</p> <p>Resources allocated across schools in proportion to number of English Learners enrolled.</p>	<p><u>__ALL</u></p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u>__Low Income pupils __X_English Learners</u></p> <p><u>__Foster Youth __Redesignated fluent English proficient</u></p> <p><u>__Other Subgroups:(Specify)_____</u></p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Fund sources are for all actions.</p> <p>TOTAL FROM GF BUDGET</p>

each other's classes and to debrief their observations.			<p>= \$2,826,667</p> <p>General Fund resources are used to provide:</p> <p>ELD classes at levels 1- 3 (for students at CELDT levels 1-5)</p> <p>GF ELD = 14 sections = \$387,167</p> <p>010-0000-1110-012100 Sheltered content course with lower class sizes ratios</p> <p>GF SH = 43 sections = \$1,049,711</p> <p>010-0000-1110-012100</p> <p>EL Program Assistants who work with parents and teachers at each school</p> <p>EL MP = \$427,470</p> <p>018-0791-2410-709100</p> <p>EL Instructional Assistants assigned to support students in content area courses</p> <p>EL Site = see Site allocation section below</p> <p>Targeted work with middle schools and the FUHSD enrollment office</p>
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			<div>to ensure that incoming students are well placed</div> <div>.025 FTE Mgr. of Enr/Res = \$4,070</div> <div>010-0000-2395-033100</div> <div>.025 FTE of Class Enr. Res Spec. = \$2,474</div> <div>010-0000-2410-033100</div> <div>Summer EL Academies</div> <div>DO EL = \$10,000</div> <div>018-0791; site 11</div> <div>District Wide EL Prof. Development</div> <div>DO EL = \$20,000</div> <div>018-0791-5220</div> <div>Site EL Budgets:</div> <div>ELD CLASSES = 6 sections = \$129,042</div> <div>018-0791-1110</div> <div>SH CLASSES = 18 sections = \$501,440</div> <div>018-0791-1110</div> <div>REL LEAD TCHR = 4 sections = \$94,223</div> <div>018-0791-1110</div> <div>EL PARAS = \$186,069</div> <div>018-0791-2111</div> <div>Prof. Dev. = \$5,000</div> <div>018-0791-5220, site 11</div> <div>Supp/Materials = \$10,000</div> <div>018-0791-4310</div>
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LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Over 3 years increase by 5% the portion of students in ELL, SED, Hispanic, Filipino, African-American, and SWD sub-groups that meet A-G requirements by the time they graduate. (Baseline Class of 2014: ELL 24%; SED 42%; Hispanic 32%; Filipino 43%; African-American 62% ; SWD 12%; Class of 2015 ELL 18%, SED 37%, Hispanic 33%, Filipino 63%; African-American 46%; SWD 17%). Monitor overall CAASPP results and increase by 5% over 3 years the portion of students who “met” or “exceeded” standards in identified subgroups over baseline established in 2014-15: ELA ELL 26%, SED 46%, Hispanic 51%, Filipino 82%; African-American 71%; SWD 36%; Math ELL 44%, SED 39%, Hispanic 28%, Filipino 63%, African-American 48%; SWD 24%. Monitor overall and increase by 5% over 3 years the portion of students deemed “ready for college” in identified subgroups as measured on CAASPP (EAP) over baseline established in 2014-15 ELA ELL 6%, SED 18%, Hispanic 16%, Filipino 45%; African-American 32%, SWD 14%; Math ELL 22%; SED 18%, Hispanic 7%, Filipino 33%, African-American 18%, SWD 9%. Increase by 2.6 % (from 46.4% in 2013-14; 40.4% in 2014-15) the portion of English Learners (newcomers) who become English proficient as measured by CELDT. Increase to 52.8% (from 47.9% in 2013-14; 47.0% in 2014-15) the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT. Increase English Learner reclassification rate to 9% (9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is accounted by a change to reclassification in spring only beginning in the 15-16 school year). Increase by 3% the portion of students who are ELL, SED, Hispanic, Filipino, African-American, and SWD who receive a 3 or higher on AP exams. Baseline 2014: ELL 71%, SED 65%, Hispanic 56%, Filipino 48%, African-American 35%, SWD 93%; 2015 ELL 87%, SED 70%, Hispanic 71%, Filipino 66%, African-American 68%, SWD 88%. Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for class of 13-14; 85% for class of 14-15). <p>Monitor trends and patterns in other student achievement data including:</p> <ul style="list-style-type: none"> Portion of under-represented students who take AP classes: baseline 2015 ELL 10%, SED 15%, Hispanic 20% , Filipino 13%, African-American 13%, SWD 4%. College readiness as indicated by SAT scores (2014-15 Critical Reading average 606, mathematics 657, Writing 621). College readiness as indicated by need for remediation (Class of 2013: 32% in ELA required remediation; 32% in mathematics). Post-secondary program success as indicated by college entrance and persistence data (Class of 2014: 81% went directly to a college or university).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Sustain high quality comprehensive high school program as described in the “Introduction” of this document.</p> <ul style="list-style-type: none">● Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.● Seek additional resources to support staff and expand program/services when possible.	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Continue to budget 86% = \$125.45 M of General Fund dollars (\$146.4 M)</p> <p>Unrestricted: \$92.94M; Fund 000-040, resource: 0000-1999, Object: 1000-3999</p> <p>Restricted: \$32.5M; Fund 050-080, resource: 3000-9999, Object: 1000-3999</p>
<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u>. Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document.</p>	<p>All schools</p> <p>Resources allocated across schools in proportion to number of low-income and Foster Youth enrolled.</p>	<p><u> </u> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> </u> English Learners</p> <p><u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>TOTAL FROM GF BUDGET = \$1,438,422</p> <p>Additional resources at Fremont High:</p>

			<p>GF 3 sections (Excel)= \$74,626 010-0000-1110- 010200/010100</p> <p>Teachers’ salaries for reading and academic intervention classes</p> <p>FAAP 8 sections (FAAP)= \$163,863 060-9211-1110 (Revenue is transferred from Building Fund 210)</p> <p>Site Int. Budget 1 section (Excel)= 31,179 000-0000-1110- 018200 Parent and Community Liaison position .9 FTE = \$94,871 010-0000-2915-027100 Additional Student Conduct Liaison position FTE = \$65,160 010-0000-2915-027100 Teachers’ salaries and materials for summer bridge classes Summer School Salary = \$20,000 010-0000-1120/4310; manager 31</p>
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			<p>Additional resources at Homestead High: Teachers' salary for reading and academic intervention classes GF 1 sections (Excel)= \$22,815 010-0000-1110- 016400 Site Int. Budget 1 section (Alg. Block)= \$30,039 010-0000-1110- 010200</p> <p>Targeted support and interventions <u>at all schools</u> include: AVID or AVID-like interventions at all schools 23 sections = \$612,979 010-0000-1110-017500 Lower class sizes in Algebra 12 additional sections = \$246,477 018-0120-1110-12000 Assistance to Foster families and students .025 FTE for 21 Guid. Coun. = \$67,868 010-0000-1251-031100 .025 FTE Mgr. of Enr/Res = \$4,070</p>
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Implement programming through Title I funds to support evaluation and instructional coaching in academic intervention classes at FHS and HHS.			010-0000-2395-033100 .025 FTE of Class Enr. Res Support Spec. = \$2,474 010-0000-2410-033100 . Supplies for McKinney- Vento Students =\$2,000 010-0000-4310-07300, manger 51 1.0 FTE Certificated = \$130,000 060-3010; obj 1950
<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. Services to all students and to English Learners are detailed in the “Introduction” to this document.</p> <p>Evaluate the revisions to and implementation of the <i>Career Choices and Changes</i> curriculum.</p> <p>Continue school site plans (partner assignments, schedule, debrief protocol) for EL teachers to visit each other’s classes and to debrief their observations.</p>	<p>All schools</p> <p>Resources allocated across schools in proportion to number of English Learners enrolled.</p>	<p><u>__ALL</u></p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>__X__</u>English Learners</p> <p><u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient</p> <p><u>__</u>Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>Fund sources are for all actions.</p> <p>TOTAL FROM GF BUDGET = \$2,842,047</p> <p>General Fund resources are used to provide:</p> <p>ELD classes at levels 1- 3 (for students at CELDT levels 1-5)</p> <p>GF ELD = 14 sections = \$391,813</p>

			<div>010-0000-1110-012100 Sheltered content course with lower class sizes ratios GF SH = 43 sections = \$1,062,307 010-0000-1110-012100</div> <div>EL Program Assistants who work with parents and teachers at each school EL MP = \$432,600 018-0791-2410-709100 EL Instructional Assistants assigned to support students in content area courses EL Site = see Site allocation section below</div> <div>Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed .025 FTE Mgr. of Enr/Res = \$4,070 010-0000-2395-033100 .025 FTE of Class Enr. Res Spec. = \$2,504 010-0000- 2410-033100 Summer EL Academies</div>
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			<p>DO EL = \$10,000 018-0791; site 11 District Wide EL Prof. Development DO EL = \$20,000 018-0791-5220</p> <p>Site EL Budgets: ELD CLASSES = 6 sections = \$130,591 018-0791-1110 SH CLASSES = 18 sections = \$507,457 018-0791- 1110 REL LEAD TCHR = 4 sections = \$95,354 018- 0791-1110 EL PARAS = \$188,302 018-0791-2111 Prof. Dev. = \$5,000 018-0791-5220, site 11 Supp/Materials = \$10,000 018-0791-4310</p>
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.		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local: Specify _____</p>
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		

	<p>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.</p> <p>Currently, there is a dearth of high quality instructional materials available to support implementation of new standards. In addition, our network infrastructure and Wi-Fi needs to be continually upgraded to support digital instructional resources and continued on-line testing.</p>		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD, and CTE) as reported to school leadership teams. • Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff, and student/parent requests. Increase the number of FUHSD courses that result in credit from a post-secondary program. • 100% of teachers will be highly qualified to teach the courses to which they are assigned (baseline 2015-16 99.95% of teachers are highly qualified, 531 of 560 teachers certificated staff members). • 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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. 	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <ul style="list-style-type: none"> • Induction Program = \$351,661 018-0771, Object 1000-5999 • .8 FTE for 3 curricular leads = \$256,667; 010-

			<div>1400-1110<ul style="list-style-type: none">Professional development: Release-time for workshops = \$91,415 1.0 FTE New Teacher Advisor = \$130,000 Summer Common Core = \$291,602<div>Fd 060, Resource 6264, obj: 1000-3999</div><ul style="list-style-type: none">Prof. Dev. (release and subs) = \$5,000; FD 010, Res 1400 Object 1141Admin. Learning = \$50,000 010-0000-5241-070701; manager 61Books and Supplies = \$50,000 010-0000-4310, manager 71</div>
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Monitor patterns of course requests to inform program revision and development.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$24,580 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$69,897 010-0000-1251 .025 FTE Dist. Admin. = \$4,882 010-0000-1330
Monitor access to intervention and support classes for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, R180, and Excel.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$24,580 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$55,325 010-0000-1251

			.025 FTE Dist. Admin. = \$4,882 010-0000-1330
Monitor student access to intervention programs and supports: SAT, Student Advocate, D/F/I counseling, and Saturday School.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$24,580 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$55,325 010-0000-1251 .025 FTE Dist. Admin. = \$4,882 010-0000-1330
Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$10,702

			010-0000-1330 15 teachers for 8 hours = \$3,888 010-0000-1110
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.	All schools	<u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$10,720 010-0000-1330 15 teachers for 8 hours = \$3,888 010-0000-1110
Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (Statway with Mission College 2016-17 at FHS; exploring Automotive Technology with De Anza).	All schools	<u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .1 FTE Dist. Admin. CTE = \$20,779 060-9635-1330

Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE for 2 HR Mgrs. = \$23,000 010-0000-1310/1330 .25 FTE HR Spec. = \$27,484 010-0000-2410
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD, and CTE) as reported to school leadership teams.• Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff, and student/parent requests. Increase the number of FUHSD courses that result in credit from a post-secondary program.• 100% of teachers will be highly qualified to teach the courses to which they are assigned (baseline 2015-16 99.95% of teachers are highly qualified, 531 of 560 teachers certificated staff members).• 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <ul style="list-style-type: none">• Induction Program = \$358,694 018-0771, Object 1000-5999• .8 FTE for 3 curricular leads = \$261,800; 010-1400-1110• Professional development: 1.0 FTE New Teacher advisor = \$130,000 Summer Common Core = \$106,000 Fd 060, Resource 6264, obj: 1000-3999• Prof. Dev. (release and subs) = \$5,000; FD 010, Res 1400

			<p>Object 1141</p> <ul style="list-style-type: none"> Admin. Learning = \$50,000 010-0000-5241-070701; manager 61 Books and Supplies = \$50,000 010-0000-4310, manager 71
Monitor patterns of course requests to inform program revision and development.	All schools	<p><u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP's = \$25,572 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$57,036, 010-0000-1251</p> <p>.025 FTE Dist. Admin. = \$4,980 010-0000-1330</p>

Monitor access to intervention and support classes for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, R180, and Excel.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$25,072 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$57,069 010-0000-1251 .025 FTE Dist. Admin. = \$4,980 010-0000-1330
Monitor student access to intervention programs and supports (such as SAT, Student Advocate, D/F/I counseling, and Saturday School) and site specific interventions.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$25,072 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$57,036 010-0000-1251

			.025 FTE Dist. Admin. = \$4,980 010-0000-1330
Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	All schools	<u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$10,916 010-0000-1330 15 teachers for 8 hours = \$3,966 010-0000-1110
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.	All schools	<u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$10,916 010-0000-1330 15 teachers for 8 hours

			= \$3,966 010-0000-1110
Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (Statway with Mission College 2016-17 at FHS; exploring Automotive Technology with De Anza).	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .1 FTE Dist. Admin. CTE = \$21,194 060-9635-1330
Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE for 2 HR Mgrs. = \$23,276 010-0000-1310/1330 .25 FTE HR Spec. = \$28,034 010-0000-2410

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD, and CTE) as reported to school leadership teams.• Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff, and student/parent requests. Increase the number of FUHSD courses that result in credit from a post-secondary program.• 100% of teachers will be highly qualified to teach the courses to which they are assigned (baseline 2015-16 99.95% of teachers are highly qualified, 531 of 560 teachers certificated staff members).• 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Sustain, and expand when possible, curriculum and professional development supports including: <ul style="list-style-type: none">• A two-year, in-house induction program for new teachers.• Curriculum and professional development teams that meet at least 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 schools	<u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. <ul style="list-style-type: none">• Induction Program = \$365,868 018-0771, Object 1000-5999• .8 FTE for 3 curricular leads = \$267,036; 010-1400-1110• Professional development: 1.0 FTE New Teacher advisor = \$130,000 Fund 010, resource

			<p>0000,Obj. 1000-3999</p> <ul style="list-style-type: none"> • Prof. Dev. (release and subs) = \$5,000; FD 010, Res 1400 Object 1141 • Admin. Learning = \$50,000 010-0000-5241-070701; manager 61 • Books and Supplies = \$50,000 010-0000-4310, manager 71
Monitor patterns of course requests to inform program revision and development.	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.025 FTE for 5 AP's = \$25,573 010-0000-1307</p> <p>.02 FTE for 21 Guid. Coun. = \$58,176 010-0000-1251</p>

			.025 FTE Dist. Admin. = \$4,882 010-0000-1330
Monitor access to intervention and support classes for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, R180, and Excel.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$25,570 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$58,176 010-0000-1251 .025 FTE Dist. Admin. = \$5,079 010-0000-1330

Monitor student access to intervention programs and supports (such as SAT, Student Advocate, D/F/I counseling, and Saturday School) and site specific interventions.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$25,570 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$58,176 010-0000-1251 .025 FTE Dist. Admin. = \$5,079 010-0000-1330
Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$11,135 010-0000-1330 15 teachers for 8 hours = \$4,045 010-0000-1110

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.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$11,135 010-0000-1330 15 teachers for 8 hours = \$4,045 010-0000-1110
Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (Statway with Mission College 2016-17 at FHS; exploring Automotive Technology with De Anza).	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .1 FTE Dist. Admin. CTE = \$21,618 060-9635-1330
Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE for 2 HR Mgrs. = \$23,555

			010-0000-1310/1330 .25 FTE HR Spec. = \$28,595 010-0000-2410
GOAL:	# 3 Every student will feel safe, cared about, and both academically and socially engaged in school.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	<p>Faculty and parent groups have expressed concern about the academic pressure and stress experienced by students at Monta Vista, Lynbrook and Cupertino High Schools. High levels of stress may also be experienced by some students at our other schools. At the same time, Homestead and Fremont High School faculty and parent groups often report concerns about the number of students who do not exert effort to participate or do well in school. Similarly unmotivated students can be found at all five schools. 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.</p> <p>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, and input from student groups are reviewed annually and used to develop school plans. However, we have not had a systematic way of collecting data about school climate and students' experience at school in the last several years. During the 2014-15 school year student surveys were administered for this purpose. Moving forward, we will need to complete analyses of these data and use them for future planning.</p> <p>While student discipline is not a major concern at any of our schools, we recognize the need to norm discipline responses across schools and develop supportive alternatives to suspension.</p> <p>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.</p>		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: _____		

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys. ● Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed). ● Maintain low expulsion rate (currently 0.2%) and monitor that no student subgroups are over-represented among expelled students. ● Maintain low suspension rate (currently 2.7%) and monitor that no student sub-groups are over-represented among suspended students. ● Decrease the percentage of chronically truant students and continue to refer all chronically truant students to the truancy abatement program. ● Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities. ● Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for Class of 2014; 85% for Class of 2015). 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service Budgeted Expenditures
Continue the work of the Community Task Force on Student Wellness including administration of a survey to gather information on school/life balance, stress management, and sleep deprivation.	All schools	<u> X </u> ALL ----- ---- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. 0.2 FTE District Admin = \$46,051 010-0000-1305-070701
Monitor and revise our policies, practices, and curriculum related to comprehensive sexual health education in order to broaden student access to information and resources as prescribed by the CA Healthy Youth Act of 2015.	All schools	<u> X </u> ALL ----- ---- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Health Ed for FHS; Health

			Ed refresh/follow-up DO admin. \$6,692 010-0000-5830; Manager 71
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.	All schools	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE of 8 AP's/ Dist. Admin = \$20,110 010-0000-1307/1330
Provide professional development to the school climate group, and all administrators as appropriate, including best practices for bullying prevention, expectations for documentation of discipline in Student Information System, review the academic honesty policy, and expulsion write-up practices.	All schools	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$16,088 010-0000-1307/1330
Continue current safety procedures and upgrade all classroom locks so that they can be locked by key from the inside.	All schools	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .015 FTE of 8 AP's/ Dist. Admin = \$24,132

			010-0000-1307/1330 Supplies = \$100,000 216-9010, Obj 6000-6999
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.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$24,580 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$55,325 010-0000-1251 .025 FTE Dist. Admin. = \$4,882 010-0000-1330 .025 FTE for 6 School Psychologists = \$17,250 010-0000-1230
Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion. Expand support in areas such as a Young Men of Color support group.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.

			.01 FTE of 8 AP's/ Dist. Admin = \$16,088 010-0000-1307/1330
Expand use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Timesheets for Saturday hours = \$15,000 Fund 010, Objects 1000-3000, Costcenter 018400 .01 FTE of 8 AP's/ Dist. Admin = \$16,088 010-0000-1307/1330
Determine the feasibility of expanding the role of a Parent Community Liaison who will work with families to better understand and address attendance issues among families who are Hispanic and SED at Fremont and Homestead High Schools through Title 1 funds for the 2017-18 school year.	Fremont and Homestead	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	0.025 FTE District Admin = \$2,947 010-0000-1305-070701
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys. ● Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed). ● Maintain low expulsion rate (currently 0.2%) and monitor that no student subgroups are over-represented among expelled students. 		

<ul style="list-style-type: none"> ● Maintain low suspension rate (currently 2.7%) and monitor that no student sub-groups are over-represented among suspended students. ● Decrease the percentage of chronically truant students and continue to refer all chronically truant students to the truancy abatement program. ● Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities. ● Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for Class of 2014; 85% for Class of 2015). 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Merge the work of the Community Task Force on Student Wellness with consideration of food services and staff wellness in order to update the current board policy as appropriate.	All schools	<u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. 0.2 FTE District Admin = \$46,604 010-0000-1305-070701
Continue to monitor curriculum delivery and provision of resources related to comprehensive sexual health education in order to broaden student access to information and resources as prescribed by the CA Healthy Youth Act of 2015.	All schools	<u> x </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Health Ed for FHS; Health Ed refresh/follow-up DO admin. \$6,692 010-0000-5830; Manager 71

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.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE of 8 AP's/ Dist. Admin = \$20,352 010-0000-1307/1330
Provide professional development to the school climate group, and all administrators as appropriate.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$16,281 010-0000-1307/1330
Continue current safety procedures and provide additional training as needed.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .015 FTE of 8 AP's/ Dist. Admin = \$24,422 010-0000-1307/1330

Continue to strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$24,875 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$57,036 010-0000-1251 .025 FTE Dist. Admin. = \$4,980 060-9635-1330 .025 FTE for 6 School Psychologists = \$17,457 010-0000-1230
Maintain the progression of interventions including drug abuse counseling; anger management; “Strengthening Families”; and topic specific support groups as alternatives to suspension and expulsion.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$16,281 010-0000-1307/1330

Expand use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.	All schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Timesheets for Saturday hours = \$15,000 Fund 010, Objects 1000-3000, Costcenter 018400 .01 FTE of 8 AP's/ Dist. Admin = \$16,281 010-0000-1307/1330
Implement the position of Parent Community Liaison who works with families to better understand and address attendance issues among families who are Hispanic and SED at Fremont and Homestead High Schools through Title 1 funds.	Fremont and Homestead	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.0 FTE Certificated = \$130,000 060-3010; Object 1950
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys. ● Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed). ● Maintain low expulsion rate (currently 0.2%) and monitor that no student subgroups are over-represented among expelled students. ● Maintain low suspension rate (currently 2.7%) and monitor that no student sub-groups are over-represented among suspended students. ● Decrease the percentage of chronically truant students and continue to refer all chronically truant students to the truancy abatement 		

	<div>program.</div> <div><div></div><div><div></div><div>Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.</div><div>Increase by 3% the cohort graduation rate for students who are Hispanic (83.5% for Class of 2014; 85% for Class of 2015).</div></div></div>
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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.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE of 8 AP's/ Dist. Admin = \$20,596 010-0000-1307/1330
Provide professional development to the school climate group, and all administrators as appropriate.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$16,476 010-0000-1307/1330
Continue current safety procedures and provide additional training as needed.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .015 FTE of 8 AP's/ Dist. Admin = \$24,715 010-0000-1307/1330

Continue to strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .025 FTE for 5 AP's = \$25,173 010-0000-1307 .02 FTE for 21 Guid. Coun. = \$58,176 010-0000-1251 .025 FTE Dist. Admin. = \$5,079 010-0000-1330 .025 FTE for 6 School Psychologists = \$17,666 010-0000-1230
Maintain the progression of interventions including drug abuse counseling; anger management; “Strengthening Families”; and topic specific support groups as alternatives to suspension and expulsion.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$16,476 010-0000-1307/1330

Expand use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Timesheets for Saturday hours = \$15,000 Fund 010, Objects 1000-3000, Costcenter 018400 .01 FTE of 8 AP's/ Dist. Admin = \$16,476 010-0000-1307/1330
Monitor the role of Parent Community Liaison who works with families to better understand and address attendance issues among families who are Hispanic and SED at Fremont and Homestead High Schools through Title 1 funds.	Fremont and Homestead	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	1.0 FTE Certificated = \$130,000 060-3010; Object 1950
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.		Related State and/or Local Priorities: 1__ 2__ 3 <u> X </u> 4__ 5__ 6 <u> X </u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	The LCAP gives us an opportunity to formalize and increase engagement with all stakeholders within our community.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:		

LCAP Year 1: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Administer a parent survey or disseminate information from the previous year to stakeholders regarding the degree of satisfaction about school/district programs and priorities as well as school district/site parent communication. • Maintain a presence in local and social media as well as on FUHSD and school site websites. • Convene topic/program specific advisory groups with parent and staff representation. • At least once per year, include LCAP review/feedback on all agendas for the site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council; twice yearly for each School Site Council. • Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations. • Produce and distribute an Annual Report to the Community. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Disseminate information gathered from the parent survey to measure the degree of satisfaction regarding information about school/district programs and priorities as well as parent's ability to provide feedback to all stakeholder groups. Determine ongoing plan for survey administration including parents, student, and staff.</p>	<p>All schools</p>	<p><u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>0.1 FTE District Admin = \$23,025 010-0000-1305-070701</p>
<p>Increase media access to stories about FUHSD:</p> <ul style="list-style-type: none"> • Provide information to local media so that frequent articles about FUHSD are published. • Update FUHSD Facebook, Twitter, and Instagram accounts to provide information about updates, achievements, programs, and school and staff information. • Update FUHSD website and coordinate with site webmasters in a timely manner to communicate updates, achievements, programs, and administer a parent survey 	<p>All schools</p>	<p><u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.4 FTE Coord. Of Com. = \$77,816</p>

<p>or disseminate information from the previous year to stakeholders regarding the degree of satisfaction about school/district programs and priorities as well as school district/site parent communication.</p> <ul style="list-style-type: none">● Maintain a presence in local and social media as well as on FUHSD and school site websites.● Convene topic/program specific advisory groups with parent and staff representation.● At least once per year, include LCAP review/feedback on all agendas for the site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council; twice yearly for each School Site Council.● Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations.● Produce and distribute an Annual Report to the Community school and staff information.			010-0000-2395
<p>Hold meetings with the Math Advisory Council and the Career Technical Education Advisory Committee to get parent and staff input on these programs.</p>	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,026</p> <p>010-0000-1330</p> <p>8 teachers for 6 hours = \$1,920</p>

Partner with FUHSD high school sites to insure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for School Site Council (twice per year), English Learners Advisory Council, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 8 FUHSD Admin = \$21,404 010-0000-1330 10 teachers for 2 hours = \$10,000 010-0000-1110
Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations (e.g. local City Councils, Chambers of Commerce, YMCA, Rotary Clubs, Realtors Association, Sunnyvale Challenge Team, etc.).	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 3 FUHSD Admin. = \$8,025 010-0000-1330
Produce and distribute an Annual Report to the Community.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .02 FTE 3 Dist. Admin. = \$12,842 010-0000-1330

			.05 FTE Coord. Of Com. = \$9,727 010-0000-2395-00 Postage/ Materials =\$4,500 010-0000-4310 site 01
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Administer a parent survey or disseminate information from the previous year to stakeholders regarding the degree of satisfaction about school/district programs and priorities as well as school district/site parent communication.• Maintain a presence in local and social media as well as on FUHSD and school site websites.• Convene topic/program specific advisory groups with parent and staff representation.• At least once per year, include LCAP review/feedback on all agendas for the site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council; twice yearly for each School Site Council.• Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations.• Produce and distribute an Annual Report to the Community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer a survey to all stakeholders: parents, student, and staff.	All schools	<u> X </u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. 0.1 FTE District Admin = 23,301 010-0000-1305- 070701

<p>Increase media access to stories about FUHSD:</p> <ul style="list-style-type: none">● Provide information to local media so that frequent articles about FUHSD are published.● Update FUHSD Facebook, Twitter, and Instagram accounts to provide information about updates, achievements, programs, and school and staff information.● Update FUHSD website and coordinate with site webmasters in a timely manner to communicate updates, achievements, programs, and school and staff information.	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.4 FTE Coord. Of Com. = \$78,750 010-0000-2395</p>
<p>Hold meetings with the Math Advisory Council and the Career Technical Education Advisory Committee to get parent and staff input on these programs.</p>	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,122 010-0000-1330 8 teachers for 6 hours = \$1,943</p>

Partner with FUHSD high school sites to insure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for School Site Council (twice per year), English Learners Advisory Council, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 8 FUHSD Admin = \$21,661 010-0000-1330 10 teachers for 2 hours = \$10,120 010-0000-1110
Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations (e.g. local City Councils, Chambers of Commerce, YMCA, Rotary Clubs, Realtors Association, Sunnyvale Challenge Team, etc.).	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 3 FUHSD Admin. = \$8,121 010-0000-1330
Produce and distribute an Annual Report to the Community.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .02 FTE 3 Dist. Admin. = \$12,996 010-0000-1330

			.05 FTE Coord. Of Com. = \$9,844 010-0000-2395-00 Postage/ Materials =\$4,500 010-0000-4310 site 01
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Administer a parent survey or disseminate information from the previous year to stakeholders regarding the degree of satisfaction about school/district programs and priorities as well as school district/site parent communication.• Maintain a presence in local and social media as well as on FUHSD and school site websites.• Convene topic/program specific advisory groups with parent and staff representation.• At least once per year, include LCAP review/feedback on all agendas for the site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council; twice yearly for each School Site Council.• Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations.• Produce and distribute an Annual Report to the Community.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Disseminate information gathered from the parent survey to measure the degree of satisfaction regarding information about school/district programs and priorities as well as parent’s ability to provide feedback to all stakeholder groups.	All schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. 0.1 FTE District Admin = \$23,581 010-0000-1305- 070701

<p>Increase media access to stories about FUHSD:</p> <ul style="list-style-type: none"> ● Provide information to local media so that frequent articles about FUHSD are published. ● Update FUHSD Facebook, Twitter, and Instagram accounts to provide information about updates, achievements, programs, and school and staff information. ● Update FUHSD website and coordinate with site webmasters in a timely manner to communicate updates, achievements, programs, and school and staff information. 	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.4 FTE Coord. Of Com. = \$79,695 010-0000-2395</p>
<p>Hold meetings with the Math Advisory Council and the Career Technical Education Advisory Committee to get parent and staff input on these programs.</p>	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,220 010-0000-1330 8 teachers for 6 hours = \$1,966</p>
<p>Partner with FUHSD high school sites to insure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for School Site Council (twice per year), English Learners Advisory Council, District English Learners Advisory Council, PTA/PTSA, Los Padres, and the FUHSD Intra District Council.</p>	All schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>No new revenue.</p> <p>All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 8 FUHSD Admin = \$21,921 010-0000-1330</p>

			10 teachers for 2 hours = \$10,241 010-0000-1110
Maintain or increase participation and/or partnerships by FUHSD staff members in community organizations (e.g. local City Councils, Chambers of Commerce, YMCA, Rotary Clubs, Realtors Association, Sunnyvale Challenge Team, etc.).	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 3 FUHSD Admin. = \$8,121 010-0000-1330
Produce and distribute an Annual Report to the Community.	All schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .02 FTE 3 Dist. Admin. = \$13,152 010-0000-1330 .05 FTE Coord. Of Com. = \$9,962 010-0000-2395-00 Postage/ Materials =\$4,500

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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	# 1: Sustain generally high student performance while ensuring high levels of learning for every student		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	a. Increase by 5% the portion of students in EL, Low Income, Hispanic and Filipino sub-groups that meet A-G requirements by the time they graduate. (Baseline 2014: EL =24%; Low Income = 42%; Hispanic= 32%; Filipino =43%) b. Increase by 3% the portion of students that are college & career ("met" or "exceeded" standards) as measured on CAASPP over baseline established in 14-15 c. Increase by 3% the portion of students deemed "ready for college" as measured on CAASPP (EAP) over baseline established in 2014-15 d. Increase by 2.6 % (from 46.4% in 2013-14) the portion of English Learners (newcomers) who become English proficient as measured by CELDT e. Increase to 52.8% (from 47.9% in 2013-14) the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT f. Increase English Learner reclassification rate to 9.1% (from 8.6% in 2014-15) g. Increase by 3% the portion of Hispanic and Afro-American students who receive a 3 or higher on AP exams. Baseline 2014: Hispanic =40%; African-American = 29%) h. Reduce by 3% the cohort dropout rate for Hispanic students (13.9% for Class of 2014)		Actual Annual Measurable Outcomes: a. For the Class of 2015: English Learners: 24.3%, Socioeconomically Disadvantaged: 41.6%, Hispanic: 32.4%, Filipino: 64.3% b. 2015 CAASPP results for English-Language Arts: 85% of students met or exceeded standard; for mathematics: 80% of students met or exceeded standard c. 2015 CAASPP scores/EAP status: 63% "ready for college" for ELA; 62% "ready for college" for mathematics d. Newcomers meeting proficiency on CELDT: 40.4% in 2014-15 e. Long-term English Learners meeting proficiency on CELDT: 47% in 2014-15 f. EL reclassification rate: 8.6% in 2014-15; 5.1% in 2015-16 g. 2015 AP exam pass rates: Hispanic 71%, African American 68%, Filipino 66%, EL 87%, SWD 88%, SED 70% h. Cohort dropout rate: Hispanic student group 11.2% for Class of 2015 i. Cohort graduation rate: Hispanic student group 85% for Class of 2015

	<div><div>i. Increase by 3% the cohort graduation rate for Hispanic students (83.5% for Class of 2014)</div><div>Monitor trends and patterns in other student achievement data including:<div><div>a. Portion of under-represented students who take AP classes</div><div>b. College readiness as indicated by SAT scores</div><div>c. College readiness as indicated by need for remediation</div><div>d. Post-secondary program success as indicated by college entrance and persistence data.</div></div></div></div>		<div><div>Monitoring trends...</div><div>a. Representation in AP courses in 2015-16 (change from 2014-15): Hispanic group 20% (+1), Filipino 13% (+1), Socioeconomically Disadvantaged 15% (+2), EL 10% (+1), SWD 4% (+1), African American 13% (+3)</div><div>b. 2015 SAT results: Critical Reading average 606, Mathematics 657, Writing 621</div><div>c. Class of 2013: 32% in ELA required remediation (-6.3); 32% in mathematics (-0.3)</div><div>d. Class of 2014: 81% went directly to a college or university</div></div>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Sustain high quality comprehensive high school program as described in the “Introduction” of this document <ul style="list-style-type: none">Maintain competitive salaries to attract and retain high quality teachers, administrators and support staffSeek 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. Continue to budget 81% = \$102.6M of General Fund dollars (\$126.5M) Unrestricted: \$79.8M; Fund 000-	High quality comprehensive programs have been sustained as described in the “Introduction” including <ul style="list-style-type: none">The Board of Trustees has repeatedly prioritized employee compensation. Over the last 3 years the FUHSD has provided the highest percentage compensation increase in the county.Additional resources to support staff and expand program/services have been provided to compensate team leads to guide the work of collaborative teams; athletic trainers; and additional staff time for each site mental health team.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Estimated Actuals included 8.5% salary increase in 2015-16. Continue to budget 83% = \$111.40M of General Fund dollars (\$134.77M) Unrestricted: \$83.96M; Fund 000-040, resource: 0000-1999, Object: 1000-3999

	040, resource: 0000-1999, Object: 1000-3999 Restricted: \$22.8M; Fund 050-080, resource: 3000-9999, Object: 1000-3999		Restricted: \$27.44; Fund 050-080, resource: 3000-9999, Object: 1000-3999
Scope of service: All schools		Scope of service: All schools	
<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u> . Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document. In addition for school year 2015-16: <ul style="list-style-type: none"> Investigate the feasibility of seeking Title I funds to support evaluation and instruction coaching in academic intervention classes at FHS and HHS 	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. TOTAL FROM GF BUDGET = \$1,556,275 Additional resources at Fremont High: Teachers’ salaries for reading and	Sustained a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u> . Services to all students and to low-income and Foster Youth are detailed in the “Introduction” of this document. Investigation into the feasibility of seeking Title I funds to support evaluation and instruction coaching in academic intervention classes at FHS and HHS will extend to 2016-17.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. TOTAL FROM GF BUDGET = \$1,342,577 Additional resources at Fremont High: Teachers’ salaries for reading and academic intervention classes GF 2 sections (Excel)= \$44,324 Site Int. Budget 1 section (Excel)= \$30,182 010-0000-1110- 018200

	<p>academic intervention classes GF 2 sections (Excel)= \$42,000 Site Int. Budget 1 section (Excel)= \$21,000 010-0000-1110-018200 Parent and Community Liaison position .9 FTE = \$85,500 010-0000-2915-027100 Additional Student Conduct Liaison position FTE = \$67,000 010-0000-2915-027100</p> <p>Up to 10 additional CTE classes above average # allocated to other schools 10 sections = \$210,000 060-9635-1110-963500</p> <p>Teachers’ salaries and materials for</p>		<p>Parent and Community Liaison position .9 FTE = \$91,463 010-0000-2915-027100 Additional Student Conduct Liaison position FTE = \$62,869 010-0000-2915-027100</p> <p>8 sections FAAP Program: \$158,103 060-9211-1110 (Revenue is transferred from the Building Fund. Expenditure decrease due to less sections needed. Alternate fund used for CTE.</p> <p>Teachers’ salaries and materials for summer bridge classes Summer School Salary = \$20,000 010-0000-1120/4310; manager 31</p> <p>Additional resources at Homestead High: Teachers’ salary for reading and academic intervention classes GF 1 section (Excel)= \$21,148 Site Int. Budget 1 section (Alg. Block)= \$29,057 010-0000-1110- 01820.</p>
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	<p>summer bridge classes</p> <p>Summer School Salary = \$20,000</p> <p>010-0000-1120/4310; manager 31</p> <p>Additional resources at Homestead High:</p> <p>Teachers' salary for reading and academic intervention classes</p> <p>GF 1 section (Excel)= \$21,000</p> <p>Site Int. Budget 1 section (Alg. Block)= \$21,000</p> <p>010-0000-1110-018200</p> <p>Up to 4 additional CTE classes above average # allocated to other schools</p> <p>4 sections = \$84,000</p> <p>060-9635-1110-963500</p> <p>Targeted support and interventions <u>at all schools</u> include:</p> <p>AVID or AVID-like</p>		<p>Additional CTE classes above average # allocated to other schools.</p> <p>4 sections = \$84,000</p> <p>060-9635-1110-963500.</p> <p>Although we provided this classes. Due to the funding source, amount and code is for information only.</p> <p>Targeted support and interventions <u>at all schools</u> include:</p> <p>AVID or AVID-like interventions at all schools</p> <p>23 sections = \$581,650</p> <p>010-0000-1110-017500; less sections needed.</p> <p>Lower class sizes in Algebra</p> <p>12 additional sections = \$231,760</p> <p>018-0120-1110-12000</p> <p>Assistance to Foster families and students</p> <p>.025 FTE for 21 Guid. Coun. = \$63,823</p> <p>010-0000-1251-031100</p> <p>.025 FTE Mgr. of Enr/Res = \$3,913</p> <p>010-0000-2395-033100</p> <p>.025 FTE of Class Enr. Res Support Spec. = \$2,285</p> <p>010-0000-2410-033100</p>
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	<div>interventions at all schools</div> <div>32 sections = \$651,000</div> <div>010-0000-1110-017500</div> <div>Lower class sizes in Algebra</div> <div>12 additional sections = \$252,000</div> <div>018-0120-1110-12000</div> <div>Assistance to Foster families and students</div> <div>.025 FTE for 21 Guid. Coun. = \$55,000</div> <div>010-0000-1251-031100</div> <div>.025 FTE Mgr. of Enr/Res = \$3,700</div> <div>010-0000-2395-033100</div> <div>.025 FTE of Class Enr. Res Support Spec. = \$2,075</div> <div>010-0000-2410-033100</div> <div>No cost</div>		<div>Supplies \$2,000 010-0000-4310, manager 51</div> <div>No cost</div>
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<p>Scope of service:</p> <p>All schools</p> <p>Resources allocated across schools in proportion to number of low-income and Foster Youth enrolled.</p>		<p>Scope of service:</p> <p>All schools</p> <p>Resources allocated across schools in proportion to number of low-income and Foster Youth enrolled.</p>	
<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. Services to all students and to English Learners are detailed in the “Introduction” to this document.</p> <p>In addition for school year 2015-16</p> <ul style="list-style-type: none"> • Provide release time for teachers to create units to align with ELD/ELA Framework • Implement summer professional development for all teachers of EL students as described in T3 plan 	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>TOTAL FROM GF BUDGET = \$2,515,775</p> <p>General Fund resources are used to provide: ELD classes at levels 1- 3 (for students at CELDT levels 1-5)</p>	<p>Sustained a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. Services to all students and to English Learners are detailed in the “Introduction” to this document.</p> <p>Throughout the school year, ELD and Global Literature teachers, as PLC’s who met after school/release day, continued to revise the essential learning objectives of each unit to ensure they are at a level of rigor called for by CCSS and the 2012 ELD standards. In addition, they improved lessons to focus on the explicit instruction of academic language required to complete summative assessments successfully. Five ELD 1, five ELD 2, and five ELD 3 teachers AND 3 Global Literature teachers participated (18 total).</p> <p>Summer professional development was provided in the</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>TOTAL FROM GF BUDGET = \$2,751,754</p> <p>General Fund resources are used to provide:</p> <p>ELD classes at levels 1- 3 (for students at CELDT levels 1-5) GF ELD = 14 sections = \$378,000 010-0000-1110-012100 Sheltered content course with lower class size ratios GF SH = 43 sections = \$1,024,964</p>

	<p>GF ELD = 15 sections = \$378,000 010-0000-1110-012100 Sheltered content course with lower class sizes ratios GF SH = 44 sections = \$851,000 010-0000-1110-012100</p> <p>EL Program Assistants who work with parents and teachers at each school EL MP = \$390,000 018-0791-2410-709100 EL Instructional Assistants assigned to support students in content area courses EL Site = see Site allocation section below</p> <p>Targeted work with middle schools and the FUHSD enrollment office to</p>	<p>form of a “accessing complex texts” workshop. It took place on June 12 and November 12, 2015. “Accessing Complex Texts” is a full-day workshop that has been designed to help students – including English Learners – access the complex non-fiction texts that we ask them to read. We want to provide an opportunity for teachers to learn about additional scaffolds that can be used to help all students access complex texts. Intended Audience:</p> <ul style="list-style-type: none">• Teachers of English Learners, especially teachers of sheltered instruction and ELD.• Teachers supporting students with disabilities in general or special ed; special education teachers instructing core content through SAI.• Any teacher who wants to better support struggling/reluctant readers to comprehend complex texts. <p>12 ELD and sheltered teachers attended on June 12 and 20 ELD and Sheltered teachers attended on November 12.</p>	<p>010-0000-1110-012100</p> <p>EL Program Assistants who work with parents and teachers at each school EL MP = \$408,249 018-0791-2410-709100 EL Instructional Assistants assigned to support students in content area courses EL Site = see Site allocation section below</p> <p>Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed .025 FTE Mgr. of Enr/Res = \$3,913 010-0000-2395-033100 .025 FTE of Class Enr. Res Spec. = \$2,285 010-0000-2410-033100 Summer EL Academies DO EL = \$20,000 018-0791; site 11 District Wide EL Prof. Development DO EL = \$10,000 018-0791-5220; site 11</p> <p>Site EL Budgets:</p>
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	<p>ensure that incoming students are well placed</p> <p>.025 FTE Mgr. of Enr/Res = \$3,700</p> <p>010-0000-2395-033100</p> <p>.025 FTE of Class Enr. Res Spec. = \$2,075</p> <p>010-0000-2410-033100</p> <p>Summer EL Academies</p> <p>DO EL = \$20,000</p> <p>018-0791; site 11</p> <p>District Wide EL Prof. Development</p> <p>DO EL = \$10,000</p> <p>018-0791-5220; site 11</p> <p>Site EL Budgets:</p> <p>ELD CLASSES = 6 sections = \$126,000</p> <p>018-0791-1110</p> <p>SH CLASSES = 18 sections = \$378,000</p> <p>018-0791-1110</p> <p>REL LEAD TCHR = 4 sections = \$84,000</p> <p>018-0791-1110</p>		<p>ELD CLASSES = 6 sections = \$126,000</p> <p>018-0791-1110</p> <p>SH CLASSES = 18 sections = \$489,619 018-0791-1110</p> <p>REL LEAD TCHR = 4 sections = \$92,002 018-0791-1110</p> <p>EL PARAS = \$184,683 018-0791-2111</p> <p>Prof. Dev. = \$5,000 018-0791-5220, site 11</p> <p>Supp/Materials = \$10,000 018-0791-4310</p> <p>Title III Funds:</p> <p>\$5,000 Release time</p> <p>060-4203-1141</p> <p>\$95,637 Salary for EL Program Admin.</p> <p>060-4203-1940</p>
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		EL PARAS = \$145,000 018-0791-2111 Prof. Dev. = \$15,000 018-0791-5220, site 11 Supp/Materials = \$25,000 018-0791-4310 Title III Funds: \$5,000 Release time 060-4203-1141 \$83,000 Salary for EL Program Admin. 060-4203-1940			
Scope of service:	All schools		Scope of service:	All schools	
	Resources allocated across schools in proportion to number of English Learners enrolled.			Resources allocated across schools in proportion to number of low-income and Foster Youth enrolled.	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>Original GOAL from prior year LCAP:</p>	<p># 2: All students will have access to a rigorous, viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.</p>		<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>		<p>Schools: All Applicable Pupil Subgroups:</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school leadership teams. • Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff and student/parent requests. Increase the number of FUHSD courses that result in industry certifications, workplace learning opportunities and/or credit from a post-secondary program • 100% of teachers will be appropriately credentialed to teach the courses to which they are assigned. • 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Across the FUHSD 79 professional learning teams established goals at the beginning of the 2015-16 school year. These teams represent English, math, science, social studies, physical education, special education, visual and performing arts, world language, and English Language Development. See appendix D for highlighted outcomes. • A variety of common intervention classes and programs are provided at FUHSD schools to meet the needs of students requiring additional support. <p><u>Intervention and Support Classes</u> Academic Foundations: a general support intervention class provided at Fremont and Homestead. Fremont initially enrolled 144 students in grades 9 through 12. During the year, 59 students were added and 42 students dropped out leaving 160 remaining in the program. Homestead initially enrolled 20 students in grades 9 through 12. During the year 26 students were added and 9 students dropped out leaving 37 remaining in the program. District wide, the number of students beginning the year in the program was 164 with 197 remaining in the program at the end of the year.</p> <p>AVID: offered at Cupertino, Fremont, Homestead, and Monta Vista. In general students proceed as a cohort from one year to the next with students being added only very rarely after Grade 9 in AVID. Cupertino had a total of 157 students initially enrolled in AVID classes from grades 9 through 12</p>

		<p>during 2015-16. Fremont had 248, Homestead had 112, and Monta Vista had 118. Cupertino did not add any students during the year while Fremont added 6, Homestead added 12, and Monta Vista added 8. Drops from AVID this year numbered 9 at Cupertino, 25 at Fremont, 22 at Homestead, and 9 at Monta Vista. Remaining in AVID at the end of the year were 148 from Cupertino, 229 from Fremont, 101 from Homestead, and 117 from Monta Vista. District wide, the number of students beginning the year in the program was 635 with 595 remaining in the program at the end of the year.</p> <p>Engage: offered at Lynbrook and Monta Vista. Lynbrook had a total of 33 students initially enrolled in Engage with 8 adds and 6 drops during the year leaving 35 in the program at the end of the year. Monta Vista had a total of 4 students initially enrolled in Engage with 4 adds and 1 drop during the year leaving a total of 7 remaining. District wide, the number of students beginning the year in the program was 37 with 42 remaining in the program at the end of the year.</p> <p>Algebra 1 Workshop: an algebra support class offered at Cupertino, Fremont, and Homestead. Cupertino had a total of 17 students initially enrolled in Algebra 1 Workshop classes in grades 9 and 10 during 2015-16. Fremont had 61, and Homestead had 13 with 1 in Grade 12. Cupertino added 11 during the year while Fremont added 21 and Homestead added 12. 5 students dropped from Algebra 1 Workshop this year at Cupertino, with 17 at Fremont and 9 Homestead. District wide, the number of students beginning the year in the program was 92 with 104 remaining in the program at the end of the year.</p> <p>Read 180: Academic Reading and Writing (Read 180) is a reading support class offered at Cupertino, Fremont, and Homestead. Cupertino had a total of 10 students initially enrolled in Academic Reading and Writing classes in grades 9 through 12 during 2015-16. Fremont had 33, and Homestead had 14. Cupertino added 4 during the year while Fremont added 14 and Homestead added 16. 2 students dropped from Academic Reading and Writing this year at Cupertino, with 25 at Fremont and 15 Homestead. District</p>
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		<p>wide, the number of students beginning the year in the program was 57 with 47 remaining in the program at the end of the year.</p> <p><u>Intervention and Support Programs</u></p> <p>SAT Team Referral: the Student Assistance Team at each school site identifies students who are academically at-risk through review of progress and achievement data or staff referral. These teams regularly review individual identified student progress, consider prior interventions, and make recommendations for further support (RTI approach). The number of unduplicated students discussed by SAT teams at each site this year (to date at end of May 2016) was: 39 at Cupertino, 67 at Fremont, 52 at Homestead, 20 at Lynbrook, and 49 at Monta Vista.</p> <p>Student Advocate Referral: the Student Advocates at each school site provide mental health and socio-emotional support counseling for students in need. Students are identified by staff and parent referral or drop in. The student advocates counsel students individually and provide additional support services and referrals to other mental health services as appropriate. The number of unduplicated students seen by student advocates this year (to date at end of May 2016) was: 338 at Cupertino, 374 at Fremont, 350 at Homestead, 251 at Lynbrook, and 163 at Monta Vista.</p> <p>Saturday School: the Saturday School program provides a progressive discipline counseling enriched alternative consequence to suspension. 216 total students were enrolled in the 4 hour Saturday School this year with 39 from Cupertino, 121 from Fremont, 36 from Homestead, 5 from Lynbrook, and 6 from Monta Vista. 8 Educational Opportunities students and 7 Middle College students also attended a Saturday school.</p> <p>Summer Academy: the Summer Academy program provides credit and grade recovery opportunities for students who have failed to meet graduation or UC/CSU requirements. 1132 regular education and 155 students with special needs attended the 2015 Summer Academy program. Regular education</p>
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			<p>students earned a total of 5170 credits with a 91.3% overall course pass rate and 78% of all grades at C or higher. Students with special needs earned a total of 520 credits with a 90.4% overall course pass rate and 83% of grades at C or higher.</p> <ul style="list-style-type: none">Increased the number of FUHSD courses that result in industry certifications (2), workplace learning opportunities, and/or credit from a post-secondary program (2).While legally compliant with the CTC, we continue to pursue ways that teachers are most appropriately prepared for the subjects they are teaching.100% of students have access to standards-aligned instructional materials/ texts or digital curriculum resources.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Sustain, and expand when possible, system of curriculum and professional development supports including:</p> <ul style="list-style-type: none">A two-year, in- house induction program for new teachersCurriculum and professional development teams that meet at least three times per month and up to five additional work days in the summerProfessional development and team coaching support from District Curriculum Lead Teachers and Program AdministratorsResources to attend external professional learning opportunities as appropriateAnnual leadership learning opportunities for administrators	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <ul style="list-style-type: none">Induction Program = \$395,000 018-0771, Object 1000-5999.8 FTE for 3	<p>Beginning in the 2015-2016 school year, FUHSD began to implement 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 15:1 ratio. All New Teacher Advisors 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. 34 teachers participated in the program during the 2015-16 school year.</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <ul style="list-style-type: none">Induction Program = \$316,267 018-0771, Object 1000-5999.8 FTE for 3 curricular leads = \$250,797; 010-1400-1110 <p>Summer Common Core PLC = \$350,000 Fd 010, CostCenter 023200,</p>

	<p>curricular leads = \$254,000; 010-1400-1110</p> <p>Summer Common Core PLC = \$725,000 060-7405, object: 1000-3999 and 010 manager 71</p> <ul style="list-style-type: none"> • Prof. Dev. (release and subs) = \$50,000; 018-0793-1141 • Admin. Learning = \$50,000 010-0000-5241-070701; manager 61 • Books and Supplies = \$15,000 010-0000-4310, manager 71 	<p>44 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.</p> <p>A .8 FTE Curriculum Lead position was identified in both English and Math. A .2 FTE Teacher Leader position was identified to provide leadership to the Digital Bio Pilot and consulting services were arranged to provide on-going teacher leadership to implementation of NGSS in science.</p> <p>District Curriculum Lead Teachers and Program Administrators offered professional development opportunities to support implementation of new State standards in the summer of 2015 and during the 2015-16 school year including:</p> <ul style="list-style-type: none"> • Academic Language Production: all newly hired teachers and instructional assistants, other interested teachers. • Accessing Complex Texts: all English teachers, Sheltered content teachers and ELD teachers. • Close Reading and Argumentative Writing: all English and Social Studies teachers; other interested teachers. • Digital Biology Pilot: Biology Teams from HHS and MVHS with reps from other schools. • Transformational Geometry: Geometry teachers and interested teachers from feeder districts. • Algebra Initiative: Algebra I and Algebra II teams from all schools; interested teachers from feeder districts. 	<p>023300, obj: 1000-3999, and manager 71</p> <ul style="list-style-type: none"> • Prof. Dev. (release and subs) = \$5,000; FD 010, Object 1141, Mg 71 • Admin. Learning = \$40,000 010-0000-5241-070701; manager 61 • Books and Supplies = \$50,000 010-0000-4310, manager 71
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		<ul style="list-style-type: none">● Statistics for All: All interested math and science teachers.● CTE and the Common Core: All interested CTE teachers.● Career Choices and Changes: All interested teachers, administrators and guidance counselors form FHS and HHS <p>In addition the District and school sites offered opportunities for teachers in leadership roles to develop collaboration skills including:</p> <ul style="list-style-type: none">● The Emerging Role of Department Leadership – All Department Leads from English, Social Studies, Math, Science and World Languages.● Courageous Leaders: Any interested teacher or administrator.● Site-base Team Lead meetings <p>116 Course-alike teams (425 people although a single teacher may be on more than one team) met between 1-5 days during the summer of 2015 for the purpose of curriculum development and planning for a total of 1102 days of staff time.</p> <p>All schools are organized into professional learning teams that met during late-start collaboration periods approximately three times per month. 79 teams identified a Team Lead who was compensated for planning meetings to make sure time was used effectively to identify learning goals, design and administer assessments and use results to target interventions as necessary.</p> <p>A two day Administrative Retreat was held in August of</p>	
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		2015 to build the capacity of site and district administrators, provide leadership to collaborative curriculum development and implementation efforts.	
Scope of service: All schools		Scope of service: All schools	
<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor course access in relation to course requests and needs for interventions and supports	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE for 5 AP's = \$44,000 010-0000-1307 .025 FTE for 21 Guid. Coun. = \$52,500 010-0000-1251 .025 FTE Dist. Admin. = \$4,500 010-0000-1310	Revised Board Policy on credit limitations so students can earn credit for 8 th course if internal. As a result, students are not forced to choose between an intervention/support program and athletics.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE for 5 AP's = \$48,180 010-0000-1307 .025 FTE for 21 Guid. Coun. = \$58,285 010-0000-1251 .025 FTE Dist. Admin. = \$4,773 010-0000-1301; 060-4203-1940

Scope of service:	All schools		Scope of service:	All schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$9,000 010-0000-1330 15 teachers for 8 hours = \$3,600 010-0000-1110	MAC met 4 times (12/07, 2/01, 3/07, 5/09) and studied issues related to math curriculum including placement policies and practices, analysis of first-time CAASPP results, student performance data related to acceleration, and advisement on instructional materials review process.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE Dist. Admin. = \$10,318 010-0000-1330 15 teachers for 8 hours = \$3,600 010-0000-1110		
Scope of service:	All schools		Scope of service:	All schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Conduct review of instructional materials, including digital resources to support implementation of Common Core in mathematics and English.	No new revenue. All actions/services require redirection of funds or	Our technological resources in support of classroom instruction to implement the Common Core have continued to be expanded during the 2015-16 school year: 40 carts English/Social Studies (1520 Chromebooks)	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.		

<p>Purchase if appropriate materials are found.</p>	<p>additional responsibilities for existing staff.</p> <p>.05 FTE Dist. Admin. = \$9,000 010-0000-1330 15 teachers for 8 hours = \$3,600 010-0000-1110</p>	<p>21 carts Geometry (400 Chromebooks) 16 carts Biology (608 Chromebooks)</p> <p>In the 2014 school year the FUHSD had 2109 total student devices. As of 2016 this has increased by 194% to 6206 student devices.</p>	<p>.05 FTE Dist. Admin. = \$10,318 010-0000-1330 15 teachers for 8 hours = \$3,600 010-0000-1110 Chromebooks: \$200,000; FD 000-080, Obj 4310/4320/4410-01,04,07</p>
<p>Scope of service: All schools</p>		<p>Scope of service: All schools</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Continue to build relationships with local Community Colleges and local businesses in effort to increase opportunities for workplace learning and college credit</p>	<p>No new revenue. All actions/services require redirection of funds or additional</p>	<p>Articulated credit for students who complete Culinary Careers 1 & 2 with Mission College's FDRST 051 course. The 2-year agreement was signed at Mission College's Articulation Day on April 30, 2016.</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>

	<p>responsibilities for existing staff.</p> <p>.1 FTE Dist. Admin. CTE = \$18,000 010-0000-1330</p>	<p>One of our two Culinary 2 teachers offers students the opportunity to take the ServSafe certification exam at the end of each year.</p> <p>Culinary teachers attended a learning experience with the Google kitchen staff this year and learned of internship opportunities.</p> <p>Students in Sports Medicine earn their CPR certification as part of the course.</p> <p>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.</p> <p>CTE teachers generally have one or more speakers come to class to share information about careers related with the industry sector for that course.</p> <p>Field trips to LinkedIn (FHS & HHS) and the County Courthouse (Law classes), among others, occur throughout the year.</p> <p>FUHSD administrators are co-chairing the Data and Systems Alignment sub-committees for our SB 1070 consortium in an effort to build relationships with the community colleges in our region and to better understand the challenges and opportunities for students to participate in articulation, dual enrollment, and work-place learning opportunities.</p> <p>FUHSD is a sub-grantee with two regional consortia (Silicon</p>	<p>.1 FTE Dist. Admin. CTE = \$18,000 010-0000-2395</p>
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	010-0000-2410			
Scope of service: <input type="checkbox"/> All schools <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input type="checkbox"/> All schools <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Original GOAL from prior year LCAP:	# 3 Every student will feel safe, cared about, and both academically and socially engaged in school.		1_X 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Increase the proportion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys• Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about and not overly stressed)• Maintain low expulsion rate and monitor that no student subgroups are over-represented among expelled students• Decrease by 5% each year the suspension rate (currently 2.7%) and monitor that no student sub-groups are over-represented among suspended students• Decrease the percentage of chronically truant students and continue to refer all chronically truant students to the truancy abatement program• Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.• Decrease by 3% the cohort dropout rate for Hispanic students (13.9% for class of 13-14)• Increase by 3% the cohort graduation rate for Hispanic students (83.5% for class of 13-14)		<p>Each school administers surveys that evaluate levels of student engagement. These surveys have established baseline data that schools have used to develop WASC Action Plans and annual Single Plans for Student Achievement:</p> <ul style="list-style-type: none">– CHS - Challenge Success Survey, Spring 2014– FHS - Youth Truth Survey, November 2014– HHS - Youth Truth Survey, March 2015– LHS - Challenge Success Survey, November 2014– MVHS - Challenge Success Survey, Spring 2014 <p>Challenge Success Surveys found the following about student academic engagement at Lynbrook, Cupertino, and Monta Vista:</p> <ul style="list-style-type: none">• 10% of students at Lynbrook, 15% at Cupertino, and 9% at Monta Vista reported being “fully engaged”, i.e. they often or always work hard, enjoy the work, and find it meaningful.• 31% of students at Lynbrook, 29% at Cupertino, and 29% at Monta Vista report being “purposefully engaged,” i.e. they work hard on their schoolwork and find this meaningful.• 5% of students at Lynbrook, 7% at Cupertino, and 4% at Monta Vista reported being “affectively engaged”, i.e. work hard and enjoyed their schoolwork.• 44% of students at Lynbrook, 40% at Cupertino, and 48% at Monta Vista reported that they often or always work hard, but they rarely, if ever find their schoolwork interesting, fun, or valuable.• 10% of students at Lynbrook, 9% at Cupertino, and 10% at Monta Vista reported no engagement in their schoolwork, i.e. they did not

work hard, enjoy, or find value in their schoolwork.

Youth Truth Surveys found the following about student academic engagement at Fremont and Homestead:

- 66% of students at Fremont and 61% at Homestead take pride in their school work.
- 81 % of students at Fremont and 80% at Homestead report always trying to do their best in school.
- 55% of students at Fremont and 42% at Homestead report enjoying coming to school most of the time.
- 58% of students at Fremont and 52% at Homestead report that their teacher’s expectations make them want to do their best.
- 42% of students at Fremont and 36% at Homestead report that what they learn in class helps them outside school.

A Community Wellness Taskforce has been formed to evaluate overall district wide levels of student wellness and provide input to the strategies to address these issues. The first task of the taskforce has been to develop a uniform Student Wellness Survey to be administered to students, staff, and parents and establish a common assessment upon which level of engagement and well-being may be evaluated more accurately, consistently, and frequently.

Each school administers surveys that evaluate student sense of wellbeing. Challenge Success Surveys found the following about student sense of health and wellbeing at Lynbrook, Cupertino, and Monta Vista:

- 29% of students at Lynbrook, 30% at Cupertino, and 35% at Monta Vista reported that a stress-related health or emotional problem caused them to miss more than one day of school.
- 44% of students at Lynbrook, 45% at Cupertino, and 45% at Monta Vista reported that a stress-related health or emotional problem caused them to miss a social. Extra-curricular, or recreational activity more than once in the past month.

		<ul style="list-style-type: none">• 31% of students at Lynbrook, 34% at Cupertino, and 33% at Monta Vista experience exhaustion, headaches, and difficulty sleeping in the past month <p>Youth Truth Surveys did not specifically measure student sense of health and well-being at Fremont and Homestead:</p> <ul style="list-style-type: none">• Students at Fremont and Homestead believe that 25% and 21% of their teachers respectively, make an effort to understand what their life is like outside of school.• 48% of students at Fremont and 40% at Homestead really feel like part of their school’s community.• On a 5 point scale students at Fremont reported 3.95 and Homestead 4.14 regarding feelings of safety at school in general. <p>District demographic %: Hispanic 15.4%; American Indian .1%; Asian 55.2%; Pacific Islander .3%; Filipino 3.2%; African American 1.1%; White 19.8%; and Two or more races 4.9%.</p> <p>From 2012-2015 the district expulsion rate has remained at .2% (23 students in 12-13, 13-14; 17 students in 14-15): Hispanic 52.9%; American Indian 0%; Asian 5.9%; Pacific Islander 5.9%; Filipino 11.7%; African American 0%; White 17.6%; and two or more races 5.9%.</p> <p>The suspension rate for 2014-15 decreased to 1.4% (156 students) from 2.7 % (298 students) in 2013-14. Hispanic 47.4%; American Indian .6%; Asian 19.2%; Pacific Islander .6%; Filipino 3.8%; African American 5.8%; White 18.6%; and two or more races 3.8%.</p> <p>When a student misses 3 days of school, which we are tracking as 15 period absences, they are considered truant; absent 10% of days in the school year = chronic truancy. We have been working with the district attorney on establishing an appropriate process allowing for intervention at the start of the school year. This process has brought to light underreporting from the</p>
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			<p>past therefore the increase does not necessarily represent an increase in truancy but increased accuracy in reporting through the Student Information System: 12-13 15.75% (1,775); 13-14 16.51% (1,819); 14-15 15.92% (1,759).</p> <p>Safety has been maintained as measured by 0 Williams complaints regarding facilities.</p> <ul style="list-style-type: none">• Cohort dropout rate: Hispanic student group 11.2% for Class of 2015• Cohort graduation rate: Hispanic student group 85% for Class of 2015
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School Climate group will continue to meet monthly to norm discipline across schools and advise on the need for effectiveness of interventions	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE of 8 AP’s/ Dist. Admin = \$16,000 010-0000-1307/1330	During the 2015-16 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators to review and discuss the discipline data and the effectiveness of various interventions. Each month the suspension, expulsion and truancy data are reviewed.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE of 8 AP’s/ Dist. Admin = \$19,344 010-0000-1307/1330
Scope of service:	All schools	Scope of service:	All schools
<u> X </u> ALL		<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
Provide professional development to school climate group regarding best practices for bullying prevention		No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$12,800 010-0000-1307/1330	
Scope of service: _____ All schools		During the 2015-16 school year formal trainings were provided to the members of the school climate group on the following topics: <ul style="list-style-type: none"> · School Violence and the Active Shooter · Run, Hide, Defend Training · Student Search and Seizure · Rapid Responder – Prepared Response · Cheating, Plagiarism, and Incidents of Academic Dishonesty in School –Webinar · Expulsion Workshop at County Office 	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP's/ Dist. Admin = \$16,000 010-0000-1307/1330	
Scope of service: _____ All schools		Scope of service: _____ All schools	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement Rapid Responder School Emergency Plan to improve response to school safety emergencies		No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .015 FTE of 8 AP's/ Dist. Admin = \$19,200	
		The Rapid Responder Emergency Planning Tool was implemented during the 2015-16 school year. Rapid Responder protects students, staff and facilities in over 3,000 K-12 campuses providing first responders and school personnel instant access to campus emergency response information. Technology and consulting services bring together first responders and school leaders, creating a joint emergency response.	
		No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .015 FTE of 8 AP's/ Dist. Admin = \$17,000 010-0000-1307/1380 Software & Implementation = \$30,000	

	010-0000-1307/1380 Software & Implementation = \$30,000 010-0000-4320/5830 manager 75		010-0000-4320/5830 manager 75
Scope of service: All schools		Scope of service: All schools	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Continue to develop a progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternative to suspension and expulsion	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP’s/ Dist. Admin = \$12,800 010-0000-1307/1330	During 2015-16 the district added a monthly 90 minute “Perspectives” Positive Decision Making course (student referrals in lieu of suspension particularly in the area of disruption) to be an early level introduction, prior to the 10 session “Project Insight” Anger Management Group (behavior management/anger management class). We continue to offer leveled intervention for drug intervention: “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 a 12-week course for students and their families: participation is by self-selection or referral by a Guidance Counselor or Student Advocate.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .01 FTE of 8 AP’s/ Dist. Admin = \$16,000 010-0000-1307/1330

Scope of service:	All schools		Scope of service:	All schools	
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Expand use of the Saturday School program as needed to reduce suspension rates for minor offences	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.	Saturday School has run on 15 occasions during the 2015-16 school year: 197 total students referred (9/12-5/7); 151 total students attended (9/12-5/7). Each day is staffed by 1 administrator, 1 para educator 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. Last step is follow-up with school staff. Typical offenses that receive referral are possession of drugs, under the influence of drugs, minor theft, truancy, bullying, failing to go to drug or behavioral intervention. Cross pollination of Saturday School with drug and behavioral support interventions has been positive and could be part of the student success plan.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. Timesheets for Saturday hours = \$15,000 Fund 010, Objects 1000-3000, Cost center 018400		
Scope of service:	All schools		Scope of service:	All schools	
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue to participate in the Sunnyvale Challenge Success Program sponsored by Sunnyvale Public Safety, in order to connect school staff	No new revenue. All actions/services	Representatives of the district and Fremont High School regularly attend the Sunnyvale Challenge Team meetings	No new revenue. All actions/services require		

with community-based resources and programs.		require redirection of funds or additional responsibilities for existing staff. .01 FTE of 2 AP's/ Dist. Admin = \$4,800 010-0000-1307/2330	which are hosted by Sunnyvale Public Safety. The purpose of the Challenge Team meeting is to provide a forum for community resources. At these monthly meetings, community groups are given the opportunity to present and publicize their services.	redirection of funds or additional responsibilities for existing staff. .01 FTE of 2 AP's/ Dist. Admin = \$4,000 010-0000-1307/1330	
Scope of service:	Fremont and Homestead High Schools		Scope of service:	Fremont and Homestead High Schools	
<div>__ALL</div> <div>OR: __X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</div>			<div>__ALL</div> <div>OR: __X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</div>		
Seek resources (Title I) to expand access to Parent Community Liaison who will work with families to better understand and address attendance issues among Hispanic and Low Income Families at Fremont and Homestead High Schools		No cost	Administrators from the district office, FHS and HHS investigated the feasibility of seeking resources (Title I) to expand access to Parent Community Liaison in order to work with families to better understand and address attendance issues among Hispanic and Low Income Families at Fremont and Homestead High Schools. The decision is to continue the investigation process into the 2016-17 school year.		No cost
Scope of service:	Fremont and Homestead High Schools		Scope of service:	Fremont and Homestead High Schools	
<div>__ALL</div> <div>OR: __X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient</div>			<div>__ALL</div> <div>OR: __X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English</div>		

__Other Subgroups:(Specify) __ Hispanic		proficient __Other Subgroups:(Specify) _____ Hispanic	
Sustain high quality comprehensive high school program as described in the “Introduction” of this document			
Original GOAL from prior year LCAP:	# 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.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Administer a parent survey to create a baseline to measure the degree of satisfaction regarding information about school/district programs and priorities as well as parents ability to provide feedback Maintain a presence in local and social media as well as on FUHSD and school site websites Convene topic/program specific advisory groups with parent and staff representation Include LCAP review/feedback on all agendas for the School Site Council, English Learners Advisory Council, District English Learners Advisory Council, Los Padres, and the FUHSD Intra District Council Maintain or increase the number of community presentations made by FUHSD staff members Produce and distribute an Annual Report to the Community 		
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> District staff working with <i>Hanover Research</i> designed a survey to be given to all FUHSD parents. The purpose of the survey was to measure the degree of parent satisfaction regarding information about school/district programs and priorities and parent ability to provide feedback. The survey was administered to all parents in FUHSD during February 2016 via both online and paper versions. Hanover Research collected the data and analyzed the responses. There were 342 (16%) paper survey responses and 1,803 (84%) online responses of the total of 2,145 responses received from 9,781 “unique” households (approximately 22% of FUHSD @ 1 survey per household). 2,045 surveys were completed in English, 67 in Mandarin and 34 in Spanish. <p>Key findings included:</p> <p>Greatest strengths:</p> <ol style="list-style-type: none"> Staff and faculty Academic excellence Community/school environment 		

		<p>Areas to improve:</p> <ol style="list-style-type: none">1. Consistency and quality of teachers2. Communication3. Fairness and timeliness of grading <ul style="list-style-type: none">● The FUHSD has a regular presence in local print media and an active following on Facebook, Twitter, and Instagram. The district and school websites are updated regularly.● The following advisory groups have regular meetings and are attended by parents, staff, and community members: Math Advisory Committee, DELAC, Citizens Advisory Committee (enrollment), Community Advisory Committee, and the Citizens Oversight Committee.● Multiple summary presentations reviewing the 2016 LCAP and the 2016 Parent Survey were given at all five school sites (PTSAs, SSCs, Bilingual Committee, Los Padres) and the District’s Intra-District Council of student leaders. Several of these presentations were to multi-stakeholder groups. The 2016 LCAP document (goals, measures, and activities) and Parent Survey results were revised into “public friendly” shortened versions for this purpose. Translation was provided at these meetings as necessary. Parents were asked the following key question (and associated sub-questions) and their input was recorded:<ul style="list-style-type: none">– Given the existing goals and activities in the LCAP, and the data from the parent survey, what priorities or activities would you like to see added to the LCAP?– What additional priority areas would you like to see added to the LCAP?– What additional activities would you like to see added to the LCAP?– What questions, comments, or suggestions do you have about the LCAP or the input process?– What other questions, comments, or suggestions do you have about stakeholder involvement?● No new LCAP priorities were established as a result of these meetings.
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			<p>These stakeholder input meetings essentially served to reinforce the current LCAP trajectory, priorities, and overall plan and validated the strong relationship between current LCAP goals, measures, and activities and stakeholder views of the same.</p> <ul style="list-style-type: none">FUHSD staff continued to provide presentations to community organizations and added one new venue during the 15-16 school year.The Annual Report process is underway, publishing may occur early in the 2016-17 school year.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Investigate alternatives, select and administer a parent survey to create a baseline to measure the degree of satisfaction regarding information about school/district programs and priorities as well as parents ability to provide feedback	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE FUHSD Admin. = \$9,548 010-0000-2395, Sub Object 01	As indicated above, the FUHSD administered a survey in February 2016, with the support of Hanover Research, to measure degree of satisfaction regarding information about school/district programs and priorities as well as parent’s ability to provide feedback.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .05 FTE FUHSD Admin. = \$7,000 010-0000-2395, Sub Object 01
Scope of service:	All schools	Scope of service:	All schools
<u> X </u> ALL		<u> X </u> ALL	
OR:		OR:	
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)		<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)	

<p>Increase media access to stories about FUHSD:</p> <ul style="list-style-type: none"> ● Provide information to local media so that frequent articles about FUHSD are published in local media ● Update FUHSD Facebook page to provide information about FUHSD updates, achievements, programs, school, and staff information ● Update FUHSD website in a timely fashion to communicate FUHSD updates, achievements, programs, school, and staff information ● Provide FUHSD high school site webmasters with information about FUHSD updates, achievements, programs, school, and staff information to keep FUHSD high school websites current, engaging, and informative 	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.4 FTE Coord. Of Com. = \$68,000 010-0000-2395</p>	<ul style="list-style-type: none"> ● The Communication Coordinator pitches stories to local media on a regular basis: pitches multiple times per week, with a story published at least once per week such as teachers of the year, student achievements, construction updates, and celebrations of achievements and accomplishments. There is a focused and concentrated effort to frequently provide information about FUHSD events, stories, achievements, and challenges. ● The Facebook page following has grown exponentially: 50% increase over the year; there are 2550 subscribers to the page. Social media expansion has included Twitter and Instagram. ● The Communication Coordinator regularly updates the district web page and coordinates with the webmaster at each site. 	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.4 FTE Coord. Of Com. = \$75,159 010-0000-2395</p>
<p>Scope of service: All schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: All schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Hold meetings with the Math Advisory Council and meetings with the Career Technical Education Advisory Committee to get parent and staff input on these programs</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p>	<p>MAC meetings were held 12/07/15, 2/01/16, 3/07/16, and 5/09/16. CTE business meetings were held on 10/5/16 and 3/21/17.</p> <p>Workshops are held for interested parties (some business, some teachers, some administrators, some students) related to how to best get work-place learning in place</p>	<p>No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff.</p> <p>.0125 FTE 3 FUHSD Admin. = \$8,000</p>

		.0125 FTE 3 FUHSD Admin. = \$6,000 010-0000-1330 8 teachers for 6 hours = \$1,440	across all classes.	010-0000-1330 8 teachers for 6 hours = \$1,440
Scope of service:	All schools		Scope of service:	All schools
<u> X </u> ALL			<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Partner with FUHSD high school sites to insure that a LCAP review/feedback item is included on the agendas of all meetings of the School Site Council, English Learners Advisory Council, District English Learners Advisory Council, Los Padres, and the FUHSD Intra District Council	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 8 FUHSD Admin = \$16,000 010-0000-1310/1333 10 teachers for 2 hours = \$600 010-0000-1141		As indicated above, multiple summary presentations reviewing the 2016 LCAP and the 2016 Parent Survey were given at all five school sites (PTSAs, SSCs, Bilingual Committee, Los Padres) and the District's Intra-District Council of student leaders during April and May of 2016.	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff. .0125 FTE 8 FUHSD Admin = \$21,278 010-0000-1310/1333 10 teachers for 2 hours = \$600 010-0000-1141
Scope of service:	All schools		Scope of service:	All schools
<u> X </u> ALL			<u> X </u> ALL	
OR: __Low Income pupils __English Learners			OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain or increase the number of community presentations made by FUHSD staff members (e.g. local City Councils, Rotary Clubs, Realtors Association, etc.)		Presentations were given at Cupertino City Council, Silicon Valley Realtors Association, and multiple at Rotary. The Cupertino Chamber of Commerce was a new venue this year.	
Scope of service: _____ All schools		Scope of service: _____ All schools	
__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Produce and distribute an Annual Report to the Community		Information being compiled in order to confirm the content of the annual report.	

		Com. = \$9,000 010-0000-1310/1333 Postage/ Materials =\$4,500 010-0000-4310 site 01			Materials =\$4,500 010-0000-4310 site 01
Scope of service:	All schools		Scope of service:	All schools	
<u> X </u> ALL			<u> X </u> ALL		
OR:			OR:		
<u> </u> Low Income pupils <u> </u> English Learners			<u> </u> Low Income pupils <u> </u> English Learners		
<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient			<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient		
<u> </u> Other Subgroups:(Specify)_____			<u> </u> Other Subgroups:(Specify)_____		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).
- Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.
- For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,284,022</u>
<p>The District has identified that its unduplicated count is 17.18% resulting in a LCFF target allocation of \$3,284,022 for supplemental and concentration grant. As described in previous sections of the document, in addition to the programs and services offered to all students the District allocates:</p> <p>Approximately \$2,793,683 targeted programs and services for English learners districtwide.</p> <p>Approximately \$1,405,030 targeted programs and services for low income and foster youth districtwide.</p> <p>Highlights of our EL program include:</p> <ul style="list-style-type: none">· 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, section 3 for cost and account.

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, section 2 for cost and account.

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.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for Low Income pupils, Foster Youth, and English Learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.69	%
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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 2016-17 school year. This increase in services is documented below.

Quantitatively: the expenditure of Local Control Funding Formula funds for additional personnel, materials, and services targeted primarily to unduplicated students as detailed in 3A, provided services 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.

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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]

FUHSD Additions to Required Appendix

FUHSD LCAP -- Appendix A

The following has been written by the Santa Clara County Office of Education (SCCOE) to described programs and services provided to FUHSD Special Education students (n=28) who are served in SCCOE programs.

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education’s Special Education Program serves as a partner with the county’s public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, para educators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role

in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delay: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self-advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children’s Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student’s goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for additional materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

FUHSD LCAP -- Appendix B

As a high school district, we do not receive a California Department of Education calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

FUHSD LCAP – Appendix C

The Non-Weighted 3 Year API Average for FUHSD schools

Cupertino High School	900
Fremont High School	766
Homestead High School	871
Lynbrook High School	944
Monta Vista High School	954

FUHSD LCAP – Appendix D

Goal 2 – All students will have access to a rigorous, viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers. Action/Service: a) All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (CCSS, NGSS, ELD and CTE) as reported to school leadership teams. Some examples in various departments that reflect the work in progress at each site:

English

FHS – The American Literature team worked on developing common assessments tied to the CCSS. The team completed assessments, went through a cycle of inquiry each semester, and calibrated grading. The team also finalized course agreements and expectations and planned units of work. In the future they will work to track and analyze student performance data.

MVHS – The World Core (Grade 10) PLC team worked on strengthening the connection between World Lit and World History, building coherence and consistency with teams. They made the most progress on, “What do we want students to know and do, and before it is too late, how do we know they can do it?” As a result of this year’s work, they have a clearer understanding of target areas for students. They will be looking at “mirroring” (i.e. repeating) Common Formative Assessments so data can be gathered to monitor student progress over time. The team will also be analyzing CAASPP data to identify areas of need and growth.

Math

CHS – The Algebra 1 team committed to following the pacing outlined in the “Common Core” algebra textbook. Together, they planned for coverage of District agreed Algebra 1 essential standards. The team collaborated to develop and agree essential learning outcomes and common summative assessments for each chapter. They scored common assessments and discussed results as a team. They also implemented “revision and redemption” strategies, e.g. all agreed that students scoring below 80% on exams were allowed to retake the exam. Finally, they calibrated grading expectations.

LHS – The goal of both the Precalculus and Math Analysis team was to create sets of course essential learnings. Referring to Common Core curriculum shifts and the important prerequisite learning in Algebra 2/Trig and Algebra 2, the team identified areas in which to extend content and curriculum to build in appropriate concept continuity and progression. The team has developed a working document that identifies essential learnings. Regarding precalculus honors, the team continued the work towards creating a course that reflects changing math practices and topic outline.

Science

FHS – The Honors Chemistry team made good progress on agreeing essential learnings for their course, designing common formative and summative assessments, calibrating expectations of student performance by articulating shared criteria for success on common tasks and assessments, calibrating performance standards by collaborative scoring, agreeing on and implementing interventions for students who do not achieve the agreed upon standards in common assessments, developing shared lesson planning and analyzing effectiveness of plans by analyzing resultant student work, agreeing on grading practices and expectations for the course, and modifying existing labs to emphasize scientific argumentation using scientific claim, evidence, and reasoning. The team reflected on level of rigor versus difficulty of the work and depth of thinking/knowledge. The focus on NGSS has inspired them to look closely at the curriculum. Work next year will be to continue to focus on the NGSS.

LHS – The Biology teachers all followed a similar scope and sequence this year. They attended the district Sex Ed training and aligned essential learnings and course content. They reviewed and constructed a semester summative assessment with approx. 70% common questions. They collected data from a common assessment and reviewed the second semester final to determine which questions could be used

as common based on past common tasks and assessments. A common rubric was created and used to grade a common summative assessment. They monitored grade distribution and assessments to make sure different classes had similar expectations, similar levels of rigor, and provided similar content. Much more time was spent collaboratively identifying the standards as opposed to scoring. A document and intervention sequence was created to provide extra support for students who need it. This was done later in the school year and will likely be most effective when implemented at the beginning of next school year. Lesson plans were frequently shared. In the future, more time will be spent on analyzing the effectiveness of the resulting student work. Future work will also focus on completing the PLC cycle to review the work and make changes to instructional practices.

LHS – The first goal of the Chemistry Course Alike Team was to accomplish one common assessment for both Chemistry & Chemistry Honors and analyze the data to determine any findings. The focus was to address the “engineering” aspect of the NGSS goals and objectives through this assessment. Additionally, the team aimed to identify essential learnings for Chemistry and Chemistry Honors. This work was built on prior summer work the team had completed to develop the course curriculums in light of the NGSS. The team was able to incorporate engineering concepts into the curriculum. Future work will focus on continuing to incorporate NGSS curriculum and assessment expectations into the course structure.

Social Studies

MVHS – The goal of the US History PLC this year was to develop students’ synthesis and thesis writing skills as related to the research process. The team administered over a dozen skill and content based common formative assessments, and as a result, the team was able to develop appropriate interventions to support student understanding. Future work will be to continue with the research process and coordinate vertical alignment with the senior level courses. The team will work with students earlier in the year to build abilities to differentiate between and decipher primary and secondary sources. They will also continue their emphasis on thesis writing.

CHS – The AP US History team planned to extend efforts to support struggling students by continuing the Revision and Redemption policy they have developed. They also developed additional student centered activities to ensure students had opportunities to apply skills and concepts learned in class. This year they have continued to implement common learning objectives and assessments that correspond to the College Board standards and assessments and the new AP test format. Content and curriculum across classes is consistent due to regular collaboration focused on aligning curriculum to course goals. Close Reading strategies were incorporated into instructional strategies taught by the team. ‘Making thinking visible’ strategies from The Skillful Teacher program were also integrated into the team’s approach.

PE

CHS – The 9th grade PE team plan this year was to develop common skill and common writing assessment for each of badminton, pickle ball, swimming, dance, golf, fitness boot camp, and tennis. The PE team achieved this goal and these assessments are currently being implemented in all PE9 classes. Teachers have also focused on “revision and redemption” strategies to allow students to retake all skills assessments during any unit. Furthermore, teachers are using data analysis from all written assessments to improve all written tests and improve future assessments.

HHS – Essential learning outcomes were created for each potential unit for the PE9 & PE10-12 courses in the new HHS PE Handbook previously. Smart goals and common assessments were created in the summer and during this year to accompany the new essential learning outcomes for the PE9 & PE10-12 units along with the nutrition units in PE9 and PE Dance courses.

Spec Ed

FHS – The Special Ed Science team looked at how to integrate Common Core language practices into Math, Science, and other areas of the curriculum. They planned to create units of work in different course/content areas and develop explicit connections between them using language and common core practices, with specific reference to Math and Science. Before working on curriculum planning (lessons and particular interpretations of the standards) they evaluated existing content opportunities to support this work in various content areas. They divided various careers and occupations among the teachers (e.g. Auto Tech, Culinary, nursing, childcare, etc...) and made presentations and unit plans for each. Plans and presentations are kept in a shared folder in Google drive that can be accessed by all.

MVHS – The goal of the Learning Skills team was to develop the 3rd year of Learning Skills curriculum. The team made progress on identifying the essential learnings for Learning Skills and developing targeted interventions. Future work of this team will involve developing year 4 curriculum for Learning Skills and developing appropriate common formative assessments for Year 4.

Visual Arts

FHS – The Visual Arts team goal this year was to measure growth in creative thinking and problem solving. They made good progress in defining goals for each class, developing a generic common formative and summative assessment form, and working towards alignment of grading. In the future, they will continue to work on grading alignment and matching curriculum to goals in each course.

World Lang

CHS – The Spanish 1 team agreed on essential learnings for each unit, designed and implemented common formative and summative assessments for each unit (including “revision and redemption” opportunities for each essential learning goal), developed summative assessments for each unit aligned with essential learnings and performance standards, and agreed grading policies in alignment with the whole World Languages dept.

MVHS – The goals of the World Language Level 2 PLC this year were to increase the spontaneous use of key grammar structures and create baseline data to monitor progress in Level 3. The team focused on the guiding questions: “What research-based practices do skillful teachers use that ensure student learning and how will we respond and intervene when they aren’t learning?” Through the process, the PLC was able to clarify the definition of “success.” Future work will involve tracking the progress of students in level 3 to determine the benefits and advantages of the common formative assessments and interventions in Level 2.

ELD

HHS – The ELD PLC team agreed on a common assessment for this school year. Future work will involve revisiting goals for vertical alignment, developing a common assessment calendar, and discussing interventions across all levels.