

LEA: Fremont Union High School District

LCAP Year: 2014-15

Contact: Polly Bove Superintendent, polly_bove@fuhsd.org, 408 522-2201

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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

Template Specifications:

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Involvement Process	Impact on LCAP				
<p>A widespread and comprehensive effort was made to involve parents at each of our sites and to solicit their input for the LCAP. A group of parents intended to closely represent the various demographics at each of our five high schools were invited to two meetings at our District Office (March 20 and April 3, 2014) and met with senior District leadership staff to explore current programs and to brainstorm expanded ideas for the future. The public was also encouraged to attend these meetings and people in addition to those that were invited also attended. Throughout the process information about the meetings was prominently included in the FUHSD website and detailed follow-up information from the local control meetings was provided including PowerPoint presentations and group summaries. All were encouraged to provide feedback to the FUHSD Communications Coordinator.</p> <p>Here is a timeline of events related to the LCFF/LCAP:</p> <table><tr><th>Date</th><th>Activity</th></tr><tr><td>August 2013 - Present</td><td><p>Parents, staff and advisory groups are provided data re: student achievement including but not limited to:</p><ul style="list-style-type: none">STAR test results (other State assessments will be used when they become available)CASHEE test results</td></tr></table>	Date	Activity	August 2013 - Present	<p>Parents, staff and advisory groups are provided data re: student achievement including but not limited to:</p> <ul style="list-style-type: none">STAR test results (other State assessments will be used when they become available)CASHEE test results	<p>Addition of goals to make greater efforts to engage Latino and low-income families and students</p> <p>Addition of plans to provide greater access to confidential sexual health information and services</p> <p>Addition of goal to seek ways to increase student access to 7 classes a year.</p> <p>Addition of goals to increase opportunities for parent feedback and engagement in school.</p> <p>Addition of goals to reduce suspension rate and keep students in class while providing appropriate consequences for discipline infractions and maintaining positive school climate</p> <p>Validation of on-going efforts to accelerate achievement of low income and EL students</p> <p>Validation of professional development efforts aimed at improving and sustaining high quality curriculum and instruction for all students.</p> <p>Validation of efforts to maintain high student achievement while continuing efforts to ensure high levels of learning for every student</p>
Date	Activity				
August 2013 - Present	<p>Parents, staff and advisory groups are provided data re: student achievement including but not limited to:</p> <ul style="list-style-type: none">STAR test results (other State assessments will be used when they become available)CASHEE test results				

Involvement Process			Impact on LCAP
		<ul style="list-style-type: none"> • A-G Completion for entrance to UC-CSU • Early Assessment Program (EAP) results indicating college readiness • College placement exams (determining need for remediation in freshman year) given at UC and Community Colleges • Enrollments in higher level math courses • Enrollments and scores on Advanced Placement exams • SAT scores • College entrance and retention rates <p>Site level improvement goals are determined with feedback from staff, School Site Councils and other advisory groups as part of the development of Annual School Plans and WASC Self-Study processes.</p>	<p>Validation of efforts to study Special Ed costs and strategies for minimizing increases</p> <p>Validation of need to seek additional local revenues to address anticipated enrollment growth, keep staff salaries competitive and expand course options for students in light of new standards and community priorities.</p>
	December 2013	FUHSD study session: First interim budget review	
	February 2014	Local Control page established on FUHSD website including information about LCFF/LCAP and inviting the public to attend local control meetings on March 20 and April 3, 2014	
	March 2014	Invitations sent from FUHSD Superintendent to parents representing the demographics at each high school to serve on LCAP development advisory group. Open invitations to this group were also posted on District website and announced at various community meetings.	
	March 2014	FUHSD study session: Second interim budget review. Board members and community were given update on implications for FUHSD of the LCFF.	
	March 2014	First LCAP development advisory group meeting occurred and forty-five parents, site administrators, district leadership team, and FUHSD Board of Trustees members attended. At this meeting an overview of the LCFF/LCAP was presented as well as	

Involvement Process			Impact on LCAP
		detailed information about current FUHSD programs and student achievement data.	
March 2014		The FUHSD Superintendent sent a letter to each parent and student who attended the first LCAP development advisory group meeting thanking them for their participation, sending them documentation that was distributed at the first meeting, and inviting them to the next local control meeting in April. Information shared at the meeting was also posted on District Website.	
April 2014		Forty-four people attended the second LCAP development advisory group meeting during which a general presentation was made concerning FUHSD student achievement. Attendees were then separated into four different groups given updates on current practices/programs and issues related to: <ul style="list-style-type: none"> • Access to a wide range of classes • Parent and student voice/engagement • School climate and student engagement • Teacher quality and professional learning Attendees were given the opportunity to provide their input both with regard to current programs as well as making suggestions for new programs, projects and priorities. Feedback was also solicited from participants via the District website.	
April 2014		The FUHSD local control web-page was updated with resources that were shared at the second LCAP advisory group meeting and community members were encouraged to provide feedback to the FUSHD Communications Coordinator.	
May 2014		High school site administrators and district staff shared draft goals from the LCAP with site-based groups including Parent-Teacher-Student Association, School Site Council, and English Learner Advisory Committee and further feedback and suggestions were solicited. Superintendent met with Los Padres (parent group at Fremont High) to listen to concerns and priorities for their students.	
May 2014		District administrators met with the FUHSD District English	

Involvement Process			Impact on LCAP	
		Learner Advisory Committee (DELAC) to solicit feedback on draft goals and planned activities for services to English Learners.		
	May 2014	The FUHSD Superintendent responded in writing to each local control meeting participant, and to those that provided feedback regarding the LCAP, and addressed common themes that emerged in the feedback. This information was also included on the FUSHD local control web page.		
	May 2014	Drafts of the LCAP were reviewed by principals, district leaders and representatives of the Fremont Educators Association.		
	May 2014	Revisions in drafts were made based on feedback from various groups.		
	May 27, 2014	A draft of the complete LCAP was provided to Board members for their review at the end of the month. Members of DLAC presented to Board re: feedback on services to English Learners.		
	June 10, 2014	A Board study session was held to review the District Budget and its relation to the LCAP A Public Hearing on the LCAP was held at this meeting.		
	June 26,2014	The District Budget and LCAP were submitted to the Board for approval.		

Section 2: Goals and Progress Indicators

Template Specifications:

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: *Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.*

FUHSD Goals and Progress Indictors

The Fremont Union High School District Accountability Report focuses on four questions:

1. To what degree are FUHSD students adequately meeting State and Federal standards?
2. To what degree area FUHSD students meeting all requirements necessary to graduate?
3. To what degree are FUHSD prepared to enter and succeed in post-secondary programs of their choosing?
4. Are FUHSD schools making progress in closing identified gaps in achievement between typically high and lower-performing student sub-groups?

A variety of data sets are used to report progress on these questions including:

- STAR test results (other State assessments will be used when they become available)

- CASHEE test results
- A-G Completion for entrance to UC-CSU
- Early Assessment Program (EAP) results indicating college readiness
- College placement exams (determining need for remediation in freshman year) given at UC and Community Colleges
- Enrollments in higher level math courses
- Enrollments and scores on Advanced Placement exams
- SAT scores
- College entrance and retention rates

The data are analyzed at both the school and district level and used by the schools to set annual goals (reflected in Annual School Plans) and longer term (3-6 year) goals as part of the Western Association of Schools and Colleges (WASC) school accreditation process. In setting annual and long term goals, schools involve teachers and parent advisory councils. In addition to these goal setting and engagement processes the District and schools conducted additional engagement activities as described previously in Section 1 of this document.

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**. In addition, Fremont, Homestead and Cupertino High Schools are impacted by larger numbers of low income and/or English Learners for whom we provide additional resources and supports described in other sections of this document.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Not all students have met A-G requirements at	Sustain generally high performance while ensuring high	Low-income English Learners	All		Report baseline information for all schools re:	Increase portion of students who meet the following	Increase portion of students who meet the following	Student Outcomes Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
graduation (Approx. 25% in class of 2013 did not meet A-G)	levels of learning for every student. <ul style="list-style-type: none"> At least 70% of graduates at each school will meet A-G requirements 				intermediate indicators of progress toward completion of A-G	intermediate indicators: Rising Sophomores: completion of 4 of 15 A-G courses; Rising Juniors: 7 of 15; Rising Seniors: 11 of 15 courses.	intermediate indicators: Rising Sophomores: completion of 4 of 15 A-G courses; Rising Juniors: 7 of 15; Rising Seniors: 11 of 15 courses.	
Not all students achieve proficiency on CAHSEE (In 2012, approx. 13.8% did not score "proficient" in math) (In 2012, approx.. 14.9% did not score "proficient" in English)	Sustain generally high performance while ensuring high levels of learning for every student. <ul style="list-style-type: none"> Increase to 90% the portion of students in all schools and subgroups who score "proficient" on the CASHEE in math and English 	Low-income English Learners	All		Increase by 5% the portion of students in the low-income and English Learner subgroups who are proficient on the CAHSEE	Increase the portion of students in the low-income and English Learner subgroups who are proficient on the CAHSEE	Increase the portion of students in the low-income and English Learner subgroups who are proficient on the CAHSEE	Student Outcomes Student Achievement
Not all students are college eligible as measured by	Sustain generally high performance while ensuring high	Low-income English Learners	All		Maintain or increase by 5% the portion of students	Maintain or increase by 5% the portion of students	Maintain or increase by 5% the portion of students	Student Outcomes Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
EAP	levels of learning for every student. <ul style="list-style-type: none"> Increase to 80% the portion of all students who are ready or conditionally ready for college in their junior year as determined by EAP in English and Math 				who are ready or conditionally ready for college in their junior year as determined by the EAP in English and Math	who are ready or conditionally ready for college in their junior year as determined by the EAP in English and Math	who are ready or conditionally ready for college in their junior year as determined by the EAP in English and Math	
AP course taking and pass rates for all subgroups should mirror make up of general population	Increase % of students who take at least one AP or honors class	Low-income	All		Increase by 15% the portion of underrepresented students who take at least one AP or honors class	Increase the portion of underrepresented students who take at least one AP or honors class	Increase the portion of underrepresented students who take at least one AP or honors class	Student Outcomes Student Achievement
AP course taking and pass rates for all subgroups should mirror make up of general population	Increase % of under-represented students who score 3 or higher on at least one AP exam	Low income	All		Increase by 5% the portion of underrepresented students who score 3 or higher on at least one AP exam	Increase the portion of underrepresented students who score 3 or higher on at least one AP exam	Increase the portion of underrepresented students who score 3 or higher on at least one AP exam	Student Outcomes Student Achievement
Not all students have met course	(Reader Note: Goal reflected in Student				See below	See below	See below	Student Outcomes Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
taking and credit requirements for graduation (220)	Engagement section as required.)							
Not all students who enroll in Community College obtain a degree, transfer to a four year school or complete industry certifications as reported in CalPass	Reduce % of students who enroll in Community College needing remediation in math and/or English	Individual student data not available	All		Reduce by 10% the portion of students who enroll in Community College and must take remedial math or English	Reduce the portion of students who enroll in Community College and must take remedial math or English	Reduce the portion of students who enroll in Community College and must take remedial math or English	Student Outcomes Student Achievement
Not all students who want or need them have access to 7 classes	Increase % of 7 th period course requests that are granted	All	All		Collect baseline data on course requests that are not granted under current course offerings	Increase the number of course requests that are met	Increase the number of course requests that are met	Access to Courses
Not all student report high levels of academic engagement on Challenge Success Survey	Increase reported levels of student health and well-being; academic engagement and teacher care and support	All	All		Administer Challenge Success Survey at all schools in order to collect baseline data	Increase by 5% the portion of students who report high levels of academic engagement	Increase the portion of students who report high levels of academic engagement	School Climate Student Engagement
Not all students report high levels of teacher care and support on Challenge	Increase reported levels of student health and well-being; academic engagement and	All	All		Administer Challenge Success Survey at all schools in order to collect baseline data	Increase by 5% the portion of students who report high levels of teacher care	Increase the portion of students who report high levels of teacher care and	School Climate Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Success Survey	teacher care and support					and support	support	
Maintain record of 0 complaints re: status of facilities in quarterly Williams Report	Maintain Basic Services as defined by Williams	All	All		N/A	N/A	N/A	Basic Services
Maintain record of 0 complaints re: teacher miss-assignment in quarterly Williams Report	Maintain Basic Services as defined by Williams	All	All		N/A	N/A	N/A	Basic Services
Maintain record of 0 complaints re: standards-aligned instructional materials	Maintain Basic Services as defined by Williams	All	All		N/A	N/A	N/A	Basic Services
Suspension rates and school climate surveys should reflect efforts to support students and provide effective discipline while maintaining a positive and safe school climate	Lower overall suspension rate while maintaining positive campus climate; and monitor to ensure no student sub-group is over-represented among suspended students	All	All		Decrease by 5% suspension rates while maintaining portion of students who report a positive school climate.	Decrease suspension rates while maintaining portion of students who report a positive school climate.	Decrease suspension rates while maintaining portion of students who report a positive school climate.	School Climate
Expulsion rates and	Maintain or lower	All	All					School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
school climate surveys should reflect efforts to support students and provide effective discipline while maintaining positive and safe school climate	expulsion rate while maintaining safe schools.				Maintain reports of safe and positive school climate	Maintain reports of safe and positive school climate	Maintain reports of safe and positive school climate	
Teachers need time and professional development support to align courses to new standard	Support implementation of the Common Core, NGSS and CTE Model Curriculum Standards	All	All		<p>More students will have more opportunities to learn that are aligned to new standards</p> <p>Collect baseline data on teacher satisfaction with access to professional learning opportunities and support for implementing new standards</p>	<p>More students will have more opportunities to learn that are aligned to new standards</p> <p>Increase by 10% the portion of teachers who report satisfaction with professional learning opportunities and support for implementing new standards</p>	<p>More students will have more opportunities to learn that are aligned to new standards</p> <p>Increase the portion of teachers who report satisfaction with professional learning opportunities and support for implementing new standards</p>	Implementation of CCSS
Current course trajectories – sequences may need to be revised or expanded to meet	Support implementation of the Common Core, NGSS and CTE Model Curriculum Standards	All	All		No anticipated change for 2014-15	No anticipated change for 2015-16	Course offerings may be revised, if necessary in relation to findings from initial implantation of new	Implementation of CCSS Access to Courses

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
requirements of Common Core, NGSS and CTE Model Curriculum Standards							standards	
Hardware, bandwidth and technical support must be adequate to meet the needs of Smarter Balanced Assessments and instruction related to new standards	Support implementation of the Common Core, NGSS and CTE Model Curriculum Standards	All	All		Increase by 1200 (40 classroom sets) the number of digital devices available for student use in classrooms Provide additional wifi access points as necessary.	Increase the portion of students who have access to digital devices as part of instruction on a daily basis.	Increase the portion of students who have access to digital devices as part of instruction on a daily basis.	Implementation of CCSS Access to Courses
All students should attend school and be on time to class every day as indicated on attendance reports	Decrease # of missed days of school.	All	All		Reduce by 5% the portion of students who miss 16 or more days of school in a year	Reduce the portion of students who miss 16 or more days of school in a year	Reduce the portion of students who miss 16 or more days of school in a year	Student Engagement
All students should meet all graduation requirements Students who fall behind in credits in 9 th grade have a difficult time making	Maintain or increase graduation rate of 94.4% Decrease number of rising 10 th graders who are credit deficient (varies between 8%-	All	All		Reduce by at least 2% the number of students who are credit deficient as they move into 10 th grade	Reduce the number of students who are credit deficient as they move into 10 th grade	Reduce the number of students who are credit deficient as they move into 10 th grade	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
up enough credits to graduate	32%)							
Parents report desire to know more about school and district programs and activities	Increase parent satisfaction with level of information available about school and district programs	All	All		Implement parent feedback survey and gather baseline data	Increase by 10% the portion of parents who report satisfaction about the information available about school and district programs	Increase the portion of parents who report satisfaction about the information available about school and district programs	Parent Engagement
Parents report desire for access to more opportunities to give input and feedback on school and district programs and activities	Increase ways parents can give input/feedback to school programs and activities				Increase number of parent feedback tools/processes	Increase number of parents who report that they have adequate opportunity for feedback and input on school and district programs and activities	Increase number of parents who report that they have adequate opportunity for feedback and input on school and district programs and activities	Parent Engagement
Parents report desire to have more timely information about student progress in individual classes	Increase parent satisfaction with level of information about student progress in individual classes	All	All		Implement parent feedback survey and gather baseline data	Increase by 5% the portion of parents who report satisfaction about the information they get re: student progress in individual classes	Increase the portion of parents who report satisfaction about the information they get re: student progress in individual classes.	Parent Engagement

Section 3: Actions, Services, and Expenditures

Template Specifications:

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: *Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.*

FUHSD Actions, Services and Expenditures

This Local Control Accountability Plan (LCAP) is a required part of the legislation that set up the Local Control Funding Formula (LCFF). The LCAP is intended to make transparent how districts plan to use resources allocated by the State to serve the needs of ALL students AND , additionally, SPECIAL POPULATIONS of “low income”, “English Learner” and” Foster youth”. In contrast to most districts in California, the Fremont Union High School District does not receive any additional State revenue under the Local Control Funding Formula. Ninety-five percent (95%)of the revenue our district revenues comes from local property or parcel taxes and not from the State under LCFF. However, this LCAP has been written in the effort to address the intent of the LCFF legislation by laying out a description both of how revenues are spent on ALL STUDENTS, as well as on subgroups specified in the legislation.

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

- 45 different courses that address basic graduation requirements (Eng, Math, Science, Social Studies and PE)

- Four different Modern language courses of study (five levels of each of four languages)
- 26 additional courses in the visual and performing arts
- 21 different Advanced Placement courses (total of 419 sections)
- 35 additional Career Technical Education electives
- 9 electives specifically designed for students who need extra support but are not in Special Education or English Learners.

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

- 20.5 to 1 student/teacher ratio; classes are generally staffed on a 32.5to 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
- 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 eduaiton and special education students and a College and Career Center Specialist

In addition we offer, a high quality Special Education program that supports 953 students in meeting the goals designated in their Individualized Educational Plan(s). FUHSD's total SPED budget is approximately \$24,000,000. Twenty-eight (28) additional FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education. These programs are described in Appendix A of this document.

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
- A districtwide tech-infrastructure which includes high speed wireless with 500 access points/ each school has 1 gigabit connection capacity
- 1 to 5 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
- Offer a professional development program to support implementation of the Common Core.

- Provides every teacher a minimum of approximately 90 minutes a week to meet with colleagues; develop curriculum and monitor student progress.

Actions and services provided to all students are described in **Section 3A below**.

AND IN ADDITION, the District offers programs and services targeted to sub-groups and special populations who need additional resources in order to achieve at high levels. As of this writing, the District serves 980 English Learners (9% of total student population); 1786 students (17%) whose families are designated “low-income” (on Free or Reduced Lunch or parents without college education); and 4 Foster Youth.

Programs and services for these special populations of students include, but are not limited to:

- An estimated \$1,520,000 in programs and services targeted toward accelerating the learning of low-income students and Foster Youth
- An estimated \$2,021,000 in programs and services targeted to English Learners; including 21 designated classes (90 sections)

Actions and services provided to these special populations are described in **Section 3B below**.

Section 3A -- Template Specifications:

*What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 **for ALL pupils** and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
Sustain generally high performance while ensuring high levels of learning for EVERY student including: <ul style="list-style-type: none">• At least 70% of students at each school	Student Outcomes – Student Achievement	Sustain high quality comprehensive high school program as described above Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff	Districtwide		Sustain high quality comprehensive high school program as described above Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff	Sustain high quality comprehensive high school program as described above Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff	Sustain high quality comprehensive high school program as described above Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
<p>will meet meet A-G requirements at graduation</p> <ul style="list-style-type: none"> • Increase to 90% the portion of students in all schools and all subgroups who are proficient on the CASHEE • Increase to 80% the portion of students who are ready or conditionally ready for college in their junior year as determined by the the EAP Math and English 		<p>Continue curriculum development and articulation efforts including agreements on essential learnings and use of common formative assessments</p> <p>Continue to provide a teacher induction and professional development program that builds repertoire for effective instruction</p> <p>Sustain and continue to develop interventions that accelerate learning for any student who needs extra support,</p> <p>Expand credit recovery options available to students to make up “D”s</p> <p>Monitor instructional quality and learning outcomes in credit recovery interventions to make sure student are prepared to succeed in next class.</p> <p>Monitor and continue to</p>			<p>Continue curriculum development and articulation efforts including agreements on essential learnings and use of common formative assessments</p> <p>Continue to provide a teacher induction and professional development program that builds repertoire for effective instruction</p> <p>Sustain and continue to develop interventions that accelerate learning for any student who needs extra support,</p> <p>Expand credit recovery options available to students to make up “D”s</p> <p>Monitor instructional quality and learning outcomes in credit recovery interventions to make sure student are prepared to succeed</p>	<p>Continue curriculum development and articulation efforts including agreements on essential learnings and use of common formative assessments</p> <p>Continue to provide a teacher induction and professional development program that builds repertoire for effective instruction</p> <p>Sustain and continue to develop interventions that accelerate learning for any student who needs extra support,</p> <p>Expand credit recovery options available to students to make up “D”s</p> <p>Monitor instructional quality and learning outcomes in credit recovery interventions to make sure student are prepared to succeed</p>	<p>Continue curriculum development and articulation efforts including agreements on essential learnings and use of common formative assessments</p> <p>Continue to provide a teacher induction and professional development program that builds repertoire for effective instruction</p> <p>Sustain and continue to develop interventions that accelerate learning for any student who needs extra support,</p> <p>Expand credit recovery options available to students to make up “D”s</p> <p>Monitor instructional quality and learning outcomes in credit recovery interventions to make sure student are prepared to succeed</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
		provide interventions for raising sophomores and juniors who are behind in credits, are off track for completion of A-G or may need to take remedial course work in college.			<p>in next class.</p> <p>Continue to target 86% (\$98M) of total General Fund dollars (\$115M) toward sustaining a high quality comprehensive high school program as described above</p> <p>General Funds used for this purpose include:</p> <ul style="list-style-type: none"> \$98,000,000 (portion of District General Fund spent on instruction) 	in next class.	in next class.
Increase % of students who take at least one AP or honors class (Current rate=	Student Outcomes Student Achievement	Offer AP Boot Camps and continuing support throughout the school year to under-represented student groups including	Fremont, Cupertino, Homestead High Schools		Portion of General Fund allocated to Boot Camp Two week AP Summer Boot Camp @ \$2500 per section = \$7500	Portion of General Fund allocated to Boot Camp: Two week AP Summer Boot Camp @ \$2500 per section = \$15,000	Portion of General Fund allocated to Boot Camp: Two week AP Summer Boot Camp @ \$2500 per section = \$15,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
58%)		Hispanic; White; Pacific Islander; Afro-American Make continuous curriculum upgrades to “pre-AP” classes in light of changing AP curricula			On-going responsibility of all General Fund supported teachers, site administrators	On-going responsibility of all General Fund supported teachers, site administrators	On-going responsibility of all General Fund supported teachers, site administrators
Increase % of students who score 3 or higher on at least one AP exam (Current rate: 88.2%)	Student Outcomes Student Achievement	Offer AP Boot Camps and continuing support throughout the school year to under-represented student groups including Hispanic; White; Pacific Islander; Afro-American	Districtwide		Portion of General Fund allocated to Boot Camp: Two week AP Summer Boot Camp @ \$2500 per section = \$7500	Portion of General Fund allocated to Boot Camp: Two week AP Summer Boot Camp @ \$2500 per section = \$15,000	Portion of General Fund allocated to Boot Camp: Two week AP Summer Boot Camp @ \$2500 per section = \$15,000
Reduce % of students who enroll in Community College needing remediation in math (Currently 78%) and/or English (Currently 28%) Increase % of students who	Student Outcomes Student Achievement	Continue curriculum articulation efforts with 4 partner community colleges Encourage more students to take four years of math even after meeting graduation or A-G requirements Hire Coordinator of Pathways to Post Secondary Success who will:	Districtwide		Offer Applications of Advanced Mathematics for students not pursuing calculus but needing four years of math. Hire Coordinator of Pathways to Post Secondary Success who will: <ul style="list-style-type: none"> Work with Community 	Decrease number of students who do not take math in their junior or senior year. Coordinator of Pathways to Post Secondary Success will: <ul style="list-style-type: none"> Work with Community Colleges and teachers to align curriculum and 	Decrease number of students who do not take math in their junior or senior year. Coordinator of Pathways to Post Secondary Success will: <ul style="list-style-type: none"> Work with Community Colleges and teachers to align curriculum and create pathways to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
enter Community College ready to make progress toward transfers or certification programs.		<ul style="list-style-type: none"> Work with Community Colleges and teachers to align curriculum and create pathways to certification and transfer Chair Community College Engagement panel and CTE Advisory Group Work with guidance counselors and administrators to increase awareness of benefits of pathway programs Complete self study of current CTE programs Develop curriculum in CTE classes to create pathways and concurrent enrollment options Find and place students in workplace learning opportunities 			<p>Colleges and teachers to align curriculum and create pathways to certification and transfer</p> <ul style="list-style-type: none"> Chair Community College Engagement panel and CTE Advisory Group Complete self study of current CTE programs <p>Portion of General Fund allocated to salary and budget for Coordinator = \$150,000</p> <p>Portion of Federal Perkins grant allocated to curriculum and professional development = \$30,000</p> <p>Continuing responsibility of General Fund supported district and site administrators and teachers of core, CTE</p>	<p>create pathways to certification and transfer</p> <ul style="list-style-type: none"> Chair Community College Engagement panel and CTE Advisory Group Work with guidance counselors and administrators to increase awareness of benefits of pathway programs Develop curriculum in CTE classes to create pathways and concurrent enrollment options Find and place students in workplace learning opportunities <p>Portion of General Fund allocated to salary and budget for Coordinator = \$150,000</p> <p>Portion of Federal</p>	<p>certification and transfer</p> <ul style="list-style-type: none"> Chair Community College Engagement panel and CTE Advisory Group Work with guidance counselors and administrators to increase awareness of benefits of pathway programs Develop curriculum in CTE classes to create pathways and concurrent enrollment options Find and place students in workplace learning opportunities <p>Portion of General Fund allocated to salary and budget for Coordinator = \$150,000</p> <p>Portion of Federal Perkins grant allocated</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
					and SPED classes	Perkins grant allocated to curriculum and professional development = \$30,000 Continuing responsibility of General Fund supported district and site administrators and teachers of core, CTE and SPED classes	to curriculum and professional development = \$30,000 Continuing responsibility of General Fund supported district and site administrators and teachers of core, CTE and SPED classes
Increase % of 7 th course requests that are granted	Access to Courses	<ul style="list-style-type: none"> Tally and track 7th course requests. Seek additional revenue to support expanded school day for those who wish to take advantage of it. Explore options for math courses beyond Calculus B-C Explore implications of NGSS on course taking requirements in science Explore extra intervention courses that may be necessary to achieve Common Core standards Prioritize additional course needs/offerings should new revenue 	Districtwide		<ul style="list-style-type: none"> Tally and track 7th course requests. Seek additional revenue to support expanded school day for those who wish to take advantage of it. <p>No additional allocation for this purpose unless new revenues become available,</p>	<ul style="list-style-type: none"> Tally and track 7th course requests. Seek additional revenue to support expanded school day for those who wish to take advantage of it. Explore options for math courses beyond Calculus B-C Explore implications of NGSS on course taking requirements in science Explore extra intervention courses that may be necessary to achieve Common Core standards 	<ul style="list-style-type: none"> Tally and track 7th course requests. Seek additional revenue to support expanded school day for those who wish to take advantage of it. Prioritize additional course needs/offerings should new revenue become available <p>No additional allocation for this purpose unless new revenues become available.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
		become available				<ul style="list-style-type: none"> Prioritize additional course needs/offering should new revenue become available <p>No additional allocation for this purpose unless new revenues become available.</p>	
Increase reported levels of student health and well-being: academic engagement and teacher care and support	School Climate Student Engagement	<p>Continue efforts to build student resiliency</p> <p>Examine and consider changes as necessary to classroom and school practices that may contribute to student stress Provide students greater access to mental and reproductive health information and resources</p> <p>Administer Challenge Success Survey to students at all schools annually.</p> <p>Analyze data and use to set goals at the school level</p>	Districtwide		<p>Services provided are generally within the on-going responsibilities of administrators and teachers in General Fund supported positions.</p> <p>As a subset of the General Fund support for instruction the district provides \$1,375,00 for Guidance Counselors and \$794,000 for Student Advocates (licensed therapists)</p> <p>Make Student Health Van available to students twice per month. (Partnership with Santa Clara County)</p>	<p>Services provided are generally within the on-going responsibilities of administrators and teachers in General Fund supported positions.</p> <p>As a subset of the General Fund support for instruction the district provides on-going support for Guidance Counselors and Student Advocates (licensed therapists)</p> <p>Continue to make Student Health Van available to students twice per month. (Partnership with Santa Clara County)</p>	<p>Services provided are generally within the on-going responsibilities of administrators and teachers in General Fund supported positions.</p> <p>As a subset of the General Fund support for instruction the district provides on-going support for Guidance Counselors and Student Advocates (licensed therapists)</p> <p>Continue to make Student Health Van available to students twice per month. (Partnership with Santa Clara County)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
					Cost of administering Challenge Success Survey and analyzing results for 5 schools as a subset of General Fund = \$60,000	Cost of administering Challenge Success Survey and analyzing results for 5 schools as a subset of General Fund = \$60,000	Cost of administering Challenge Success Survey and analyzing results for 5 schools as a subset of General Fund = \$60,000
Maintain Basic services as defined by Williams	Basic Services	Continue to implement deferred maintenance plan Continue to hire and support teachers to avoid mis-assignments Purchase standards aligned instructional materials when high quality ones are available	Districtwide		\$900,000 Deferred Maintenance fund in addition to General Fund allocated to instruction. Within assigned duties of General Fund supported HR staff. Instructional materials purchases as subset of General Fund:= \$2.7 M	\$900,000 Deferred Maintenance fund in addition to General Fund allocated to instruction. Within assigned duties of General Fund supported HR staff. Instructional materials purchases as subset of General Fund:= \$2.7 M	\$900,000 Deferred Maintenance fund in addition to General Fund allocated to instruction. Within assigned duties of General Fund supported HR staff. Instructional materials purchases as subset of General Fund:= \$2.7 M
Lower overall suspension rate while maintaining positive campus climate and monitor to ensure no student sub-group is over-represented among suspended students	School Climate Student Engagement	Provide discipline consequences that minimize the amount of time students are out of class. Provide training for teachers and administrators on alternatives to suspension Provide staff to supervise and support students who	Districtwide		Costs to Institute pyramid of consequences and counseling for drug related offenses as subset of General Fund = \$10,000 Estimated cost of additional supervisory	Costs to maintain and expand pyramid of consequences and counseling for drug related offenses as subset of General Fund = \$10,000 Estimated cost of additional supervisory	Costs to maintain and expand pyramid of consequences and counseling for drug related offenses as subset of General Fund = \$10,000 Estimated cost of additional supervisory

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
		while completing consequences that are alternatives to suspension			staff as subset of General Fund= \$13,000	staff as subset of General Fund = \$13, 000	staff as subset of General Fund= \$13, 000
Maintain or lower student expulsion rate while maintaining safe schools.	School Climate Student Engagement	Train administrators and norm responses to discipline infractions across schools. Gather feedback/data to monitor students sense of safety and positive school climate	Districtwide		Train administrators and norm responses to discipline infractions across schools. Gather feedback/data to monitor students sense of safety and positive school climate No additional allocation for this purpose. Within responsibilities of General Fund positions in office of Associate Supt for Admin. Services	Train administrators and norm responses to discipline infractions across schools. Gather feedback/data to monitor students sense of safety and positive school climate No additional allocation for this purpose. Within responsibilities of General Fund positions in office of Associate Supt for Admin. Services	Train administrators and norm responses to discipline infractions across schools. Gather feedback/data to monitor students sense of safety and positive school climate No additional allocation for this purpose. Within responsibilities of General Fund positions in office of Associate Supt for Admin. Services
Support implementation of the Common Core; Next Generation Science Standards and CTE Model Curriculum Standards	Implementation of CCSS and other new standards	Provide professional development support for new standards Provide professional time for making necessary curricular revisions, and development of common assessments Work with middle schools, parents and teachers to	Districtwide		Hire 3/.8 FTE Resource Teachers to provide and coordinate professional development on Common Core and NGSS Funding: \$250,000 from General Fund/Prop 30 and Common Core One-Time funds Provide teacher time for curriculum development	Continue work of 3/.8 FTE Resource Teachers to provide and coordinate professional development on Common Core and NGSS Funding: \$250,000 from General Fund/Prop 30 funds Provide teacher time for curriculum development	Continue work of 3/.8 FTE Resource Teachers to provide and coordinate professional development on Common Core and NGSS Funding: \$250,000 from General Fund/ Prop 30 funds Provide teacher time for curriculum development

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
		<p>make recommendations about course trajectories and offerings</p> <p>Increase bandwidth, tech support and access to hardware necessary for Smarter Balanced assessments and effective use of instructional technology.</p> <p>Purchase and/or compile instructional materials and resources aligned to new standards.</p>			<p>and revision activities Funding: \$645,000 from General Fund and Common Core one-Time funds.</p> <p>Continue implementation of plans to purchase technology upgrades to support testing and instruction Funding: \$400,000 from Bond Tech Funds, General Fund and Common Core One-Time funds.</p> <p>Increase # of site-based Network Support Specialists so that each school has 2.0 FTE. Funding: \$400,000 General Fund/Prop 30</p> <p>Purchase and/or compile instructional resources aligned to Common Core when high quality resources are available. Funding: \$2.7 M from General Fund and Common Core One-Time</p>	<p>and revision activities Funding: \$645,000 from General Fund/Prop 30</p> <p>Continue implementation of plans to purchase technology upgrades to support testing and instruction Funding: \$400,000 from Bond Tech Funds, General Fund and Common Core.</p> <p>Maintain site-based Network Support Specialists so that each school has 2.0 FTE. Funding: \$400,000 General Fund/Prop 30</p> <p>Purchase and/or compile instructional resources aligned to Common Core when high quality resources are available. Funding: \$ 2.7 M from General Fund. . (also cited in Williams goal above)</p>	<p>and revision activities Funding: \$645,000 from General Fund/Prop/30</p> <p>Continue implementation of plans to purchase technology upgrades to support testing and instruction Funding: \$400,000 from Bond Tech Funds, General Fund.</p> <p>Maintain site-based Network Support Specialists so that each school has 2.0 FTE. Funding: \$400,000 General Fund/Prop 30</p> <p>Purchase and/or compile instructional resources aligned to Common Core when high quality resources are available. Funding: \$2.7 from General Fund. . (also cited in Williams goal above)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
					funds. (also cited in Williams goal above)		
Decrease # of chronically truant students	Student Engagement	Continue to monitor and inform parents and families of attendance issues Work with District Attorney's Truancy abatement program	Districtwide		Continue to monitor and inform parents and families of attendance issues Funding: No additional allocation for this purpose; within on-going responsibilities of site administrators Work with District Attorney's Truancy abatement program = Annual costs \$15,000 as subset of General Fund	Continue to monitor and inform parents and families of attendance issues Funding: No additional allocation for this purpose; within on-going responsibilities of site administrators Work with District Attorney's Truancy abatement program = Annual costs \$15,000 as subset of General Fund	Continue to monitor and inform parents and families of attendance issues Funding: No additional allocation for this purpose; within on-going responsibilities of site administrators Work with District Attorney's Truancy abatement program = Annual costs \$15,000 as subset of General Fund
Decrease number of students who are credit deficient after four years of high school (Maintain or increase graduation rate of 94%)	Student Engagement Student Achievement	Continue to fund credit recovery classes during the school year and in summer school. Offer summer preview classes to help students avoid failing Consider expansion of alternative programs and use of on-line blended learning options for credit recovery	Districtwide		Continue to fund credit recovery classes during the school year and in summer school. Offer summer preview classes to help students avoid failing Consider expansion of alternative programs and use of on-line blended learning options for credit	Continue to fund credit recovery classes during the school year and in summer school. Offer summer preview classes to help students avoid failing Consider expansion of alternative programs and use of on-line blended learning options for credit	Continue to fund credit recovery classes during the school year and in summer school. Offer summer preview classes to help students avoid failing Consider expansion of alternative programs and use of on-line blended learning options for credit

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
					recovery No additional allocation for this purpose. Within the on-going responsibilities of the Coordinator of Academic Interventions and school administrators and staff. As a subset of General Fund, the District spends \$ 960,000 on summer school and credit recovery classes during the school year.	recovery No additional allocation for this purpose. Within the on-going responsibilities of the Coordinator of Academic Interventions and school administrators and staff. As a subset of General Fund, the District spends \$960,000 on summer school and credit recovery classes during the school year.	recovery No additional allocation for this purpose. Within the on-going responsibilities of the Coordinator of Academic Interventions and school administrators and staff. As a subset of General Fund, the District spends \$960,000 on summer school and credit recovery classes during the school year.
Increase parent satisfaction with level of information available about school and district programs.	Parent Engagement	Upgrade district and school websites to be more user friendly Explore use of social media as a communications tool	Districtwide		Upgrade district and school websites to be more user friendly Explore use of social media as a communications tool No additional allocation for this purpose: Within the on-going responsibilities of the General Fund supported Manager of Communications	Upgrade district and school websites to be more user friendly Explore use of social media as a communications tool No additional allocation for this purpose: Within the on-going responsibilities of the General Fund supported Manager of Communications	Upgrade district and school websites to be more user friendly Explore use of social media as a communications tool No additional allocation for this purpose: Within the on-going responsibilities of the General Fund supported Manager of Communications
Increase number of ways parents	Parent Engagement	Implement annual parent satisfaction survey	Districtwide		Investigate different survey options	Implement parent survey; Estimated cost	Implement parent survey; Estimated cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
can give input/feedback to the district and schools		Purchase and implement advanced web-based home-school communications program			Investigate web-based communication tools No additional allocation for this purpose: Within the on-going responsibilities of the General Fund supported Manager of Communications and Associate Superintendent of Administrative Services	as subset of General Fund = \$1,000-\$3,000 Implement advanced web-based home school communications tool. Estimated cost as subset of General Fund \$12,000-\$15,000 Costs associated with planning, administration and analysis are within the responsibilities of the General Fund supported Manager of Communications and Associate Superintendent of Administrative Services	as subset of General Fund = \$1,000-\$3,000 Implement advanced web-based home school communications tool. Estimated cost as subset of General Fund \$12,000-\$15,000 Costs associated with planning, administration and analysis are within the responsibilities of the General Fund supported Manager of Communications and Associate Superintendent of Administrative Services
Increase parent satisfaction with the level of information they get about student progress in individual classes.	Parent Engagement		Districtwide		Gather baseline data about use of School Loop and other ways teachers keep parents informed of student progress	Set goals to increase communications if/where it is not satisfactory	Set goals to increase communications if/where it is not satisfactory
Sustain high quality SPED program while investigating cost control opportunities	Student Achievement Course Offerings	Continue to offer a SPED program that supports students to meet the goals designated in their IEP Conduct a study of Special			Continue to offer a SPED program that supports students to meet the goals designated in their IEP. Funding: \$24,000,000 as a subset	Prioritize recommendations from SPED study Implement findings to control cost increases if	Continue to offer a SPED program that supports students to meet the goals designated in their IEP. Funding: \$24,000,000 as a subset

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2017-18
where possible		<p>Ed Program costs and look for opportunities to control cost increases while maintaining a high quality program that meets legal requirements</p> <p>Implement findings to reduce costs if possible.</p>			<p>of General Fund allocated to instruction Federal and local revenue for SPED = \$8.6M</p> <p>Conduct a study of Special Ed Program costs and look for opportunities to control cost increases while maintaining a high quality program that meets legal requirements</p> <p>Funding: Costs of study as subset of General Fund = \$28,900</p>	<p>possible.</p> <p>Continue to offer a SPED program that supports students to meet the goals designated in their IEP. Funding: \$24,000,000 as a subset of General Fund allocated to instruction (Federal and local revenue for SPED = \$8.6M)</p>	<p>of General Fund allocated to instruction (Federal and local revenue for SPED = \$8.6M)</p>

Section 3-B. Template Specifications:

Identify additional annual actions, and the LEA may include any services that support these actions, **above what is provided for all pupils that will serve low-income, English learner, and/or foster youth** pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Sustain generally high performance while ensuring high levels of learning for EVERY student. Targeted goals for low income students:</p> <p>Increase by 5% annually the portion of low income students who score proficient on CASHEE</p> <p>Increase by 5% annually the portion of low income students who meet A-G requirements</p> <p>Increase by 5% the portion of low</p>	Student Outcomes Student Achievement	<p>FOR STUDENTS FROM LOW-INCOME FAMILIES</p> <p>Continue to provide additional resources to Fremont High including:</p> <ul style="list-style-type: none"> Teachers salaries for reading and academic intervention classes .9 FTE Parent and Community Liaison position Up to 23 additional CTE classes above average # allocated to other schools Teachers salaries and materials for summer bridge classes Bus Passes for students who travel from N. Sunnyvale Additional Student Conduct Liaison position 	Fremont High		<p>Continue to provide additional General Fund resources to Fremont High including:</p> <ul style="list-style-type: none"> Teachers salaries for reading and academic intervention classes (= \$200K) .9 FTE Parent and Community Liaison position (= \$75K) Up to 23 additional CTE classes above average # allocated to other schools (\$460K) Teachers salaries and materials for summer bridge classes (\$12K) Bus Passes for students who travel from N. Sunnyvale (\$200K) Additional Student 	<p>Continue to provide additional General Fund resources to Fremont High including:</p> <ul style="list-style-type: none"> Teachers salaries for reading and academic intervention classes .9 FTE Parent and Community Liaison position Up to 23 additional CTE classes above average # allocated to other schools Teachers salaries and materials for summer bridge classes Bus Passes for students who travel from N. Sunnyvale Additional Student Conduct Liaison position 	<p>Continue to provide additional General Fund resources to Fremont High including:</p> <ul style="list-style-type: none"> Teachers salaries for reading and academic intervention classes .9 FTE Parent and Community Liaison position Up to 23 additional CTE classes above average # allocated to other schools Teachers salaries and materials for summer bridge classes Bus Passes for students who travel from N. Sunnyvale Additional Student Conduct Liaison position

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>income students who enter community college without needing remediation</p> <p>Gather baseline data and then show annual increases in number of low-income students who complete a CTE course pathway.</p> <p>Increase graduation rates; decrease dropout rates and increase enrollment in AP courses for low income students</p> <p>Promote greater involvement of parents and community members in education of low income students</p>		<p>Continue to provide additional resources to Homestead High including:</p> <ul style="list-style-type: none"> Teachers salary for reading and academic intervention classes <p>Provide AVID or AVID-like interventions at all schools</p> <p>Provide lower class sizes in Algebra</p> <p>Provide low income parents the information they need to take an active role in supporting student learning</p>	<p>Homestead High</p> <p>Fremont, Homestead, Cupertino, Lynbrook and Monta Vista High Schools</p> <p>Fremont, Homestead, Cupertino, Lynbrook and Monta Vista High Schools</p>		<p>Conduct Liaison position (\$70K)</p> <p>Continue to provide additional resources to Homestead High including:</p> <ul style="list-style-type: none"> Teachers salary for reading class (\$20K) Add additional algebra intervention classes (\$20K) <p>Provide AVID or AVID-like interventions at all schools (\$300K)</p> <p>Provide lower class sizes in Algebra (\$275K)</p>	<p>Continue to provide additional resources to Homestead High including:</p> <ul style="list-style-type: none"> Teachers salary for reading class (\$20K) Add additional algebra intervention classes (\$20K) <p>Provide AVID or AVID-like interventions at all schools (\$300K)</p> <p>Provide lower class sizes in Algebra (\$275K)</p>	<p>Continue to provide additional resources to Homestead High including:</p> <ul style="list-style-type: none"> Teachers salary for reading class (\$20K) Add additional algebra intervention classes (\$20K) <p>Provide AVID or AVID-like interventions at all schools (\$300K)</p> <p>Provide lower class sizes in Algebra (\$275K)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Sustain generally high performance while ensuring high levels of learning for EVERY student. Targeted goals for English Learners:</p> <p>Increase percentage of Beginning and Early intermediate EL students who move up one level annually on CELDT</p> <p>Review level of access to and effectiveness of additional intervention courses for Long Term English Learners</p> <p>Increase</p> <p>Increase annually percentage of EL's who attain proficiency in ELA-CAHSEE</p>	<p>Student Outcomes</p> <p>Student Achievement</p>	<p>FOR ENGLISH LEARNERS</p> <p>Continue to provide a high quality EL program including:</p> <ul style="list-style-type: none"> • ELD classes at levels 1-3 • Sheltered content course with lower class sizes than similar courses for mainstream students • EL Program Assistants who work with parents and teachers at each school • EL Instructional assistants assigned to support students in content area courses • On-going professional and curriculum development activities for teachers • Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed. • Summer EL academies. 	<p>Actions and services relate to all schools.</p> <p>Level of effort and allocation of resources to various school sites will be commensurate with proportionality and/or demographics of English learner students at each school.</p> <p>Currently, 42.7% % of FUHSD EL students attend Fremont High 22.8% of FUHSD EL students attend Homestead High 17.8% of FUHSD EL students attend Cupertino High 8.6% of FUHSD EL students attend Lynbrook High 7.3% of FUHSD EL students attend Monta Vista High</p>		<p>Draw on General Fund and Federal Title III funds (=\$2,021,000) in order to continue to provide high quality program as detailed in column #3 and carry out Title III plans as follows:</p> <p>Training in Systematic ELD for ELD 1 teachers</p> <p>Create and implement common instructional units for ELD 1 classes throughout the district Evaluate effectiveness of intervention classes for Long Term English Learners; adjust or redesign as necessary</p> <p>Continue professional development in close reading (Inquiry by Design model) and Academic Language production for English teachers, ELD teachers and teachers in other content areas; monitor and support use of new</p>	<p>Draw on General Fund and Federal Title III funds (=\$2,021,000) in order to continue to provide high quality program as detailed in column #3 and carry out Title III plans as follows:</p> <p>Training in Systematic ELD for ELD 1 teachers</p> <p>Create and implement common instructional units for ELD 1 classes throughout the district Evaluate effectiveness of intervention classes for Long Term English Learners; adjust or redesign as necessary</p> <p>Continue professional development in close reading (Inquiry by Design model) and Academic Language production for English teachers, ELD teachers and teachers in other content areas; monitor and support use of new</p>	<p>Draw on General Fund and Federal Title III funds (=\$2,021,000) in order to continue to provide high quality program as detailed in column #3 and carry out Title III plans as follows:</p> <p>Training in Systematic ELD for ELD 1 teachers</p> <p>Create and implement common instructional units for ELD 1 classes throughout the district Evaluate effectiveness of intervention classes for Long Term English Learners; adjust or redesign as necessary</p> <p>Continue professional development in close reading (Inquiry by Design model) and Academic Language production for English teachers, ELD teachers and teachers in other content areas; monitor and support use of new</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Increase annually the percentage of EL's proficiency in Math-CAHSEE</p> <p>Increase graduation rates; decrease dropout rates and increase enrollment in AP courses for English Learners</p> <p>Promote greater involvement of parents and community members in education of English Learners</p>					<p>instructional strategies learned through these opportunities</p> <p>Strategically place incoming 9th grade EL's in Algebra classes and interventions according to diagnosed need.</p> <p>Aggressively recruit parents of English Learners to participate in DLAC, ELAC and other school activities.</p> <p>Provide information (translated) to parents of English Learners in a timely manner.</p> <p>Monitor student progress, A-G completion; truancy patterns; and course taking patterns so that data can be used to support students to meet achievement goals.</p>	<p>instructional strategies learned through these opportunities</p> <p>Strategically place incoming 9th grade EL's in Algebra classes and interventions according to diagnosed need.</p> <p>Aggressively recruit parents of English Learners to participate in DLAC, ELAC and other school activities.</p> <p>Provide information (translated) to parents of English Learners in a timely manner.</p> <p>Monitor student progress, A-G completion; truancy patterns; and course taking patterns so that data can be used to support students to meet achievement goals.</p>	<p>instructional strategies learned through these opportunities</p> <p>Strategically place incoming 9th grade EL's in Algebra classes and interventions according to diagnosed need.</p> <p>Aggressively recruit parents of English Learners to participate in DLAC, ELAC and other school activities.</p> <p>Provide information (translated) to parents of English Learners in a timely manner.</p> <p>Monitor student progress, A-G completion; truancy patterns; and course taking patterns so that data can be used to support students to meet achievement goals.</p>

Section 3C: Template Specifications

Describe the LEA’s increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

As a Basic Aid district, FUHSD will receive no increase in funds as the result of 5CCR 15494. Nor will the \$7.2 million dollars in cuts we have endured annually for each of the last 6 years be restored as the result of the Local Control Funding Formula. FUHSD maintains a budget of approximately \$115 million; 95% of which comes from local property and parcel taxes.

Section 3D: Template Specifications

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). 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). 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.

Under the LCFF, the Supplemental Rate for FUHSD is 20% which calculates to \$3, 253,272. The assumption of the LCFF legislation is that this proportion of district revenue should be directed to targeted populations including English Learners; Low Income students and Foster Youth. As described in previous sections of this document, in addition to the programs and services offered to all students, the District allocates:

- Approximately \$2,021,000 to targeted programs and services for English Learners
- Approximately \$1,520,000 to targeted programs and services for Low Income students and Foster Youth

Despite receiving no additional funds to address the needs of these students, FUHSD maintains an on-going commitment to high levels of learning for all students. Our comprehensive high school program strives to serve all student well, and our targeted programs exceed the Supplemental calculation by \$287,728



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.

FUHSD LCAP -- Appendix A

The following has been written by the Santa Clara County Office of Education (SCCOE) to describe 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, paraeducators, 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 delays: 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 addition 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, Tittle III EL Plan and the LCAP. Data is also posted on the California Department of Education website.