

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fremont Union High School District

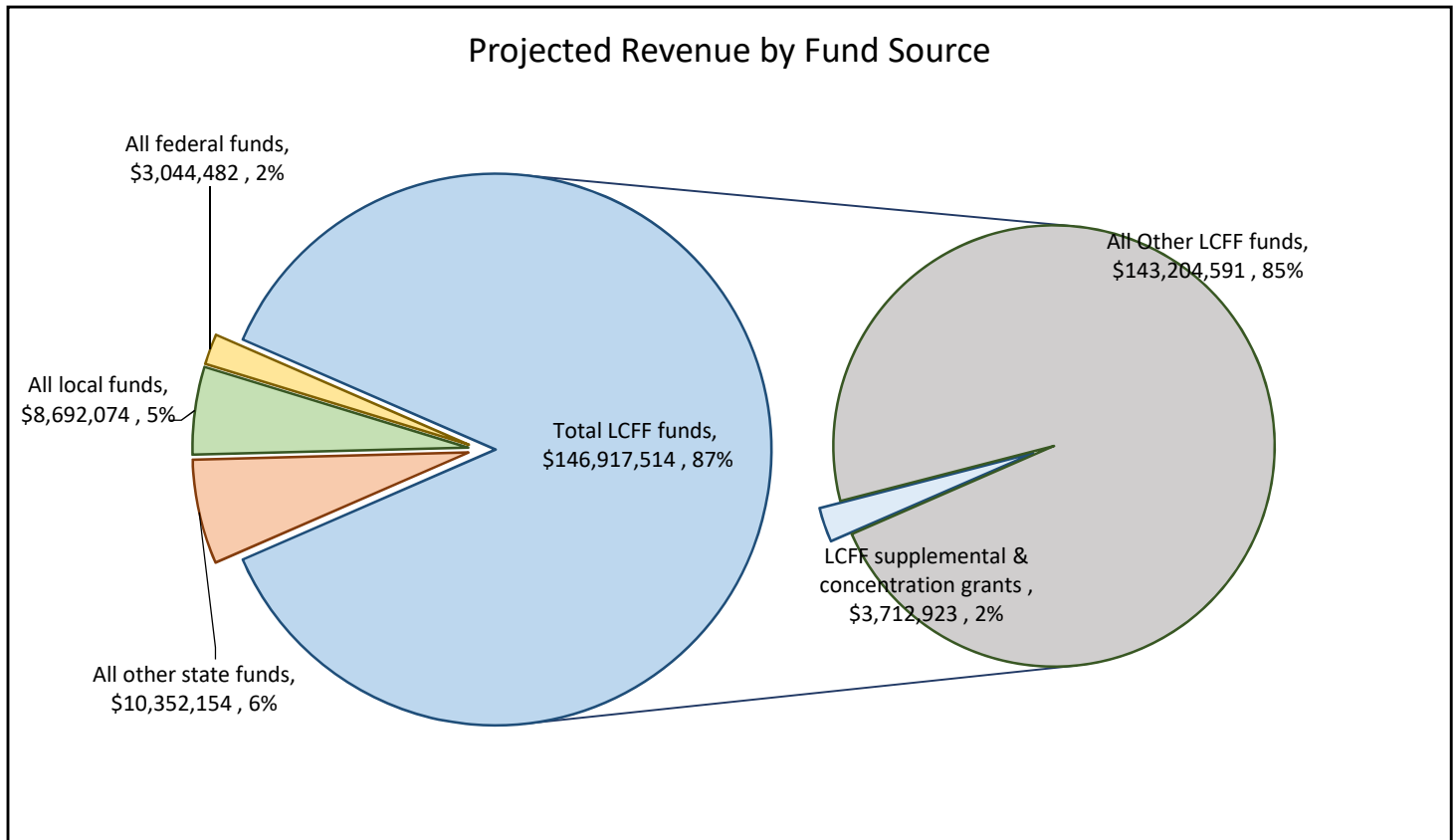
CDS Code: 4369468

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: ngan_le-shanahan@fuhisd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

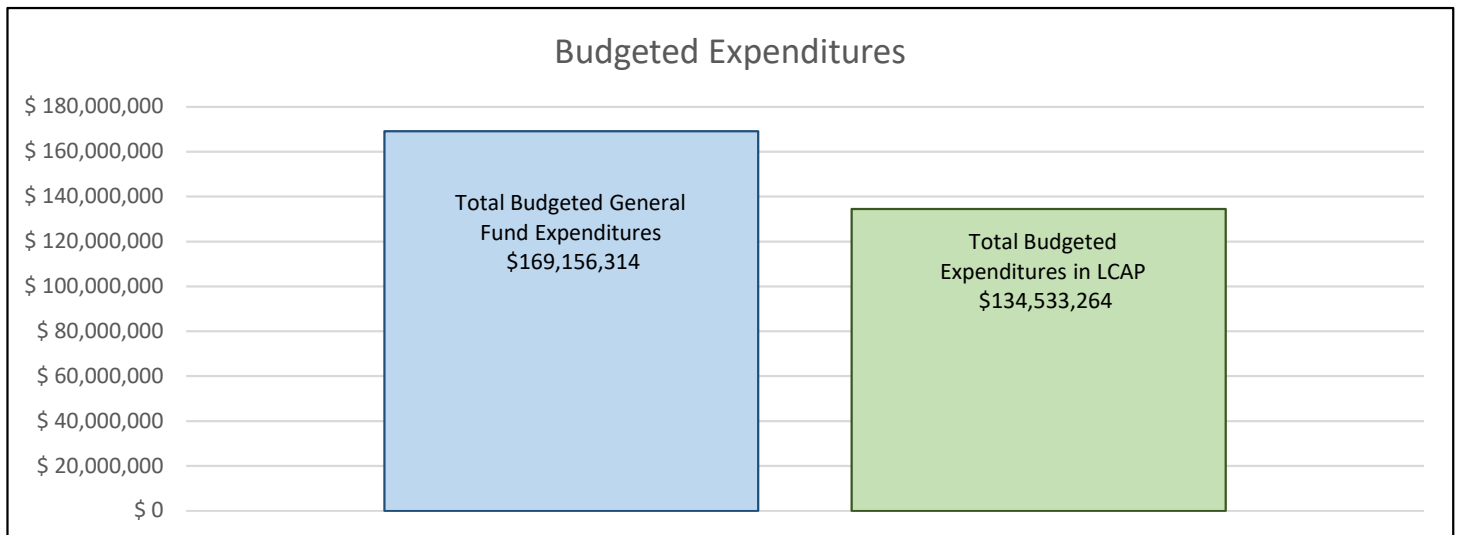


This chart shows the total general purpose revenue Fremont Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Fremont Union High School District is \$169,006,224.06, of which \$146,917,514.00 is Local Control Funding Formula (LCFF), \$10,352,154.00 is other state funds, \$8,692,074.06 is local funds, and \$3,044,482.00 is federal funds. Of the \$146,917,514.00 in LCFF Funds, \$3,712,923.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Fremont Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Fremont Union High School District plans to spend \$169,156,314.42 for the 2019-20 school year. Of that amount, \$134,533,264.00 is tied to actions/services in the LCAP and \$34,623,050.42 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

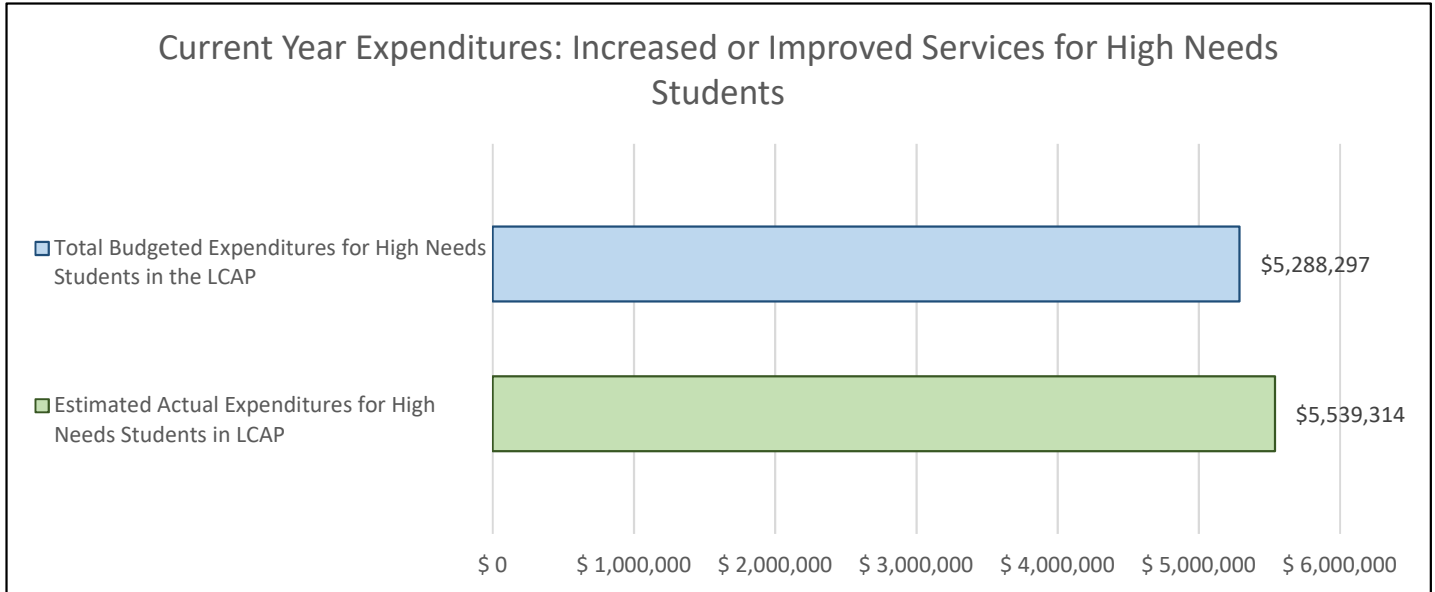
Supplies, contracted services and other operational expenses for sites and departments (\$25,288,280); donations for Scholarships and extra curricular activities (\$445,210); STRS on-Behalf (\$5,860,078); federally funded programs (\$ 3,029,482).

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Fremont Union High School District is projecting it will receive \$3,712,923.00 based on the enrollment of foster youth, English learner, and low-income students. Fremont Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Fremont Union High School District plans to spend \$5,704,988.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Fremont Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fremont Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Fremont Union High School District's LCAP budgeted \$5,288,297.00 for planned actions to increase or improve services for high needs students. Fremont Union High School District estimates that it will actually spend \$5,539,314.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Fremont Union High School District	Trudy Gross, Assistant Superintendent	trudy_gross@fuhisd.org ; 408-522-2203

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Fremont Union High School District maintains five comprehensive high schools, a Community Day School and numerous programs to serve targeted student populations. In 2018-19 we enrolled:

11,022 Total students

805 English Learners (7.30%): 377 are Long-term English Learners (LTELs) (English Learners for six or more years)

1,634 Socioeconomically Disadvantaged Students (14.82% on Free or Reduced Lunch or parents without a high school diploma) *Increase resulted from change of CALPADS directly certifying free/reduced meals due to Medicaid qualifications

4 Foster Youth (0.04%)

15 Homeless Youth (0.14%)

1,053 Special Education Students (9.2%)

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

Hispanic	1,623 (14.5%)
Am Indian/Alaskan Native	10 (0.09%)
Asian	6,583 (59.09%)
Nat Hwn/Other Pac Islander	23 (0.21%)
Filipino	282 (2.535%)
Black/African Am	92 (0.83%)
White	1,943 (17.44%)
Two or more races	584 (5.24%)

Within the FUHSD there are a total of 98 different languages spoken by students and families.

FUHSD Funding under the Local Control Funding Formula

Under 5CCR 15494, most California school districts will be allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Socioeconomically Disadvantaged and Foster Youth) they serve. As a Community Funded district, FUHSD's primary revenues are determined, not by the LCFF, but primarily by local Property and Parcel taxes. FUHSD maintains a budget of approximately \$169 million; 89% of which is derived from these local sources.

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

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

- Local Parcel Tax
- Mandated Costs Reimbursements

- Guaranteed State Aid
- Lottery Funds
- Prop 30/55 Funds
- State/Federal Funds targeted to Special Education

Other “Actions and Services” will be budgeted from:

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

The Program Provided to All FUHSD Students

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

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

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

- 45 courses that address basic graduation requirements (English, Math, Science, Social Studies and PE)
- 4 World Language courses of study (5 levels of each of 4 languages)
- 30 courses in the visual and performing arts
- 22 Advanced Placement courses (total of 280 sections)
- 28 Career Technical Education courses representing 9 different industry sectors
- 6 electives specifically designed for students who need extra support but are not in Special Education or English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read180), and Gateway/Excel.

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

- Classes are generally staffed on a 32.5 to 1 student-teacher ratio; except in 9th grade English and Algebra where they are kept lower in order to help students make a smooth transition to high school on a 23 to 1 student-teacher ratio
- 505-619 students to 1 Guidance Counselor
- 1,000 students to 1 library staff
- 1,500 students to 1 tech support staff
- 400 students to 1 administrator
- All school site administrators provide guidance and support services directly to students. In addition, each campus has at least 1 licensed therapist, a psychologist that serves both general education and special education students, and a College and Career Center Specialist

In addition we offer a high quality Special Education program that supports students in meeting the goals designated in their Individualized Educational Plan(s). FUHSD's total SPED budget is approximately \$32.15 M. Federal and State revenue for Special Education totals \$6.06 million. Twenty-five (25) additional FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education.

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

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

Each school is supported by a:

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

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

- Maintain an induction and professional development program designed to support continuous instructional improvement
- Provide on-going curriculum and professional development resources to support implementation of the Common Core, NGSS and other new state standards
- Provide every teacher approximately 120 minutes a week to meet with colleagues, develop curriculum and monitor student progress.

Additional Programs and Services to Targeted Student Groups

English Learners

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

General Fund resources are used to provide:

- ELD classes at levels 1- 3 (for students at ELPAC levels 1-4)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for Newcomers and Long Term English Learners)
- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Summer EL Academies
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL's

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

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

Students who are Socio-Economically Disadvantaged and Foster Youth

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

Additional resources to students who are Socio-Economically Disadvantaged and Foster Youth at Fremont High include:

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

Additional resources to students who are Socio-Economically Disadvantaged and Foster Youth at Homestead High including:

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

Targeted support and interventions for students who are Socio-Economically Disadvantaged and Foster Youth at all schools include:

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

LCAP Highlights

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

Highlights for Cupertino, Fremont, Lynbrook and Monta Vista High Schools follow the FUHSD school plan mid-year updates to their annual plan as presented to the Board of Trustees over the course of 2nd semester. Homestead had their six year accreditation visit in March, having spent the last year reviewing and reflecting on the four goals. Their highlights feature what the WASC Visiting Committee verified along with some other activities.

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

Cupertino High School

Areas Of Focus And Success:

Full Implementation: Continue to have the Equity Task Force coordinate our efforts in achieving equitable and excellent results in student achievement.

Full Implementation and Sustainability: Continue to revise and refine the process that checks student success every three weeks and assigns students to appropriate interventions. Strengthen wellness and attendance components.

Featured Activities:

Exploration and Research: Revitalize the Latino Parent Group by assigning an admin and hiring a teacher coordinator to work collaboratively with families to support our students in this demographic.

Initial Implementation: Train all teachers in strategies for creating a culture where all students feel comfortable making mistakes, learning from them, and asking for assistance.

Fremont High School

Areas Of Focus And Success:

Full Implementation: EIA funds are being used to release a staff member to oversee the GOALS program. Through this release, the coordinator works to collect data that teachers can use to better support student development of English skills along with content area knowledge.

Featured Activities:

Exploration and Research: With the new bell schedule, we have created time during Friday collaboration for special groups (AVID, Academic Foundations, ELD, Equity Task Force) to meet. Previously, we didn't have time for these groups to meet within the day so we used this structure this year in the hopes of better supporting their work. This has given groups, including large staff groups, more times to meet. However, the shortened time for each meeting has presented some challenges.

Initial Implementation: The EL Academic Foundations class has been redesigned and is now called Identities in Society Today. It is a rigorous, standards-based course that provides beginning EL students additional opportunities to learn English beyond the current ELD options and provides

beginning EL students acceleration rather than remediation Identities in Society Today uses both the CA Dept of Education ELD standards as well as Social Justice Standards from Teaching Tolerance. It sets a high expectation for English Learners with a standards- based curriculum while also allowing for access to the curriculum through explicit instruction and scaffolding of the four language domains.

Homestead High School

*In Goal #1, HHS has focused primarily on our Professional Learning Communities with training, admin support, and scheduling. We have also been focusing on Equity by continuing our student conversations, staff training on race and improving group work. **Areas of Strength** include:*

- Teachers campus-wide meet regularly in Professional Learning Communities to plan, edit, and revise curriculum guides, and common assessments
- Homestead staff frequently engage in professional development and learning opportunities based on current educational research
- Students generally have clear expectations of performance levels they must achieve to demonstrate mastery, through the use of shared rubrics among course-alike teams
- Collaboration has increased common assessment alignment
- Some course-alike teams (CAT's) are developing retake and revision opportunities for students to demonstrate understanding of essential content

Lynbrook High School

Areas Of Focus And Success:

Full Implementation: Data analysis at Department Lead meetings on grading/DFI reports at the end of each grading period.

Full Implementation and Sustainability: Guidance counselors continue to meet with students who earn DFIs at each grading period.

Featured Activities:

Exploration and Research: Two Assistant Principals will create a team of staff members to look at data and school practices through an equity lens. They will share their findings with the staff.

Initial Implementation: APs and GCs will meet every grading period to discuss students on D&F list and review and discuss interventions.

Monta Vista High School

Areas Of Focus And Success:

Full Implementation: Teachers implement interventions for students with a D and/or F in a timely, specific, and direct manner, including but not limited to talking directly with the student, contacting home, and logging information into our School Loop Intervention tab for communication purposes.

Full Implementation and Sustainability: Guidance counselors and administrators hold individual conferences with struggling students with a D and/or F.

Featured Activities:

Exploration and Research: Explore strategies to share with staff the link between PLC and RTI, both initial sharing and ongoing throughout the school year.

Initial Implementation: Certificated staff participation in Welcome Back to the 2018-2019 School Year professional development session on Response to Intervention (RTI), including building a common language, explicit link between PLC and RTI, Departmental and PLC Team conversation about RTI.

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

Cupertino High School***Areas Of Focus And Success:***

Full Implementation: Each course-alike team will set an Equity Goal and a SMART goal to help guide their collaborative work.

Full Implementation and Sustainability: Teams have developed and are implementing/modifying policies regarding revision and redemption in each team. These policies differ from team to team, but every team is expected to implement practices that allow students to demonstrate knowledge after a summative assessment and have that count toward the grade.

Featured Activities:

Exploration and Research: Develop a guidance plan for encouraging students to choose a focus for electives (AVID? Career pathway? The arts? Advanced science and math?).

Initial Implementation: Teach 2nd course in Engineering for 2018-19.

Fremont High School

Areas Of Focus And Success:

Full Implementation: The focus of the work of the FHS Staff Leadership Team this year has been on investigating Fremont values, through the lenses of trauma informed care and implicit bias. This work, centered in supporting students, was impacted by the presentation from Dr. Muhammad when he visited in September.

Full Implementation and Sustainability: The school continues to send staff to Solution Tree conferences to build the number of staff who have received in-depth training on the value of the PLC processes. We sent a team of 10 staff members in September 2018 and will send 6 more in June 2019.

Featured Activities:

Exploration and Research: In September, Solution Tree presenter, Anthony Muhammad presented to FHS. His focus on equity and on creating a healthy school culture was at the forefront of many department and PLC plans.

Initial Implementation: Last year we began the Guiding Coalition for Learning (GCL). This group was comprised of PLC leads, department leads and all members of the admin team. The focus of this group is to provide resources and support to leads to help them effectively guide the work of their teams. Based on feedback from the first year of implementation, this year each admin liaison meets monthly with the PLC's in the departments they oversee to provide support and guidance. The school-wide GCL meets three times a year to share challenges and successes.

Homestead High School

*We have committed to improving our skills and strategies so that students receive our best efforts from the start. When students don't learn it the first time, we provide more focused interventions (Academic Foundations, Guidance Tutorial). **Areas of Strength** include:*

- Schoolwide, curriculum in core subjects is aligned with CCSS and with Next Generation Science Standards (NGSS) in Science
- Students frequently interact with technology inside and outside the classroom to further their learning

Lynbrook High School***Areas Of Focus And Success:***

Full Implementation: Teachers in the Science department will continue NGSS implementation.

Full Implementation and Sustainability: PTSA and the College and Career Center collaborate to provide students with Job Shadow Day.

Featured Activities:

Exploration and Research: ASB leadership will explore messaging strategies to promote awareness of 4C's. The goal will be to help students see recognize all they ways they are learning collaboration, communication, character, and critical/ creative thinking skills –both in classes and with extra-curricular participation.

Initial Implementation: Collaboration goal (4C's)-Giving our PLCs some guidelines to help provide framework for a guaranteed and viable curriculum.

Monta Vista High School

Areas Of Focus And Success

Full Implementation: Primary PLC Teams will meet to establish team norms, develop essential learnings, develop common formative assessments, analyze student work, and intervene for students that have not mastered essential learnings. Each team will work through at least 2 complete cycles of the FUHSD five guiding questions each semester.

Full Implementation and Sustainability: Staff collectively committed to work in PLC Teams to collectively provide high quality instruction and support to all students with a guaranteed and viable curriculum. The work of the teams is rooted in our FUHSD five guiding questions.

Featured Activities:

Exploration and Research: Explore PLC team self-assessment tools for Primary and Secondary PLC Teams.

Initial Implementation: Primary PLC Teams will meet every Monday morning (30 over the course of the school year) engaged in completing cycles of the FUHSD five guiding questions, with a focus on intervening for students now (RTI).

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

Cupertino High School

Areas Of Focus And Success:

Full Implementation: Implement a series of advisory sessions during “third tutorial” that focus on anti-bias and planning.

Full Implementation and Sustainability: Use student-provided data to develop the Time Management and Homework guides for course selection.

Featured Activities:

Initial Implementation: Use the Equity and Excellence Framework to set and work toward equity goals in all of our teams. Answer questions such as “Do we need to re-examine our curriculum through a lens of anti-bias and equity?”

Fremont High School

Areas Of Focus And Success:

Full Implementation: ASB continues to work on the inclusiveness of the campus culture (e.g. Welcome Wagon on 1st day, chalking the campus w/ welcoming messages). This year the back to school dance was changed to the Welcome Back Firefest to try to make it more inclusive and inviting for all students. We also tackled hate messages on campus with positive messages. Staff also started using the “You have a place at Fremont” posters this year.

Full Implementation and Sustainability: The school climate office also communicated with parents about vapes and vaping. The Deans also did a quick training about vapes with staff to help teachers recognize those devices should students be using them in the classrooms or on campus.

Featured Activities:

Exploration and Research: Initial PBIS and restorative justice training has begun in the climate office with the intent to bring both practices to FHS in the future. We have staff on campus who are interested in participating and who have attended SCCOE trainings throughout the school year.

Initial Implementation: This year we went away from Common Ground for our incoming 9th graders and instead implemented LINK crew training. To support our incoming 9th graders, LINK staff trained 10th, 11th, and 12th graders to coach incoming 9th graders on navigating FHS. Approximately 420 9th graders attended the initial implementation of LINK crew activities. One social follow up and two academic follow up lessons were also planned and delivered to freshmen.

Homestead High School

*We strive to make sure each student feels safe and connected through our efforts to reduce suspensions and instead create stronger relationships. We have engaged in strategies to find, support and improve campus climate for all. **Areas of strength** include:*

- There is a student-centered culture on campus that provides a safe environment for learning
- Homestead has additional support staff (Student Advocates, Equity, intervention, etc) to support students and focus on socioemotional health of students
- A wide variety of co-curricular and extra-curricular opportunities are well attended and supported by students and families

Lynbrook High School

Areas Of Focus And Success:

Full Implementation: Positive Coaching Alliance training for all coaches and captains. This program teaches the importance of teamwork, character and curbs bullying.

Full Implementation and Sustainability: Challenge Success student team continues to plan and promote the Stress Less week before final exams.

Featured Activities:

Exploration and Research: Explore ways to train teachers to implement mindfulness strategies. Mental Health PLC work focuses on ways to implement the teaching of mindfulness techniques.

Initial Implementation: The Assistant Principal and Athletic Director AD will convene a Captain's Council to build community and foster positive leadership.

Monta Vista High School

Areas Of Focus And Success

Full Implementation: At every opportunity, including staff meetings, continue to share both our student and teacher voice on how to best build and maintain positive relationships with our students.

Full Implementation and Sustainability: Staff collectively committed to no homework over extended breaks in November, December, February, and April.

Featured Activities:

Exploration and Research: Research MVHS student experiences in regards to teachers and other school staff showing they care about students as both learners and as human beings.

Initial Implementation: Create a staff task force or FLEX Team to research connectedness strategies that work, share strategies, and implement in the classrooms.

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

Cupertino High School

Areas Of Focus And Success:

Full Implementation: Host a "viewing of the curriculum" for the Comprehensive Sexual Health Education unit in Biology. 50 parents attended in January.

Full Implementation and Sustainability: Host New Parent Orientation prior to school starting.

Featured Activities:

Exploration and Research: Reinvigorate the Latino Parent Group

Initial Implementation: Revise the format of the 10th Grade Guidance Nights to include a general session and then four smaller sessions on Career info, Rigor of 11th grade, College Process, and Student Wellness.

Fremont High School

Areas Of Focus And Success:

Full Implementation: FHS continues to make efforts to get more parents signed up for School Loop and Infinite Campus. The new website allows for the dissemination of FHS news to be more streamlined as well as a cleaner and more organized format. After feedback from parents and SSC, our LMT has begun sending out a bi-weekly news update to parents.

Full Implementation and Sustainability: School Site Council has continued to work on ways that parents, students and staff can work together to help get the word out about all of the good things that FHS has been doing. This has recently changed from using sub-committees to now trying to provide informational topics that will inform SSC members and give them opportunities to provide feedback to help us with future presentations to others.

Featured Activities:

Initial Implementation: The Equity Task Force planned and implemented a January Family Fun Night at Columbia Middle School. Many staff students were involved in introducing Fremont life to the North Sunnyvale Community.

Homestead High School

*Knowing that schools with strong parent participation and input are more likely to show increased levels of achievement, We are developing true opportunities for stakeholders to voice their opinions in regard to student achievement. **Areas of Strength include:***

- Homestead has developed several modes of communication to keep students, parents, and the community information of school activities
- The school is working to increase communication and participation of Hispanic/Latino families in the school's community

Lynbrook High School

Areas Of Focus And Success:

Full Implementation: Use Eventbrite to promote events.

Full Implementation and Sustainability: Principal's Coffee events- September, October, January, February, March

Featured Activities:

Exploration and Research: Explore follow up survey for parent input on student experiences with their classes.

Initial Implementation: Online store is now available to purchase ASB cards, Epic subscriptions, etc.

Monta Vista High School

Areas Of Focus And Success

Full Implementation: *MV Expectations* student presentations connected to MV school goals.

Full Implementation and Sustainability: English Learner Advisory Committee (ELAC) as an opportunity for parents to participate in advising the school on our EL program.

Featured Activities:

Exploration and Research: Explore working with PTSA for night events similar to the parent-principal coffee events that already occur during the day to provide options and access to all parents.

Initial Implementation: *Principal's Message* written on a continuous basis to include information about school goals. August message included the idea that staff, as they returned, would be engaging in conversations about how to build and maintain positive relationships with students.

Review of Performance

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

Greatest Progress

The FUHSD is very proud of our graduation rate: 95.2% for all students, an increase of 0.4%. While a gap persists for English Learners (81.4%, increase of 1.9%), Students who are Socioeconomically Disadvantaged (85.7%, increase of 1.8%), Students with Disabilities (76.2%, maintained progress with an increase of 0.3%), they are graduating at a rate of 75% or higher and each group has seen an increase.

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

Greatest Needs

The Four-Year Adjusted Cohort Graduation Rate (ACGR) of student groups including Students who are Homeless (58.8%, decrease of 19.7%), Students who are African American (92%, decrease of 4%) and students who are Hispanic (89.7%, slight decrease of 0.4%) is a source of detailed review of student data, programs, and interventions to address the needs of students in these groups.

The FUHSD participated in Differentiated Assistance (DA) and Performance Indicator Review (PIR) with a team from the Santa Clara County Office of Education: DA March 8, DA/PIR March 28, and DA April 4. District and site administrators and staff formed the nine member team.

The FUHSD was identified for Differentiated Assistance due to Students who are Homeless being red on the CA School Dashboard for both College/Career Indicator and Graduation Rate. The team reviewed data for the 16 students from the 2017-18 school year and found that they were also Students with Disabilities and English Language Learners.

The FUHSD was identified for Performance Indicator Review in the following areas:

Participation on CAASPP ELA and Math 2017 and 2018

- ELA 84% to 89%
- Math 85% to 88%

Performance on CAASPP ELA and Math: 2017 and 2018

- ELA 38% to 22%
- Math 17% to 16%

Participation in the Least Restrictive Environment 2017 and 2018

- 80% or more of their day in general education: 28% to 32%
- 40% or less of their day in general education: 32% to 26%
- Separate schools: 4.5% to 4.9%

Discipline: 2018 8.1%

During the DA and PIR processes the FUHSD team, with guidance from the SCCOE District Support team and SELPA Director, determined that a root cause analysis would be conducted in the following areas:

- Students with Disabilities are suspended 5.6 times more than students without IEPs (8.4% vs. 1.5%). The resulting Aim Statement was: by June 2020, the number of students with IEPs who are suspended will be reduced to 5%. (From 8.4%; by 20 students). (DA)
- Students with Disabilities enrolled in Specialized Academic Instruction courses were more likely to not meet standard (level 1 or 2) on CAASPP English and Math. (PIR)

For actions and services that are related to the PIR and root cause analysis see the following Goals and Actions.

- PIR Indicator 5a-c LRE see 2018-19 Update for Goal 1 Action 4. For 2019-20 moving to Goal 2 Action 11, content unchanged from 2018-19. The DA/PIR team discussed that access is about high standards for learning. The root cause analysis showed that higher performance was connected to students participating within general education content classes.
- PIR Indicator 5a-c LRE new for 2019-20 added Goal 2 Action 12. The root cause analysis reinforced the importance of reviewing the continuum of support for each student.
- PIR Indicator 3b CAASPP Participation new for 2019-20 see Goal 1 Action 4.
- PIR Indicator 3c CAASPP Performance new for 2019-20 see Goal 1 Action 5. This action is part of addressing CAASPP performance to ensure that all students are attaining a high level of learning in their courses. The DA/PIR process showed that students in general education classes were more likely to be meet or exceed standard.
- PIR Indicator 4a Discipline see Goal 3 Action 3 which has been modified for 2019-20 based on the DA/PIR process.

Fremont High School was identified for Additional Targeted Support and Improvement (ATSI) based on performance in the lowest 5% as detailed on the CA School Dashboard for students with disabilities in the following areas:

- English Language Arts and Mathematics were orange in 2018.
- College/Career Indicator was red in 2018.
- The suspension rate has been red in both 2017 and 2018.

On May 22, 2019 the FHS Principal, an FHS Assistant Principal and the FUHSD Director of Educational and Special Services presented to the School Site Council (SSC) background information on improvement science and the DA and PIR processes as they relate to ATSI, and provided information about the strategy to target the identified areas for students with disabilities. This School Plan for Student Achievement (SPSA) was reviewed with the SCC, will be presented to the Board of Trustees for approval on June 4, and will serve as an addendum to the annual plan. The identified areas are in alignment with the Goals and Actions outlined above.

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

Performance Gaps

The DA/PIR processes outlined above have been established to address performance gaps for Student who are Homeless and Students with Disabilities. In addition, the District continues to acknowledge that there are performance gaps that are not represented in the Dashboard; these areas continue to be addressed in Goals 1 and 3.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.	Students meeting A-G requirements (Class of 2018): Afr Am/Black 26.1% Asian 93.0% Filipino 64.3% Hispanic/Latino 43.1% White 75.4% Two or more races 84.5% English Learners 43.1% Socioecon Disadv 54.6% Students w/Disabilities 24.2% Homeless Youth 20.0% All Students 81.4%
By student group, increase to 100% the number of students who meet or exceeded standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).	Students meeting or exceeding standards on CAASPP 2018 (ELA/Math): Afr Am/Black ELA 40.00% / Math 20.83% Asian ELA 90.92% / Math 92.26%

	<p>Filipino ELA 64.52% / Math 51.57%</p> <p>Hispanic/Latino ELA 41.78% / Math 25.06%</p> <p>White ELA 83.30% / Math 69.97%</p> <p>Two or more races ELA 90.37% / Math 81.48%</p> <p>English Learners ELA 18.18% / Math 26.04%</p> <p>Socioecon Disadv ELA 47.23% / Math 37.39%</p> <p>Students w/Disabilities ELA 21.59% / Math 16.04%</p> <p>All Students ELA 80.35% / Math 75.55%</p>
By student group, increase to 100% the number of students deemed “ready for college” (level 4) as measured on CAASPP (Early Assessment Program (EAP)).	<p>Students deemed “ready for college” (level 4) as measured on CAASPP (EAP) 2018 (ELA/Math):</p> <p>Afr Am/Black ELA 12.00% / Math 12.50%</p> <p>Asian ELA 71.48% / Math 76.12%</p> <p>Filipino ELA 32.26% / Math 28.13%</p> <p>Hispanic/Latino ELA 16.45% / Math 7.75%</p> <p>White ELA 54.18% / Math 45.86%</p> <p>Two or more races ELA 54.35% / Math 49.64%</p> <p>English Learners ELA 1.82% / Math 13.02%</p> <p>Socioecon Disadv ELA 22.92% / Math 19.27%</p> <p>Students w/Disabilities ELA 7.51% / Math 8.02%</p> <p>All Students ELA 57.70% / Math 57.31%</p>
By student group, increase to 100% the number of students who graduate.	<p>Students graduating with a High School diploma (Class of 2018):</p> <p>Afr Am/Black 92.0%</p> <p>Asian 98.3%</p> <p>Filipino 97.2%</p> <p>Hispanic/Latino 82.4%</p> <p>White 95.9%</p> <p>Two or more races 94.9%</p> <p>English Learners 81.4%</p> <p>Socioecon Disadv 85.7%</p> <p>Students w/Disabilities 76.2%</p> <p>Homeless Youth 58.8%</p> <p>All Students 95.2%</p>

Increase to 100% the portion of English Learners in the US for more than one year who score proficient on the English Language Proficiency Assessments for California (ELPAC). (This metric has been updated from 18-19 in order to align with the way ELPAC results are reported).	EL in US < 1 year: 38 (42.22%) EL in US > 1 year: 266 (43.82%) All EL: 304 (43.62%)
Increase English Learner reclassification rate to 100%.	EL students reclassified in 2018-19: 114 (13.2%)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Sustain a high quality comprehensive high school program. <ul style="list-style-type: none"> Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. Seek additional resources to support staff and expand program/services when possible. 	High quality comprehensive programs have been sustained as described in the "Introduction" including: <ul style="list-style-type: none"> The Board of Trustees has repeatedly prioritized employee compensation. During the 2018-19 school year staff received a compensation increase. Additional resources to support staff and expansion of programs/services have been provided: continued compensation of team leads to guide the work of collaborative teams; following a successful pilot during the 2017-18 school year of an Athletic Director model that includes increasing student leadership and coaching of coaches the model is now in place at all 5 campuses (see Goal 3, Action 8). 	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff additional responsibilities for existing staff. \$133,086,129 - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (6500, 8150) - State Revenue (6000-7689) - Lottery Unrestricted (Fund 020) - Parcel Tax (Fund 040)	No new revenue. All actions/services require redirection of funds or additional responsibilities for existing staff additional responsibilities for existing staff. \$138,348,664 - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (6500, 8150) - State Revenue (6000-7689) - Lottery Unrestricted (Fund 020) - Parcel Tax (Fund 040)

		<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1XXX-3XXX), Mg (0000, 0005, 0013, 0022, 0071, 0078) \$92,659,016 - Fd (010-080), Res (6500, 8150), Obj (1000-7300) \$31,481,913 - Fund 040, Obj (1XXX-5XXX) \$5,011,741 - Fund 020, Obj (1XXX-4XXX) \$1,559,232 - Fund (000-080), Res (6387, 6512, 6520), Obj (1XXX-3XXX) \$2,374,227 	<ul style="list-style-type: none"> - Fd (010-080), Res (0000-1999), Obj (1XXX-3XXX), Mg (0000, 0005, 0013, 0022, 0071, 0078) \$92,127,052 - Fd (010-080), Res (6500, 8150), Obj (1000-7300) \$32,947,799 - Fund 040, Obj (1XXX-5XXX) \$5,174,103 - Fund 020, Obj (1XXX-4XXX) \$1,630,514 - Fund (000-080), Res (6387, 6512, 6520), Obj (1XXX-3XXX) \$2,469,196
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to low-income students and Foster Youth.</p> <ul style="list-style-type: none"> Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions 	<p>Sustained a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to low-income students and Foster Youth</u>. Services to all students and to low-income and Foster Youth are detailed in the "Introduction" of this document.</p>	<p>\$1,932,944</p> <ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA 	<p>\$2,023,662</p> <ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA

<p>targeted at course passage and a-g completion.</p>	<p>At FHS 787 of 2123 students (37%) are identified as socio-economically disadvantaged. Of those students approximately 45% participate in one or more of the following intervention programs: AVID, Academic Foundations, Algebra Workshop, Read 180, newcomer ELL, long term ELL (GOALS). Approximately 20% are supported through special education and 35% are supported through the general program.</p> <p>At HHS 403 of 2452 students (16%) are identified as socio-economically disadvantaged. Of those students approximately 30% are currently enrolled in one or more of the following intervention programs: AVID, Academic Foundations, Read 180, ELD or sheltered classes. Approximately 20% are supported through special education and 50% are supported through the general program.</p>	<p>(0000)</p> <p>- Local Revenue Source (9040)</p> <p>LCFF Base:</p> <p>010-0000-23XX: \$3,856 010-0000-3XXX: \$964 010-0000-24XX: \$2,104 010-0000-3XXX: \$631 010-0000-29XX: \$148,821 010-0000-3XXX: \$44,646 010-0000-4310: \$2,595</p> <p>LCFF Supplemental Grant:</p> <p>000-0000-11XX: \$701,972 000-0000-3XXX: \$245,690 010-0000-12XX: \$57,138 010-0000-3XXX: \$19,998 010-0000-4310: \$4,646</p> <p>Local Revenue Source (9211)</p> <p>060-9211-11XX: \$141,631 060-9211-3XXX: \$49,571</p> <p>LCFF Base - GSA:</p> <p>010-0000-11XX: \$208,415 010-0000-3XXX: \$72,945</p> <p>Local Revenue Source</p>	<p>(0000)</p> <p>- Local Revenue Source (9040) *no longer used due to personnel change</p> <p>LCFF Base:</p> <p>010-0000-23XX: \$4,052 010-0000-3XXX: \$1,024 010-0000-24XX: \$2,236 010-0000-3XXX: \$662 010-0000-29XX: \$155,218 010-0000-3XXX: \$47,075 010-0000-4310: \$2,815</p> <p>LCFF Supplemental Grant:</p> <p>000-0000-11XX: \$731,454 000-0000-3XXX: \$258,220 010-0000-12XX: \$59,777 010-0000-3XXX: \$21,207 010-0000-4310: \$4,960</p> <p>Local Revenue Source (9211)</p> <p>060-9211-11XX: \$148,102 060-9211-3XXX: \$51,617</p> <p>LCFF Base - GSA:</p> <p>010-0000-11XX: \$217,376 010-0000-3XXX: \$76,738</p> <p>LCFF Base (replaced Local</p>
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		(9040): 060-9040-13XX: \$168,386 060-9040-3XXX: \$58,935	Revenue Source 9040): 010-0000-13XX: \$179,808 010-0000--3XXX: \$61,321
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each school. During the 2018-19 school year, in addition as described in the Title III plan,</p> <ul style="list-style-type: none"> Professional development for Integrated ELD teachers in Math, Science, ELA and Social Studies across the district will be facilitated by a District administrator and a Curriculum Lead. At the beginning of year, teachers will convene in a roundtable meeting to (1) explore what Integrated ELD is and isn't, (2) convert a mainstream lesson plan into an Integrated ELD version, (3) ask and answer questions about challenges and dilemmas in Integrated ELD, (4) determine ways in which Curriculum Leads can provide additional professional support throughout the year (modified). Each school site designs a plan for Designated and Integrated English 	<p><u>Professional development for Integrated ELD teachers in Math, Science, ELA and Social Studies.</u> On October 22, 2018, nearly 40 teachers of English Learners attended a professional development event to explore "What Sheltered Instruction Entails." The day was divided into four main segments.</p> <ol style="list-style-type: none"> In the first segment, teachers drew upon their professional experience, considered how instruction for EL's is more than "just good teaching," and read a research-based article to increase their understanding of attributes and non-attributes of "sheltered instruction." Then, participants reflected on the balance of the four language domains (i.e., listening, speaking, reading, and writing) in their instruction. Participants had an opportunity to consider whether tasks their students are asked to complete are within their zone of proximal development (ZPD). For listening and reading tasks (i.e., input) that are not within students' ZPD, a teacher could decide not to use 	<p>\$3,355,353</p> <ul style="list-style-type: none"> LCFF Base - 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant – 0791 <p>LCFF Base: 010-0000-23XX: \$3,855 010-0000-3XXX: \$964 010-0000-24XX: \$2,104 010-0000-3XXX: \$631</p> <p>LCFF Supplemental Grant (0000): 010-0000-11XX: \$1,277,895 010-0000-3XXX: \$447,263</p> <p>LCFF Supplemental Grant (0791):</p>	<p>\$3,515,652</p> <ul style="list-style-type: none"> LCFF Base - 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant – 0791 <p>LCFF Base: 010-0000-23XX: \$4,052 010-0000-3XXX: \$1,024 010-0000-24XX: \$2,236 010-0000-3XXX: \$662</p> <p>LCFF Supplemental Grant (0000): 010-0000-11XX: \$1,332,844 010-0000-3XXX: \$470,520</p> <p>LCFF Supplemental Grant (0791):</p>

<p>Language Development (ELD) teachers to engage in professional learning on practices that enhance the experience ELs in learning content and acquiring academic English. This may include visits to each other's classrooms, analysis of lessons on video, lesson studies, action research, examination of student work, etc. A central focus remains on improving the quality and quantity of academic language production and the extent to which students are accessing complex texts (unchanged).</p> <ul style="list-style-type: none"> Throughout the school year, Designated ELD and Global Literature teachers collaborate as professional learning communities to revise the essential learning objectives of each unit to ensure they are at a level of rigor called for by the Common Core State Standards (CCSS) and the 2012 ELD standards. A particular focus is on the explicit instruction of "how English works" (e.g., expanding/enriching ideas, connecting/condensing ideas) to support students in producing the academic language necessary for successful completion of summative tasks. Five ELD 1, five ELD 2, and five ELD 3 teachers and 3 Global Literature teachers will participate (18 total) (unchanged). Two Integrated ELD teachers and a District administrator collaborate to enhance the learning experience for 	<p>the audio or written text, focus on a small chunk of the text only, or modify the text altogether. For output tasks (i.e., speaking, writing) that are beyond students' ZPD, a teacher could choose not to use the task, provide opportunities to practice the necessary language and skills prior to giving the task, or to revise the task without oversimplifying it. The graphics below illustrate options in terms of what teachers could do with input and output tasks respectively to better facilitate the learning of EL students.</p> <p>4. Throughout the day, teachers in subject-alike groups worked with their Curriculum Lead to practice and apply their learning to actual lessons.</p> <p>Each school site continues to design a plan for <u>Designated and Integrated English Language Development</u> (ELD) teachers to engage in professional learning on practices that enhance the experience ELs in learning content and acquiring academic English. This may include participation on an EL specific PLC where analysis of lessons on video, lesson studies, action research, and examination of student work may occur; and visits to each other's classrooms. A central focus remains on improving the quality and quantity of academic language production and the extent to which students are accessing complex texts.</p> <p><u>Three ELD 1, four 2 and five 3 teachers have continued to meet after school 4 to 5 times</u></p>	<p>018-0791-11XX: \$646,396 018-0000-3XXX: \$226,239 018-0791-21XX: \$167,764 018-0000-3XXX: \$50,329 018-0791-24XX: \$381,199 018-0000-3XXX: \$114,360 018-0000-4310: \$22,453 018-0791-5220: \$13,901</p>	<p>018-0791-11XX: \$680,008 018-0791-3XXX: \$238,003 018-0791-21XX: \$176,312 018-0791-3XXX: \$52,827 018-0791-24XX: \$398,352 018-0791-3XXX: \$119,506 018-0791-4310: \$24,541 018-0791-5220: \$14,765</p>
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<p>both newcomers and long-term ELs. They will re-design existing units (one in Science and one in Mathematics) using project-based learning components (e.g., feedback, exhibition). By offering students choice in their learning while providing the necessary scaffolding, they aim to improve the authenticity of the summative task and to increase student engagement (unchanged).</p>	<p><u>per school year as inter-site PLCs.</u> The work included creating and revising curriculum, lessons and assessments. Teachers also looked at student work to determine possible changes to the instructions.</p> <p><u>The two integrated ELD teachers in Science and Math</u> continued to revise their project-based learning unit. The unit involved an inquiry process and culminated with students participating in an end-of-project exhibition.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PIR Indicator 5a-c</p> <p>In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on</p> <ul style="list-style-type: none"> • Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations. • Integrate the principles differentiated instruction into existing content of professional development for general and special education teachers. 	<p>In support of increasing general and special education teacher collaboration and implementation of accommodations, modifications and grading adaptations, all special education teachers who are teaching academic content standards are integrated into the general education PLC team at their school site. In these teams there was ongoing collaboration on curricular adaptations. For the 2019-20 school year this Action is moving to Goal 2 Action in alignment with the District focus on a guaranteed and viable curriculum. PLC team collaborations will continue to implement accommodations, modifications and grading adaptations and incorporate the principles of differentiated instruction.</p>	<p>\$111,496</p> <p>LCFF Base - 0000 LCFF Base - Prop 55 (1400)</p> <p>LCFF Base: 080-6500-13XX: \$4,776 080-6500-3XXX: \$1,194</p> <p>LCFF Base - Prop 55 (1400): 010-1400-1130: \$78,167 010-1400-3XXX: \$27,359</p>	<p>\$116,290</p> <p>LCFF Base - 0000 LCFF Base - Prop 55 (1400)</p> <p>LCFF Base: 080-6500-13XX: \$4,969 080-6500-3XXX: \$1,265</p> <p>LCFF Base - Prop 55 (1400): 010-1400-1130: \$81,268 010-1400-3XXX: \$28,788</p>

District PD

In addition, the 18-19 Performance Indicator Review (PIR) team identified the following:

- Implementation of instructional minutes table for calculation of general education time. With change in bell schedule, FUHSD updated a chart that is used to calculate the number of minutes students are in general education and this is included with each student IEP. Additionally, the correct definition of general education minutes was applied to include brunch, lunch, tutorials and all passing periods. For students in post-secondary programs the special education minutes only reflect the classroom instruction component but the majority of the day is within the community and job sites and this is their general education setting.
- SELPA meeting held to collaborate on the articulation process and language to understand levels of need in general education classes. Teachers, Speech Pathologists and School Psychologists within the SELPA met and defined the difference between an accommodation and modification. They discussed how grading changes occur in the high school and the differences between the grading impacts on a transcript.
- Staff meetings at each site to discuss grading adaptations and options to

remain in general education
Following the SELPA meeting each school's department meeting reviewed the definitions, discussed the modified grading process and also developed awareness of the system used in the middle school to include students within general education. A focus was made to broaden discussions with staff and families during the articulation process.

- Master scheduling meetings to discuss co-teaching sections each school staff meeting incorporates special education caseload, and implementation of co-teaching or push in opportunities as part of the LRE discussion. Refinement of the definitions and guidelines for placement are goals for 19-20. In 18-19 CHS had a special education teacher serving students through a push-in model for 4 sections of Biology. FHS increased the collaboration in Biology and also offered 1 co-teaching Bio section. HHS introduced a PLC Lead for Co-Teaching Inclusion to support the development of partnerships and to address curriculum adaptations. HHS offered 9 co-teaching sections (Alg 1, geometry, biology, Lit/Writ, World Lit, Am Lit, Cont Lit, W. Hist, US Hist, Gov/Econ) LHS offered two co-teaching sections (Algebra and Biology).
- Review Educationally Related Mental Health Services (ERMHS), Short Term Intensive Behavior Services (STIBS), and

	<p>Guidelines for supporting students in Nonpublic Schools (NPS) documents to assure they are updated. Add to agendas on annual basis. All guidelines were updated for the 18-19 year and reviewed with program specialists, LRS', school psychologists, student advocates, and speech pathologists.</p>		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of actions/services including: district leadership, representative groups, and human resources focused on hiring and compensating a highly qualified teaching staff; discipline specific support for EL curriculum development; increased access to general education for students with disabilities; and district office administrator support to the school sites.

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

The FUHSD is very proud of our graduation rate: 95.2% for all students, an increase of 0.4%. While a gap persists for English Learners (81.4%, increase of 1.9%), Students who are Socioeconomically Disadvantaged (85.7%, increase of 1.8%), Students with Disabilities (76.2%, maintained progress with an increase of 0.3%), they are graduating at a rate of 75% or higher and each group has seen an increase.

Progress in Least Restrictive Environment (LRE):

- Increase of Students with Disabilities spending 80% or more of their day in general education: 28% to 32%
- Decrease of Students with Disabilities spending 40% or less of their day in general education: 32% to 26%
- Students placed in separate schools: 4.5% to 4.9%

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

All Stakeholders continue to agree that Goal 1 is appropriate. Based on the DA/PIR process and root cause analysis the following changes and additions are reflected in the 2019-20 LCAP Actions/Services for Goal 1:

- PIR Indicator 5a-c LRE moving Action 4 to Goal 2 Action 11, content unchanged from 2018-19.
- PIR Indicator 3b CAASPP Participation Action 4: Build communication and collaboration on testing within district sites and Nonpublic Schools (scheduling and provision of staff training) and with parents through increased understanding of testing and its importance (discussion at IEP meetings and annual letter).
- PIR Indicator 3c CAASPP Performance Action 5: Through districtwide collaboration of special education teachers, essential skills in the areas of ELA and math for Specialized Academic Instruction will be agreed upon and implemented to ensure that students receive content and structure in support of increased performance and transition to general education content classes.

Metrics will be added in 2019-20 to track CAASPP Participation in the areas of English and Math.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Annual Measureable Outcomes

Expected

Actual

100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for implementation of curriculum aligned to new state standards (Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development (ELD) and Career Technical Education (CTE)) as reported to school and district administrators. (Educator Effectiveness Funds).	98% Over 150 professional learning teams established goals at the beginning of the 2018-19 school year. These teams represent English, math, science, social studies, physical education, special education, visual and performing arts, world language, English Language Development, guidance and interventions.
Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	Students enrolled in one or more AP courses, by student group (2018-19, grades 9-12): Afr Am/Black: 12.1% Asian: 49.1% Hispanic/Latino: 14.1% Filipino: 19.2% White: 32.7% Two or More Races:23.7% English Learners: 10.3% Socioecon Disadv: 18.7% Students w/Disabilities: 5.9% All Students: 39.6%
Increase the percentage of students who have passed an AP exam with a "3" or higher.	In 2018, 3,968 students took 9,568 exams with a pass rate of 90.7%.
Increase the number of FUHSD courses that result in credit from a post-secondary program.	Maintained at 3
100% of teachers will be highly qualified to teach the courses to which they are assigned.	100%
100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.	100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sustain, and expand when possible, curriculum and professional development supports including:</p> <ul style="list-style-type: none"> • A two-year, in- house induction program for new teachers. • Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer. • Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators. • Resources to attend external professional learning opportunities as appropriate. • Leadership learning opportunities for administrators. 	<p><u>Induction</u></p> <p>Beginning in the 2015-2016 school year, FUHSD implemented a CTC-accredited New Teacher Induction program to meet the following goals: provide support to help teachers transition into their new positions; provide safe and challenging environments to promote teacher growth; and provide Professional Clear Credentials for both General Education and Special Education participating teachers. The program meets these goals by using a “full-release” teacher mentor model which is staffed at a 20:1 ratio. All New Teacher Mentors are experienced teachers with exceptional interpersonal skills and pedagogical knowledge. They participate in a robust training and support program and serve for 3-year terms. In 2018, we served 34 Induction- eligible teachers, and 72 teachers total.</p> <p>Under the new California Induction Standards, FUHSD has merged the Education Specialist and General Ed induction programs into one comprehensive mentoring-based program. Education Specialists are supported by a Special Education Advisor with a similar authorization and teaching content who augments the support provided by the New Teacher Mentor. The program served 7 Education Specialists in the 2018-2019</p>	<p>\$1,193,959</p> <ul style="list-style-type: none"> – LCFF Base-0000 – LCFF Base-0771 – LCFF Base-Prop 55 – 1400 <p>LCFF Base - 0000: 010-0000-1XXX: \$1,037 010-0000-3XXX: \$2,963 010-0000-4XXX: \$189,497 010-0000-52XX: \$54,022</p> <p>LCFF Base - 0771: 018-0771-1XXX: \$61,288 018-0771-3XXX: \$315,012 018-0771-4XXX: \$5,300</p> <p>LCFF Base - Prop 55 (1400) 010-1400-1XXX: \$418,400 010-1400-3XXX: \$146,440</p>	<p>\$1,248,606</p> <ul style="list-style-type: none"> – LCFF Base-0000 – LCFF Base-0771 – LCFF Base-Prop 55 – 1400 <p>LCFF Base - 0000: 010-0000-1XXX: \$1,090 010-0000-3XXX: \$3,102 010-0000-4XXX: \$199,574 010-0000-52XX: \$56,379</p> <p>LCFF Base - 0771: 018-0771-1XXX: \$64,045 018-0771-3XXX: \$329,187 018-0771-4XXX: \$5,500</p> <p>LCFF Base - Prop 55 (1400) 010-1400-1XXX: \$435,416 010-1400-3XXX: \$154,313</p>

school year.

This year the New Teacher Induction program received a 7-year accreditation from the California Commission on Teacher Credentialing, ensuring that our program can offer California Clear Credentials after our new teachers complete the two-year program.

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

Equity in Action

The Equity in Action workshop series, designed and led by a New Teacher Mentor and Curriculum Lead, continued in its third year with 12 participating teachers and administrators. This series of workshops was designed to encourage teachers with specific strategies and opportunities to create action research projects and reflect on targeted ways to better ensure equity for all students. Some example projects included a study of gender-bias in leadership and advancement, the impact of hunger on student learning, and Modified Grading Agreements for Special Ed students in mainstream classes.

Curriculum and Professional Development

Teams

During each school's twice-weekly collaboration times, course-alike teams meet to discuss the essential questions:

- 1) What do we want our students to know and be able to do?
- 2) How will we know if they have learned it?
- 3) What do skillful teachers do to help students learn it?
- 4) What do we do if students don't learn it?
- 5) What do we do if they have already learned it?

Teams have the opportunity to select a compensated Team Lead that guides the work of the team toward addressing these questions.

Once again, teams were encouraged to work over the summer with paid collaboration time to continue to address the 5 questions. For the third consecutive year, the number of teams taking advantage of the summer work opportunity has increased.

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

- Aligning units of study
- Agreeing on essential student expectations within each unit of study
- Extending the number of common formative and summative assessments
- Examining student work to identify areas of focus for instruction
- Incorporating more Academic Language

- Production into our English Learner classes
- Developing rubrics for various modes of writing
 - Refining Science and Engineering practices including Claim, Evidence, and Reasoning protocols

Curriculum Development and Team Coaching

- Our District Curriculum Lead teachers held several workshops throughout the year for our district teachers. In math, the Curriculum Lead held several workshops furthering the implementation of common core standards. This year, particular attention was devoted to the idea of using Discourse and Statistics in all levels of math.
- In English, the Curriculum Lead continued workshops on Promoting Effective Research Practices and introduced a new workshop on Listening and Speaking.
- In Science, the Curriculum Lead focused largely on Chemistry and Physics this year, where six workshops were held on how to incorporate the Earth and Space Standards that the Next Generation Science Standards (NGSS) call for.
- In Social Studies, the Curriculum Lead held two workshops addressing the skills of Synthesis and Analysis, which were rooted in 10th grade World History topics of Imperialism in the

Fall, and Feminist movements in Europe in the Spring.

- With respect to English Language Learners, all new staff continue to participate in an Academic Language Production workshop, and our English Language Development (ELD) teachers come together regularly to continue to develop and align ELD curriculum. Additionally, the Coordinator of Curriculum and Teacher Leadership along with the Curriculum Leads put on a district-wide workshop for all teachers of Sheltered Classes designed to increase the language rigor in these content classes.

Our Professional Learning Advisory Team of Educators (PLATE), a team made up of 13 teachers and 4 administrators, met monthly to devise a plan on how best to support our Team Leads. With the doubling of collaboration times from once weekly to twice weekly, the number of team leads has proliferated and the need for systemic support has also increased.

External Professional Development

All five of our high schools sent teachers to a variety of conferences – both local and out-of-state. These conferences addressed both broad learning goals that align with the aforementioned essential questions e.g. Solution Tree Conferences, as well as more targeted conferences for specific teachers in certain specialized areas (e.g. Advanced Placement Subject matter conferences,

	<p>AVID conferences). Significant fiscal resources were made available to ensure that most conferences that were in alignment with the school/district learning goals were approved.</p> <p><u>Learning Opportunities for Administrators</u></p> <p>The theme of this year’s retreat was Equity, with a specific focus on our own internal biases, and how we can overcome them. A couple of our management meetings over the course of the year continued to explore various themes of Equity with our administrators.</p> <p>The Teaching and Learning and Curriculum and Guidance teams continued their regular meetings. These meetings focused on both immediate goals as well as big-picture thoughtful inquiries, to inform our practices from both a big picture level as well as from a day-to-day practical level.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor patterns of course requests to inform program revision and development	Curriculum and Guidance Council, department groups, and Teaching and Learning staff continue to monitor FUHSD’s curricular program, course enrollment, and course offerings. There is ongoing dialogue with community college, industry, neighboring districts, and community partners about aligning program offerings with the regional workforce opportunities and interests. Some of these discussions	<ul style="list-style-type: none"> - \$104,509 - LCFF Base -0000 <p>010-0000-12XX: \$51,105 010-0000-3XXX: \$17,886 010-0000-13XX: \$28,415 010-0000-3XXX: \$7,103</p>	<p>\$110,609 LCFF Base -0000</p> <p>010-0000-12XX: \$54,579 010-0000-3XXX: \$18,712 010-0000-13XX: \$29,909 010-0000-3XXX: \$7,409</p>

	may result in curricular revisions while others may result in work-based learning opportunities for students or new courses in the future.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read 180), and Excel. (This action has been updated due to incorrect information in 18-19).	<p><u>Academic Foundations:</u> a general support intervention class provided at Fremont and Homestead.</p> <p>FHS held the following sections:</p> <ul style="list-style-type: none"> -1 section for newcomer English Learners -2 sections for students with social-emotional challenges -6 sections for at-risk students and Long-term English Learners (3 freshman, 1 per grade level 10-12). <p>HHS held the following sections</p> <ul style="list-style-type: none"> -5 sections for at-risk students and Long-term English Learners (including 1 freshman Algebra Workshop). <p>Program evaluation of Academic Foundations is underway in order to identify the varied needs: newcomer English Learners, at-risk students and Long-term English Learners, and students with social-emotional challenges.</p> <p><u>AVID (CHS, FHS, HHS, and MVHS)</u></p> <p><u>Engage (LHS)</u></p> <p>CHS and FHS continue with 2 AVID sections per grade level; HHS and MVHS continue with 1 AVID section per grade level; and LHS</p>	<p>\$104,032</p> <p>LCFF Base - 0000</p> <p>010-0000-12XX: \$51,105</p> <p>010-0000-3XXX: \$17,887</p> <p>010-0000-13XX: \$28,033</p> <p>010-0000-3XXX: \$7,007</p>	<p>\$109,636</p> <p>LCFF Base - 0000</p> <p>010-0000-12XX: \$54,579</p> <p>010-0000-3XXX: \$18,712</p> <p>010-0000-13XX: \$29,029</p> <p>010-0000-3XXX: \$7,316</p>

offers Engage at the 9th grade level, enrolling a few 10th graders as appropriate.

Algebra 1 Workshop: an algebra support class offered at Fremont High School. Fremont has 53 9th grade students. HHS runs one section of Academic Foundations with 11 9th grade students who benefit from support in alignment with their Algebra I course.

Academic Reading and Writing: a reading support class offered at Cupertino, Fremont, and Homestead that uses the Academic Reading and Writing (Read 180) curriculum. Cupertino had a total of 12 students initially enrolled in Academic Reading and Writing classes in grades 9 through 12. Additionally, two students from our moderate to severe Academic Community Transitions class are enrolled. Fremont had 20 and Homestead had 12. Cupertino did not add any students during the year while Fremont added 3 and Homestead added 22. At Cupertino 3 students dropped from Academic Reading and Writing this year with 6 at Fremont and 15 at Homestead. One focus of the Reading Interventions PLC this year was to design and implement a common summative assessment at the end of each semester.

Excel HHS continues to offer a section for credit recovery.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, D/F/I counseling, and Saturday School. (This action has been updated due to incorrect information in 18-19).</p>	<p>SAT Referral</p> <p>The Student Assistance Team (SAT) at each school site identifies students who are academically at-risk through review of progress and achievement data or staff referral.</p> <p>These teams meet regularly with students and their parents to develop individualized support programs for identified students.</p> <p>The SAT team then follows up and tracks the progress of students receiving support and reviews the level of success of interventions, providing additional support when necessary (RTI approach).</p> <ol style="list-style-type: none"> 1. Each site keeps records of SAT referrals in a spreadsheet that can be sorted for school purposes and LCAP reporting (e.g. Google forms, Excel sheets, etc.) 2. Each site ensures the following categories are used for data collection on each student referred to the SAT: Student Name, Student ID, Grade, Gender, Foster Youth, Socio-Economically Disadvantaged, EL Status, Ethnicity, Source of SAT referral, Outcome of SAT referral. 3. Attendance/truancy interventions are developed for each student as needed as part of the SAT process. <p>Indicated below are total numbers of students intervened with through each school's SAT and those of whom are unduplicated students (i.e. EL, and/or Socio-Economically Disadvantaged, and/or Foster Youth).</p>	<p>\$104,033 LCFF Base- 0000</p> <p>010-0000-12XX: \$51,105 010-0000-3XXX: \$17,887 010-0000-13XX: \$28,033 010-0000-3XXX: \$7,008</p>	<p>\$109,636 LCFF Base- 0000</p> <p>010-0000-12XX: \$54,579 010-0000-3XXX: \$18,712 010-0000-13XX: \$29,029 010-0000-3XXX: \$7,316</p>
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- The CHS SAT reviewed the progress of and designed interventions for 51 students, 17 of whom were Unduplicated students.
- The FHS SAT reviewed the progress of and designed interventions for 82 students 23 of whom were Unduplicated students.
- The HHS SAT reviewed the progress of and designed interventions for 92 students 19 of whom were unduplicated.
- The LHS SAT reviewed the progress of and designed interventions for 30 students, 9 of whom were Unduplicated students.
- The MVHS SAT reviewed the progress of and designed interventions for 29 students, 0 of whom were Unduplicated students.

Mental Health Counseling Referral

The Student Advocates at each school site provide mental health support and social-emotional counseling. Students are identified by staff, peer, and parent referral or drop in. School psychologists also receive student referrals and drop-ins. Most common referral source is staff followed by the student. These mental health professionals counsel students individually and provide referrals to other mental health services as appropriate. Top 5 topics that are addressed in counseling: anxiety, home/family, depression, academic/stress,

and social/peer issues. The number of unduplicated students seen by student advocates and school psychologists (to date at end of April 2019) was 1,721 with a total of 4,974 sessions. This data does not include students served through special education.

D/F/I Counseling

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

Based on the data recorded in Infinite Campus, counselors and administrators made the following number of initial contacts per grading period with identified D/F/I students:

- CHS counselors and administrators made a total of 1010 contacts with students for “D/F/I Counseling” with the following numbers per grading period: 1st = 123, 2nd = 203, 3rd = 159, 4th = 215, 5th = 243, 6th = 67 (as of 05/24/2019).

- FHS total = 957 contacts - numbers per grading period: 1st = 173, 2nd = 140, 3rd = 143, 4th = 143, 5th = 302, 6th = 56 (as of 05/24/2019).
- HHS total = 1,873 contacts - numbers per grading period: 1st = 183, 2nd = 357, 3rd = 269, 4th = 195, 5th = 552, 6th = 317 (as of 05/24/2019).
- LHS total = 608 contacts - numbers per grading period: 1st = 46, 2nd = 109, 3rd = 86, 4th = 102, 5th = 177, 6th = 88 (as of 05/24/2019).
- MVHS total = 1,770 contacts - numbers per grading period: 1st = 349, 2nd = 209, 3rd = 152, 4th = 376, 5th = 455, 6th = 229 (as of 05/24/2019).

District wide, counselors and administrators made a total number of 6,246 contacts with students for academic review, intervention, and D/F/I reasons this year (as of 05/24/2019).

Strategies for supporting students who earn a D, F, or I have also been a topic of data collection and ongoing discussion for the Guidance Study Group and District Guidance team as part of the District's comprehensive guidance program development work.

Saturday School: See Goal 3, Action 6.

Action 5

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	The Math Advisory Council (MAC) met once this year. The council reviewed student data and metrics related to course placement, student achievement results including course grades, The group examined the data specifically around our two advancement options – Summer Intensive Geometry and the Algebra 2/Pre-Calc hybrid program. The group also hosted a panel of students to address questions surrounding the option of offering Calculus D after school on our high schools through a partnership with our neighboring Junior Colleges. Though the Math Advisory Council no longer needs to meet as frequently as it has in previous years, having at least an annual opportunity to connect teachers, parents, and our feeder districts is an important plank in our overall commitment to Stakeholder Engagement.	<ul style="list-style-type: none"> - \$18,304 - LCFF Base – 0000 010-0000-11XX: \$4,068 010-0000-3XXX: \$1,424 010-0000-13XX: \$10,250 – 010-0000-3XXX: \$2,562	<ul style="list-style-type: none"> - \$19,333 - LCFF Base – 0000 010-0000-11XX: \$4,242 010-0000-3XXX: \$1,498 010-0000-13XX: \$10,908 010-0000-3XXX: \$2,685

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found	There were no new Chromebook carts for specific programs. Schools were given the freedom to add more carts to their resources from their sited budget which has resulted in 11 new carts of Chromebooks to the district for a total of 9896 student devices, an increase of 471% since 2014. Our current student to device ratio is 1.1	\$18,304 LCFF Base – 0000 010-0000-11XX: \$4,068 010-0000-3XXX: \$1,424 010-0000-13XX: \$10,250	\$19,333 LCFF Base – 0000 010-0000-11XX: \$4,242 010-0000-3XXX: \$1,498 010-0000-13XX: \$10,908

	<p>students per device.</p> <p>Our District continues to look for instructional materials that best support student learning. This year, our Pre-Calculus teachers reviewed several textbooks over a series of days, and piloted a particular set. This book was eventually chosen and adopted for the District. In Science, there are no textbooks that are truly aligned with the Next Generation Science Standards. Consequently, our focus has been on teaching strategies rather than textbooks, though supplementary materials have been purchased and implemented.</p>	010-0000-3XXX: \$2,562	010-0000-3XXX: \$2,685
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (continue Statway with Mission College at FHS; offer with Foothill College Health Careers at CHS and Kinesiology at FHS starting in 17-18).	<p><u>Partnerships with Local Community Colleges</u></p> <ul style="list-style-type: none"> Partnership with Mission College continued at Fremont High School with 25 students participating in Statway. Our Culinary programs participated in Mission College's 4th Annual What's Cookin'? Competition. Partnership with Foothill College resulted in 2 dual enrollment courses. The Health Careers Pathway at CHS served 33 students and the Kinesiology Pathway at FHS served 30 students. 	<p>\$25,952</p> <p>Local Revenue Resource-060-9635</p> <p>060-9635-13XX: \$20,761 060-9635-3XXX: \$5,191</p>	<p>\$27,684</p> <p>Local Revenue Resource-060-9635</p> <p>060-9635-13XX: \$22,109 060-9635-3XXX: \$5,575</p>

- A team from FHS continues to work with District and Foothill College staff to establish an Early College program.

District Administrators worked with administration from each school site to sustain Career Technical Education courses that prepare them for college and career and support them to pursue their passions.

Partnerships with Local Businesses

FUHSD is a sub-grantee with one regional consortium (Silicon Valley Engineering Tech Pathways—SJCC) for the Career Pathways Trust grants. We are building relationships with and leveraging the information provided by the consortia to provide our students with more work-based learning opportunities in Engineering and Software Development.

- FHS's enrollment increased in its Project Lead the Way Engineering Pathway from 4 sections in 2015-16 to 5 sections in 2016-17 to 6 sections in 2017-18 (maintained for 18-19).
- MVHS has continued its Project Lead the Way Engineering Pathway with 2 sections of Introduction to Engineering Design and increased Principles of Engineering from 1 to 2 sections. District and site administration are working with the PLTW teacher and Art Department Lead to coordinate introduction of Computer Integrated Manufacturing with an Art and Design pathway.

- HHS continued their Project Lead the Way Engineering Pathway with 3 sections of Introduction to Engineering Design and added a section of Principles of Engineering.
- CHS continued its Environmental Engineering Pathway with Introduction to Engineering and Alternative Energy.
- FHS and HHS began to offer a new course, Digital Innovation and Design, during the 2016-17 school year developed with the intention of providing students who are underrepresented in STEM-fields (particularly Computer Science) with the opportunity to learn key skills to ready them for FUHSD's Java Programming course. There were 60 students who participated in 16-17, 54 in 17-18, and 43 this year. The teachers will be working with site and District administrators during the 2019-20 school year to further explore the pathway to Computer Science as well as Engineering.

FUHSD district administrators continue to work regionally with the Community College system through SB 1070's Southwest Regional Consortium and the Silicon Valley Engineering Tech Pathways (Career Pathways Trust grant recipients) to bring resources to FUHSD students. Connections made through these regional efforts have enabled teachers to attend

workforce development meetings (e.g., Auto Tech at Tesla); use curricular resources (e.g., Environmental Engineering resources from West Valley College); provide students with access to additional opportunities related to career readiness (e.g., Map Your Future resources and events; Cyber-Security summer programs).

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

This year, 2 of our 5 high schools offered a form of Career Day at which employees from local companies share with student's information regarding their careers. Employees are chosen based on data provided by the students regarding the careers they are interested in learning more about. In addition, 2 sites have formal Job Shadow Days during which students get to choose a company or organization in which to shadow an employee.

CTE teachers generally have one or more speakers come to class to share information about careers related with the industry sector for that course.

Students have the opportunity for industry-recognized certifications in the following pathways:

- Patient Care (Sports Medicine & Kinesiology): CPR
- Food Science, Dietetics & Nutrition and Food Service & Hospitality (Culinary 1 & 2; Food Science): ServSafe Food Handler's and/ or ServSafe Manager-

	<p>level at 1 school</p> <ul style="list-style-type: none">• Transportation (Auto Tech 2): Student ASE Certification• Engineering (Environmental Engineering Pathway): Computer-Aided Design certification <p>Students are participating in internships in a variety of companies. While we will continue to work to better quantify the opportunities students are getting, we know that students in three of our four culinary programs have participated in Google's Bon Appetit Internship opportunities. We are in the process of creating an Engineering Design Internship Program at Fremont High School in cooperation with Cupertino and Sunnyvale Rotary for students in the engineering pathway.</p> <p>Field trips to LinkedIn (FHS & HHS) and the County Courthouse (Law classes), Mission College's Hospitality Program, among others, occur throughout the year.</p> <p>The CTE Advisory Committee met on May 22, 2019. Pathways for Food Service & Hospitality and Business Management & Legal Practices were represented with attendance from FUHSD staff, a community member, and faculty from De Anza and Mission Community Colleges. Topics covered were employment trends and outlook in Pathway; work skills critical to Pathway; course offerings, materials, curriculum; and ways to support CTE courses.</p>		
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	The Fremont Union High School District continues to work closely with partner universities Stanford, Santa Clara University, and San Jose State University to identify, recruit and hire top quality teaching candidates. Recruitment of excellent teachers begins earlier and earlier each year such that top candidates may be hired sooner, rather than later. Active recruitment begins in December for the Spring hiring season and remains a focus yearlong. For the 3rd year a recruitment fair specific to special education was held at the District Office in March 2019. The district continues to explore, along with publicizing, the Santa Clara County Office of Education program to provide state grants to classified employees who are pursuing their certificated teaching credential. We continue to explore ways to incentivize teachers to expand their credential horizons, for instance in special education and CTE.	<p>\$26,863</p> <p>LCFF Base- 0000</p> <p>010-0000-13XX: \$21,490</p> <p>010-0000-3XXX: \$5,373</p>	<p>\$27,982</p> <p>LCFF Base- 0000</p> <p>010-0000-13XX: \$22,330</p> <p>010-0000-3XXX: \$5,652</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	Sites continue to monitor the enrollment in AP courses, with a focus on creating strong vertical articulation with courses that feed into AP so that more students are prepared. Multiple stakeholder groups including Curriculum and Guidance Council, Principals, and District Guidance Counselors examined enrollment data of courses including AP, electives, and CTE and shared strategies for increasing the enrollment of underrepresented groups in these specific courses. Individual school sites continue to explore strategies for encouraging underrepresented students take AP courses, including offering AP readiness diagnostic assessments, informational sessions during course selection season, introducing new AP courses that are perceived as more interdisciplinary, and staff reaching out to students individually.	<p>\$1,188,251</p> <p>LCFF Base- 0000</p> <p>010-0000-11XX: \$11,689 010-0000-3XXX: \$4,091 010-0000-13XX: \$937,977 010-0000-3XXX: \$234,494</p>	<p>\$1,244,026</p> <p>LCFF Base- 0000</p> <p>010-0000-11XX: \$12,191 010-0000-3XXX: \$4,303 010-0000-13XX: \$980,661 010-0000-3XXX: \$246,871</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Guidance Study Group and site teams will conduct data analyses and gather stakeholder input to identify essential outcomes for District comprehensive guidance program.	Over the course of the year, District Guidance Counselors have collected and analyzed data related to their counseling services and school goals, including student completion of 4-year plans, post-secondary	<p>\$42,308</p> <p>LCFF Base- 0000 Local Revenue Source</p>	<p>\$44,529</p> <p>LCFF Base- 0000 Local Revenue Source</p>

	<p>planning and application completions, and student perceptions of their stress level. They have also conducted two data collections of how counselors spend their time in relation to the following types of counseling services: direct services (school core curriculum, individual planning, and responsive services), indirect services (referrals, consultation, and collaboration), program management and school support, and non-counseling tasks. The analysis of these data collections has informed site and district discussions about how counselors can maximize their contacts with students in effective and meaningful ways that support students in their academic, social emotional and career goals.</p>	<p>(9635):</p> <p>LCFF Base:</p> <p>010-0000-12XX: \$16,071</p> <p>010-0000-3XXX: \$5,625</p> <p>010-0000-13XX: \$4,590</p> <p>010-0000-3XXX: \$1,147</p> <p>010-0000-5XXX: \$9,192</p> <p>Local Revenue Source (9635):</p> <p>060-9635-13XX: \$4,547</p> <p>060-9635-3XXX: \$1,136</p>	<p>(9635):</p> <p>LCFF Base:</p> <p>010-0000-12XX: \$16,841</p> <p>010-0000-3XXX: \$5,880</p> <p>010-0000-13XX: \$4,755</p> <p>010-0000-3XXX: \$1,204</p> <p>010-0000-5XXX: \$9,842</p> <p>Local Revenue Source (9635):</p> <p>060-9635-13XX: \$4,806</p> <p>060-9635-3XXX: \$1,201</p>
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of actions/services including: the work of the new teacher mentor program; site and district level PLCs; Curriculum Leads to support and guide the efforts of individual teachers and PLCs; program evaluation of Academic Foundations underway in order to identify the varied needs: newcomer English Learners, at-risk students and Long-term English Learners, and students with social-emotional challenges. District administrators from Teaching and Learning have partnered with sites as they continue to examine practices that support equity, anti-bias, and anti-racism identified through consultation during the 17-18 school year with Dr. Pedro Noguera and a team of his colleagues and the concepts introduced in the equity balloon schema.

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

The District is proud that 78.7%, up from 76.5%, of its students are considered prepared as indicated on the CA School Dashboard's College and Career Indicator. However we acknowledge there is still work to be done in closing performance gaps and ensuring that all students are college and career ready, particularly in the area of Student who are Homeless (DA) Students with Disabilities (FHS ATSI).

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

All Stakeholders continue to agree that Goal 2 is appropriate. Based on the DA/PIR process and root cause analysis the following changes and additions are reflected in the 2019-20 LCAP Actions/Services for Goal 2:

- PIR Indicator 5a-c LRE Goal 1 Action 4 moved to Goal 2 Action 11, content unchanged from 2018-19: In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on
- Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations.
- Integrate the principles differentiated instruction into existing content of professional development for general and special education teachers.
- PIR Indicator 5a-c LRE new for 2019-20 added Goal 2 Action 12: Define and promote continuum of support options for students with disabilities within general education.

Metrics will be added in 2019-20 to track progress on Least Restrictive Environment (LRE).

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.	<p>I find my coursework interesting: 10% strongly agree; 44% somewhat agree; 24% neither agree nor disagree; 16% somewhat agree; 6% strongly disagree</p> <p>I find my coursework to be relevant to my life and career goals: 12% strongly agree; 37% somewhat agree; 21% neither agree nor disagree; 20% somewhat agree; 9% strongly disagree</p> <p>I am involved in my school community: 12% strongly agree; 35% somewhat agree; 23% neither agree nor disagree; 19% somewhat agree; 11% strongly disagree</p> <p>I look forward to going to school each day: 8% strongly agree; 28% somewhat agree; 29% neither agree nor disagree; 22% somewhat agree; 14% strongly disagree</p>
Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed).	<p>At this school I feel valued for who I am: 21% always; 38% often; 28% sometimes:9% rarely; 4% never</p> <p>My peers treat me with respect: 32% always; 53% often; 12% sometimes: 2% rarely; 1% never</p>

	<p>Adults at my school treat me with respect: 39% always; 43% often; 15% sometimes: 2% rarely; 1% never</p> <p>Adults at my school care about my emotional well-being: 26% always; 35% often; 28% sometimes: 9% rarely; 3% never</p> <p>I feel safe at school: 44% always; 42% often; 11% sometimes: 2% rarely; 1% never</p> <p>I experience physical or verbal bullying or harassment at my school: 1% always; 2% often; 6% sometimes: 22% rarely; 68% never</p> <p>I experience online or cyber bullying or harassment 1% always; 2% often; 4% sometimes: 15% rarely; 79% never</p>
Maintain low expulsion rate and monitor that no student groups are over-represented among expelled students.	<p>Students expelled in 2017-18 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 5 (0.08%)</p> <p>Filipino 1 (0.34%)</p> <p>Hispanic/Latino 10 (0.59%)</p> <p>White 3 (0.15%)</p> <p>Two or more races 1 (0.17%)</p> <p>English Learners 6 (0.64%)</p> <p>Socioecon Disadv 9 (0.44%)</p> <p>Students w/Disabilities 10 (0.88%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 20 (0.18%)</p>
Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	<p>Students suspended at least once in 2017-18 (% of student group):</p> <p>Afr Am/Black 8 (8.2%)</p> <p>Asian 60 (0.9%)</p> <p>Filipino 8 (2.7%)</p> <p>Hispanic/Latino 103 (6.0%)</p> <p>Pac Islander 3 (12.5%)</p> <p>White 44 (2.2%)</p>

	<p>Two or more races 21 (3.6%)</p> <p>English Learners 50 (5.3%)</p> <p>Socioecon Disadv 111 (5.4%)</p> <p>Students w/Disabilities 92 (8.1%)</p> <p>Homeless Youth 1 (5.9%)</p> <p>All Students 248 (2.2%)</p>
<p>Maintain or increase student positive attendance and continue to refer all chronically truant students to the truancy abatement program (starting with the 2019-20 LCAP this will be reported as students considered chronic absentee; see update below).</p>	<p>Students considered chronic absentee in 2017-18 (% of student group):</p> <p>Afr Am/Black 14 (14.4%)</p> <p>Asian 154 (2.3%)</p> <p>Filipino 19 (6.7%)</p> <p>Hispanic/Latino 310 (18.6%)</p> <p>Pac Islander 2 (8.7%)</p> <p>White 159 (8.2%)</p> <p>Two or more races 42 (7.3%)</p> <p>English Learners 132 (14.6%)</p> <p>Socioecon Disadv 327 (16.3%)</p> <p>Students w/Disabilities 230 (21.4%)</p> <p>Homeless Youth 10 (66.7%)</p> <p>All Students 702 (6.3%)</p>
<p>Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.</p>	<p>1 complaint (smell in a bathroom, led to addressing a sewer problem)</p>
<p>By student group, increase to 100% the number of students who graduate.</p>	<p>Students graduating with a High School diploma (Class of 2018):</p> <p>Afr Am/Black 92.0%</p> <p>Asian 98.3%</p> <p>Filipino 97.2%</p> <p>Hispanic/Latino 82.4%</p> <p>White 95.9%</p> <p>Two or more races 94.9%</p> <p>English Learners 81.4%</p>

	<p>Socioecon Disadv 85.7%</p> <p>Students w/Disabilities 76.2%</p> <p>Homeless Youth 58.8%</p> <p>All Students 95.2%</p>
Monitor post-secondary program success as indicated by college entrance and persistence data.	<p>FUHSD students continue to pursue postsecondary education at high rates. Consistent with previous cohorts, 84% of the Class of 2018 reported enrollment in postsecondary education institutions within the first year after high school. Of those in the Class of 2017 who enrolled in local community colleges (825 students), 30% required remediation in English-Language Arts and 38% required remediation in Mathematics. 96% of students in the Class of 2017 who enrolled in college in their first year returned for their second year.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.	The District Wellness Council, comprised of parents from PTSAs, School Site Councils, the CAC and Wellness Taskforce as well as certificated and classified staff members and community partners, has convened three times this school year. On August 30, 2018 the Council provided input on implementation of the Student Wellness Survey, on March 14, 2019 they worked on creating a plan for review of the data, and on May 16, 2019 they reviewed an initial round of data. In January 2019 the District administered a Student Wellness Survey to	<p>\$55,190</p> <p>LCFF Base- 0000</p> <p>010-0000-13XX-070701 \$44,152</p> <p>010-0000-3XXX-070701 \$11,038</p>	<p>\$58,024</p> <p>LCFF Base- 0000</p> <p>010-0000-13XX-070701 \$46,447</p> <p>010-0000-3XXX-070701 \$11,577</p>

10,021 students across all grades, 5 sites and Educational Options.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mental Health and Wellness: support during the comprehensive sexual health education unit in 9th grade biology, time management sheets, and efforts in coordination with the wellness taskforce to increase proactive strategies and crisis intervention.	Comprehensive Sexual Health Education: Biology teachers received advanced training in Comprehensive Sex Education.		
	Time Management Sheets: all sites provided students and families with access to a time management worksheet template and guidance on how to use the document in consideration of their course selection decisions for the 2019-20 school year.	\$205,085	\$214,038
	Proactive Strategies and Crisis Intervention: through partnership with El Camino Hospital, supported the creation and implementation of Suicide Prevention Education: Cupertino and Fremont High School in 2017-18; Homestead, Lynbrook and Monta Vista High Schools in 2018-19. The program includes presentations to staff, parents and students. In addition, staff members completed an online module about suicide prevention and attended a staff meeting where information was applied to school practice.	LCFF Base - 0000	LCFF Base - 0000
	Site staff and administrators continue to explore the area of trauma-informed care and connect it to other mental health efforts including staff training and/or resource sharing.	LCFF Base – 0605	LCFF Base – 0605
	The District continues to consult with Dr.	010-0000-12XX: \$14,030	010-0000-12XX: \$14,970
		010-0000-3XXX: \$4,911	010-0000-3XXX: \$5,145
		010-0000-13XX: \$48,975	010-0000-13XX: \$50,670
		010-0000-3XXX: \$12,244	010-0000-3XXX: \$12,966
		018-0605-29XX: \$96,096	018-0605-29XX: \$100,299
		018-0605-3XXX: \$28,829	018-0605-3XXX: \$29,988

	Stuart Slavin, Board Certified Pediatrician, in support of student social and emotional health. Dr. Slavin worked with District administrators and Hanover Research to guide creation of the Student Wellness Survey which incorporated norm-referenced measures of anxiety and depression with the goal of utilizing the results to guide programmatic change.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development.	During the 2018-19 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators. The topics of attendance, truancy and discipline data were standing items. Other agenda items included a presentation by the Deputy District Attorney and local law enforcement; dialogue about aligning discipline and interventions, custodial interrogation, Title IX and discussion about suspension and expulsion notices. In addition, this year the Student Conduct Specialists from each of the 6 schools in the district met for training on Trauma Informed Care strategies, trends in adolescent drug use and to align discipline and intervention practices. This group will continue to meet quarterly next year.	<p>\$24,805</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX: \$19,844</p> <p>010-0000-3XXX: \$4,961</p>	<p>\$26,206</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX: \$21,112</p> <p>010-0000-3XXX: \$5,094</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.	Each school site is able to articulate their Tier 1-3 supports that exist and areas where gaps continue to be addressed; CHS and FHS have visual pyramids. See Goal 3, Action 9 for information on the Chronic Absentee Intervention.	<p>\$118,975</p> <p>LCFF Base – 0000</p> <p>010-0000-12XX: \$62,127 010-0000-3XXX: \$21,744 010-0000-13XX: \$28,083 010-0000-3XXX: \$7,021</p>	<p>\$126,622</p> <p>LCFF Base – 0000</p> <p>010-0000-12XX: \$64,975 010-0000-3XXX: \$23,079 010-0000-13XX: \$29,205 010-0000-3XXX: \$7,363</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	During 2018-2019 school year, the district continued all of its intervention programs. Offered monthly, the 90 minute “Perspectives” Positive Decision Making course (student referrals in lieu of suspension particularly in the area of disruption) is an early level introduction, prior to the 10 session “Project Insight” Anger Management Group (behavior management/anger management class). Additionally, our leveled program for drug intervention continued to offer different levels of support: “What Parents Need to Know about Substance Abuse” offered in Spanish and English; the 90 minute Drug	<p>\$19,979</p> <p>LCFF Base – 0000</p> <p>010-0000-12XX: \$5,612 010-0000-3XXX: \$1,964 010-0000-13XX: \$9,922 010-0000-3XXX: \$2,481</p>	<p>\$21,028</p> <p>LCFF Base – 0000</p> <p>010-0000-12XX: \$5,821 010-0000-3XXX: \$2,058 010-0000-13XX: \$10,556 010-0000-3XXX: \$2,593</p>

	Intervention Course; the 10 session “PATHS” Program (drug intervention that replaced Too Good for Drugs and Violence); and “Step Up” treatment program. The Foothill Family Engagement Institute is offered as an 8-week course for students and their families: participation is by self-selection or referral by a Guidance Counselor or Student Advocate.		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue use of the Saturday School program as needed to reduce suspensions rates for minor offenses including truancy, insubordination, and disruption.	Saturday School has run on 14 (of 17 scheduled) occasions during the 2018-19 school year. As of 4/24/19: 212 total students have been referred; 145 total students have attended. There are 3 more sessions scheduled for the balance of the year. Each Saturday School session is staffed by 1 administrator, 1 Para-Educator or Student Conduct Specialist, and at least 1 teacher and 1 counselor (psychologist or guidance counselor). The role of the staff is to review a student success plan with the student, discuss why they got in trouble, and how not to repeat their actions again. The last step is follow-up with school staff. Typical offenses that receive referral are possession of drugs, under the influence of drugs, minor theft, truancy, bullying, failing to go to drug or behavioral intervention. Cross pollination of Saturday School with	<p>\$35,119</p> <p>LCFF Base – 0000</p> <p>010-0000-11XX: \$3,819 010-0000-3XXX: \$1,336 010-0000-12XX: \$2,006 010-0000-3XXX: \$702 010-0000-13XX: \$10,059 010-0000-3XXX: \$2,515 010-0000-2XXX: \$3,548 010-0000-3XXX: \$1,064 010-0000-4310: \$10,070</p>	<p>\$36,989</p> <p>LCFF Base – 0000</p> <p>010-0000-11XX: \$4,017 010-0000-3XXX: \$1,405 010-0000-12XX: \$2,079 010-0000-3XXX: \$735 010-0000-13XX: \$10,556 010-0000-3XXX: \$2,639 010-0000-2XXX: \$3,693 010-0000-3XXX: \$1,115 010-0000-4310: \$10,750</p>

	drug and behavioral support interventions has been positive and could be part of the student success plan.		
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Transition to the new county recommended format for school safety plans.	<p>The Comprehensive School Safety Plans were approved by the Board in March 2019 as specified in Ed Code 3228.1. During the 2017-18 school year surveillance camera systems were installed at CHS, MVHS, Adult Ed, Ed Ops and the DO. The system for FHS will be installed this school year and for HHS and LHS during the 2019-20 school year. Run, Hide & Defend Drills have been scheduled and completed for all five sites as required by the new law.</p>	<p>\$142,668</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX: \$114,134 010-0000-3XXX: \$28,534</p>	<p>\$149,722</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX: \$119,637 010-0000-3XXX: \$30,085</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.	Beginning in August 2019, a new model for the work of the FUHSD Athletic Directors was introduced at all five schools. Piloted in 2017-18 at Monta Vista High School (MVHS), the new model aims to support FUHSD efforts to develop a positive climate in athletics and address bullying and harassment issues through building leadership capacity in athletes and supporting the active mentoring of coaches.	<p>\$79,349</p> <p>LCFF Base – 0000</p> <p>010-0000-11XX: \$5,733 010-0000-3XXX: \$2,006 010-0000-12XX: \$33,393</p>	<p>\$82,804</p> <p>LCFF Base – 0000</p> <p>010-0000-11XX: \$5,968 010-0000-3XXX: \$2,102 010-0000-12XX: \$34,762</p>

	<p>A partnership with The Positive Coaching Alliance (PCA) initiated with MVHS in 2017-18 has been extended to encompass all five schools in 2018-19. PCA provides resources to all schools in the form of guest speakers, books, banners, leaflet materials, and the like. Emphasis is placed on promoting the concept of the “triple impact competitor”, i.e. one who respects themselves, their teammates, and the game. Each school has been tasked with the process of forming and utilizing athlete leadership groups including a Captains Leadership Team per season and an Athletic Senate, made up of students from all sports seasons. There has been positive progress made across the District in creating these structures and utilizing them to build capacity in athlete leadership.</p> <p>As a means to support active coach mentoring, schools are being encouraged to create Coach Leadership Teams in an effort to develop a type of “Professional Learning Community” (PLC) for coaches, instructors, and volunteers who work with student athletes. Coaches attend presentations facilitated by PCA presenters and engage in discussions with other coaches from the same season to share best practices, share coaching experience, ensure consistency in expectations, provide a forum for problem solving, create a support network, provide professional development, improve inter-sport cooperation, and support the overall</p>	<p>010-0000-3XXX: \$11,687 010-0000-13XX: \$21,224 010-0000-3XXX: \$5,306</p>	<p>010-0000-3XXX: \$12,247 010-0000-13XX: \$22,168 010-0000-3XXX: \$5,557</p>
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growth of students in athletics. Several schools have already convened coach PLC meetings in this format. As with the student presentations, PCA presentations emphasize nurturing the “triple impact competitor.”

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In support of an updated process to address truancy and chronic absenteeism all student-facing materials will be rewritten to ensure positive, pro-attendance language; the structure and content of the meeting with the District Attorney will be updated; a School Attendance Review Team (SART) will be piloted at each site along with a District School Attendance Review Board (SARB).	In 2018-19 FUHSD piloted a completely revamped Chronic Absentee Intervention (CAI) process to replace the old truancy process. This process includes a Letter 1 sent to all students whose attendance meets or exceeds the limit for chronic absenteeism. Continued non-attendance earns a student another letter and a pro-attendance check in with a caring adult. The third letter is an invitation to a meeting with the District Attorney and key district support staff. The fourth letter is an invitation to a school site level Student Attendance Review Team (SART) meeting that draws several key staff members together with the student and family to address any barriers to attendance. The fifth letter is an official summons to a district-level Student Attendance Review Board (SARB) meeting. This meeting includes the Deputy District Attorney, a representative from the City of Sunnyvale and several key district staff members. The purpose of the SARB is to bring together the resources of the district and larger	<p>\$23,000</p> <p>LCFF Base – 0000</p> <p>010-0000-19XX: \$5,926 010-0000-3XXX: \$2,074 010-0000-5830: \$15,000</p>	<p>\$23,449</p> <p>LCFF Base – 0000</p> <p>010-0000-19XX: \$6,284 010-0000-3XXX: \$2,165 010-0000-5830: \$15,000</p>

	community to support a student’s return to positive attendance. All of the student-facing letters and other materials involved in this new process have been re-written to ensure positive, pro-attendance language.		
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Continued development and implementation of proactive and restorative practices in support of student social and emotional health as well as safe and inclusive campuses. Preparation for and administration of a student wellness survey. Creation and implementation of a Chronic Absenteeism Intervention program including continued coordination with the District Attorney’s office and incorporating site level School Attendance Review Teams leading to a School Attendance Review Board resulting in 9 referrals to SARB, 6 invitations to a SARB meeting, and 3 SARB meetings held.

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

Based on data from the Student Wellness Survey administered in January 2019 there is an increase in students finding their coursework interesting and feeling that adults at their school care about their emotional well-being and a decrease in students experiencing bullying.

While the overall District expulsion rate had a slight increase, from .17% to .18%, it remains down from the 2016-17 baseline of .2%. The District aggregate reflects areas of need at specific schools within the identified student groups. Training for staff and administrators and available interventions continues to be ongoing work of our school climate teams.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

All Stakeholders continue to agree that Goal 3 is appropriate. Based on the DA/PIR process and root cause analysis the following changes and additions are reflected in the 2019-20 LCAP Actions/Services for Goal 3:

- PIR Indicator 4 Discipline Goal 3 Action 3 has been modified for 2019-20: School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development. The group will include a representative from Special Services in support of students with disabilities to align practices with IEP compliance and behavior service referrals.

For 2017-18, metrics for expulsion, suspension, and students considered chronic absentee were reported above by student group and this practice will continue for 2018-19.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected

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

Actual

A parent survey was administered in fall 2017 and planned again for the 19-20 school year.

A Student Wellness Survey was administered to 10,021 students with

	<p>results for 9,761 of 11,022 or 89%.</p> <p>A survey about the school schedules was administered to staff in the spring of 2019 however it had very mixed participation across campuses and representative groups.</p>
100% of topic/program specific advisory groups include parent and staff representation.	100%
Maintain a presence in local and social media as well as on FUHSD and school site websites.	<p>60+ positive news articles in local news outlets between June 2018 and April 2019</p> <p>The FUHSD Facebook and Twitter accounts are regularly updated. Average reach of approximately 1.5 thousand individuals for Facebook posts between June 2018 and March 2019.</p> <ul style="list-style-type: none"> • 3,438 followers on FUHSD Facebook page • 229 followers on FUHSD Twitter page
Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).	<p>El Camino Hospital</p> <p>Unity Care</p> <p>Anti-Defamation League</p> <p>Seneca Family of Agencies</p>
100% of parents have an active account to monitor their student's progress via School Loop or Infinite Campus portal.	<p>Beginning with the 2018-19 school year, FUHSD moved to online registration for families to complete new student enrollment and Back to School Updates (annual notifications and related annual forms) for continuing students. As a result of this move to online registration, 95% of students now have a parent/guardian with an active Infinite Campus portal to complete these processes and monitor student attendance, grades, and transcripts. 77% of students have a parent/guardian registered in School Loop.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement ongoing plan for survey administration including students, parents, and staff.	<p>The District administers biennial surveys to both students and parents. Following pilot administration with students and focus groups with staff, a Student Wellness Survey was administered to 10,201 students in January 2019. The most recent Parent Engagement survey was conducted in November 2017.</p> <p>Staff were surveyed in the Spring of 2019 for feedback on the school schedules that were implemented for the 2018-2019 school year.</p>	<p>\$28,454</p> <p>Local Revenue Resource -9040</p> <p>060-9040-1305 \$22,763</p> <p>060-9040-3XXX \$5,691</p>	<p>\$30,534</p> <p>Local Revenue Resource -9040</p> <p>060-9040-1305 \$24,402</p> <p>060-9040-3XXX \$6,132</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).	<p>Media access reported in Annual Measurable Outcomes above.</p> <p>FUHSD Website Redesign Projects</p> <ul style="list-style-type: none"> Successful launch of new district and school websites in September 2018. 	<p>\$86,941</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX \$26,496</p> <p>010-0000-3XXX \$6,624</p>	<p>\$90,839</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX \$27,446</p> <p>010-0000-3XXX \$6,946</p>

	<ul style="list-style-type: none"> FUHSD Adult School website redesign project approved by the Board and in progress, with rollout expected in June 2019. The goal of this project is to bring the FUHSD Adult School website into line with District branding, communication and website standards. <p>District Newsletters & Publications</p> <ul style="list-style-type: none"> The District continues to share critical information with all parents and families through multiple channels, including through our new website's e-news communication tool. One example of this is the Fall Newsletter, which covered critical topics including teacher retention, the new bell schedule, student safety and campus construction (www.fuhsd.org/news/fall-2018-newsletter). <p>Frequently Asked Questions Video Series</p> <ul style="list-style-type: none"> Over the last several years, one of our regular practices has been to respond to questions we receive from multiple community members and/or groups with written Q&A documents. These written responses have helped to address questions, comments and rumors that continue to percolate out in our community by providing factual information about the District and its operations. While we have found these Q&A documents to be 	010-0000-23XX-07180: \$43,057 010-0000-3XXX-07180: \$10,764	010-0000-23XX-07180: \$44,884 010-0000-3XXX-07180: \$11,563
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somewhat successful, we decided to try out a new strategy that allowed us to share this information more widely and through different channels. In the series of videos, Superintendent Bove responded directly to fourteen questions that the District has heard repeatedly from many members of our community. The videos can be viewed on the FUHSD website at www.fuhsd.org/news/frequently-asked-questions.

The Board Office Hours program has continued into the 2018-19 school year, with the goals of strengthening positive two-way communication between the board and members of the public, increasing accessibility of Trustees to parents, students and community members, providing opportunities for individuals to engage with Trustees outside of the formal and less flexible Board Meeting setting, and sharing information about the activities and conversations that Board members are engaging in out in our community.

The Board Communication Corner on the FUHSD website is regularly updated by the Communication Coordinator and includes contributions from Trustees featuring their activities in support of the District and community. The Corner can be found on the FUHSD website at

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue district committees such as Math Advisory Council (MAC), Career Technical Education (CTE) Advisory Committee, FUHSD Cupertino Area Chinese Language Education Committee (CACLEC), Citizens Oversight Committee (COC), Citizens Advisory Committee (CAC), Special Education Local Plan Area (SELPA) II Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.	<p>The following district committees continue: Math Advisory Council (refer to Goal 2 Action 5 for an update), Career Technical Education Advisory Committee (Goal 2 Action 7 for an update), and District Wellness Council (refer to Goal 3 Action 1 for an update).</p> <p>The Citizens Oversight Committee (COC) met on September 10 and December 3, 2018 and March 4 and May 13, 2019. Primary duties as stated in the Procedures, Policies and Guidelines:</p> <ul style="list-style-type: none"> • Ensure that Bond and Parcel Tax proceeds are expended for the purposes that they are intended; <ul style="list-style-type: none"> - Report the program's progress to the public; and - Provide an annual report and compliance statement. <p>The Citizens Advisory Committee (CAC), which began in the spring of 2016, met in November 2018 to review the result of the Lynbrook Supplemental School Assignment Plan (LSSAP) and projected enrollment for the 2019-20 school year and beyond.</p>	<p>\$19,609</p> <p>LCFF Base- 0000</p> <p>010-0000-11XX \$10,848 010-0000-3XXX \$3,797 010-0000-13XX\$3,972 010-0000-3XXX \$992</p>	<p>\$20,215</p> <p>LCFF Base- 0000</p> <p>010-0000-11XX \$11,124 010-0000-3XXX \$3,910 010-0000-13XX \$4,135 010-0000-3XXX \$1,046</p>

SELPA II CAC Board meetings are held the 2nd Friday of each month August through May. CAC Presentations were held as follows:

9/27/18 Meet the Directors
10/18/18 Dyslexia
11/15/18 When kids turn 18
January 2019 Resource Fair
February 2019 IEP Process
March 2019 Disability Awareness
April 2019 Autism Awareness

These are sent to FUHSD families of students with disabilities via monthly emails about workshops and community events related to education, engagement and resources such as PHP

In addition to the SELPA CAC meetings, the FUHSD Director of Educational and Special Services offered “An Opportunity to Talk” on October 23, 2018 (IEPs and Assessments) and March 26, 2019 (Transitions after high school) at 10 a.m. and 7 p.m. Parents were encouraged to bring questions and ideas, some possible topics to discuss include:

- Preparing for an IEP
- Assessment process
- Student and parent wellness
- Least restrictive environment
- Transition after high school

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Partner with FUHSD high school sites to insure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for</p> <ul style="list-style-type: none"> • parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, • student through leadership classes, English Language Development (ELD) classes, and FUHSD Student Intra District Council, • and staff through School Site Council, Professional Leadership Advisory Team of Educators (PLATE) and teacher retention subcommittee. 	<p>During the 2018-19 school year, input regarding the LCAP was solicited from parents in the following ways: by site principals through School Site Council and PTSA, by a district administrator through the District English Learners Advisory Council, and by a district and site administrator through visits to student leadership classes.</p>	<p>\$27,376</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX \$21,901 010-0000-3XXX \$5,475</p>	<p>\$28,533</p> <p>LCFF Base – 0000</p> <p>010-0000-13XX \$22,765 010-0000-3XXX \$5,768</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue family engagement committee and other activities initiated during the 2017-18 school year.</p>	<p>Family Engagement Committee</p> <p>The District Family Engagement Committee (FEC), is comprised of parents and staff representatives from all five school sites, and several District representatives. The FEC was formed during the 2016-17 school</p>	<p>\$28,454</p> <p>Local Revenue Resource - 9040</p>	<p>\$30,534</p> <p>Local Revenue Resource - 9040</p> <p>*no longer used due to</p>

	<p>year and was responsible for designing and helping administer the November 2017 Parent Engagement Survey. The FEC acts as the District’s LCAP Advisory Committee. This year, 18-19, the FEC met five times to review and support growth and development of the current parent education offerings provided by PTSAs, the District, and other community-based entities. Emphasis was placed on evaluating the potential viability of a “Parent University,” i.e. a centrally organized series of parent education offerings, to improve effectiveness and efficiency in parent education delivery and address equity concerns as they relate to the disparity between each school PTSA’s financial ability to facilitate quality parent education.</p> <p>FUHSD PTSA Council</p> <p>The “FUHSD PTSA Council” was formed during 2017-18. This group is an advisory group to the Superintendent made up of the PTSA Presidents from all five schools along with several of their Executive Board members, the President of the FUHS Foundation, the President of the Joint CFSCPTA, a number of community members (most of whom are former PTSA Presidents), both Assistant Superintendents, the Manager of Enrollment and Residency Options, the Communications Coordinator, and a Director of Human Resources. During the 2018-19 school year, the PTSA Council</p>	<p>060-9040-13XX \$22,763 060-9040-13XX \$5,691</p>	<p>Personnel Change</p> <p>LCFF Base -0000</p> <p>010-0000-13XX \$24,402 010-0000-13XX \$6,132</p>
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	<p>convened four times, twice per semester, to discuss and share a wide variety of issues occurring at the sites that are directly related to the experience of parents and families.</p> <p>The purposes and intended outcomes of PTSA Council meetings are for participants to:</p> <ul style="list-style-type: none"> • Learn about and share best PTSA/parent related practices from all high schools. • Share District information with parent leaders. • Discuss how parent engagement can be maximized. • Share school community challenges and collectively seek solutions. • Provide communication and updates (District to PTSA, PTSA to District, PTSA to PTSA). • Share with the District what is happening at the sites from the parent perspective. 		
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.	During the 2018-19 school year it was determined that an LCAP Executive Summary was not needed. With the new template for 2020-21 the District will determine if it is feasible to carry this action forward or discontinue.	<p>\$14,254</p> <p>LCFF Base- 0000 010-0000-1390: \$11,403 010-0000-3XXX: \$2,851</p>	<p>\$14,778</p> <p>LCFF Base- 0000 010-0000-1390: \$11,815 010-0000-3XXX: \$2,963</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of actions/services included: consultation with parents, students, and other community stakeholders to seek input and feedback continues to be deliberate and systematized. Opportunities include various surveys, advisory councils, consultation meetings, partnership in community organizations, and improved push out of information via technology and other means, to inform and connect stakeholders with the FUHSD.

In an effort to proactively inform our parents about the changes called for by the Next Generation Science Standards (NGSS), our District hosted two Science Engagement Nights where parents not only had the opportunity to hear about how the changes were impacting their students, but they also had the opportunity to engage in a teacher-led lesson that gave them a hands-on experience in NGSS.

On May 22 District administrators met with student leaders and advisors for the Gender Sexuality Alliances on our campuses to discuss roll out of a process for students to request a change in their name/gender.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures. Slight increases reflect an increase in employee compensation. We planned and spent money on family engagement and communication which is why there is no material difference between budgeted and actual expenditures.

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

All Stakeholders continue to agree that Goal 4 is appropriate. No changes have been made to the actions and services to achieve this goal during the 2019-20 school year. While the annual measurable outcomes have not yet been achieved, progress towards the goal has been made.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

School site principals shared their annual plans with School Site Council (SSC) and PTSA (Parent Teacher Student Association) in the fall and the mid-year update during 2nd semester. School plans are aligned to the 4 FUHSD LCAP goals and feedback is solicited specific to student progress.

CHS: SSC and PTSA September 25, 2018

FHS: SSC September 19, 2018, March 28 and April 24, 2019 3

HHS: SSC September 18, 2018, January 8 and February 12, 2019; PTSA Board September 5, 2018, January 9 and February 13, 2019

LHS: SSC 10/16/18; PTSA 11/13/18

MVHS: SSC 5/7/19; PTSA – 9/25/18 and 3/19/19

On April 24, 2019 the District Coordinator who oversees the FUHSD English Language Development program held a District English Language Advisory Committee (DELAC) meeting. It was attended by students, parents and staff representing all 5 comprehensive sites. Discussion prompts were focused on each of the 4 LCAP goals.

On May 16, 2019 the Director of Educational and Special Services held a meeting to provide information about and seek input on the Performance Indicator Review. Invitees included district and site administrators, site and program staff, and parents of students with disabilities.

On May 22, 2019 the Associate Superintendent of Student and Special Services and the Assistant Principal of Activities from Lynbrook High School who services as the district liaison for InterDistrict Council visited the Leadership classes at Fremont and Homestead High School. The leadership classes at Lynbrook, Cupertino, and Monta Vista were visited on May 28, 2019. The focus of the visits was to orient them to the 4 FUHSD school/district goals, hear from them what actions they currently see administrators, staff and teachers at their sites perform in each area and solicit suggestions for each goal area.

On May 22, 2019 the FHS Principal, an FHS Assistant Principal and the FUHSD Director of Educational and Special Services presented to the School Site Council (SSC) background information on improvement science and the DA and PIR processes as they relate to ATSI, and provided information about the strategy to target the identified areas for students with disabilities.

The LCAP is presented to the FUHSD Board of Trustees during a study session on June 4 with approval sought on June 11.

Impact on LCAP and Annual Update

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

No new LCAP goals, actions or services were identified as a result of input from the stakeholder LCAP input meetings. There was agreement in all stakeholder groups that the current four goals are relevant to the needs across the District. The stakeholder input meetings essentially served to reinforce the current LCAP goals and overall action plan and validated the strong relationship between current LCAP goals, metrics, and actions/services. Feedback from all stakeholder groups obtained through the above processes was reviewed by the District LCAP team and will be incorporated as appropriate into the implementation of the Actions/Services for the 2019-20 school year. For instance, more social interactions with native English speakers and consideration of LINK-type activities for 10-12th grade students at Fremont High School.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

There are struggling students in all five of our schools. The District’s Belief Statements about Teaching and Learning challenge every school to work to ensure high levels of learning for every student. Socioeconomically Disadvantaged (SED), English Language Learners (ELL), Filipino, Hispanic, African-American, Students who are Homeless, and Students with Disabilities (SWD), while sometimes performing at or above state and county averages, typically do not perform as well as their Asian and White peers.

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

Students who are English language learners or students with disabilities face greater challenges to complete the A-G requirements. One strategy to support these students is to have targeted programs although participation in these programs may keep them from or delay them from taking A-G

required classes (ELD 1, 2; Academic Reading and Writing; Specialized Academic Instruction). While we expect all students to strive towards meeting college readiness, sometimes targeted interventions take precedence.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.	<p>Students meeting A-G, Class of 2016</p> <p>Afr Am/Black 50.0%</p> <p>Asian 90.5%</p> <p>Filipino 60.8%</p> <p>Hispanic/Latino 34.6%</p> <p>White 72.6%</p> <p>Two or more races 67.6%</p> <p>English Learners 18.4%</p> <p>Socioecon Disadv 39.0%</p> <p>Students w/Disabilities 15.2%</p> <p>All Students 76.4%</p>	<p>Students meeting A-G, Class of 2017:</p> <p>Afr Am/Black 44.0%</p> <p>Asian 91.2%</p> <p>Filipino 56.8%</p> <p>Hispanic/Latino 36.1%</p> <p>White 75.8%</p> <p>Two or more races 78.9%</p> <p>English Learners 19.2%</p> <p>Socioecon Disadv 43.4%</p> <p>Students w/Disabilities 15.2%</p> <p>All Students 78.6%</p>	<p>Students meeting A-G requirements (Class of 2018):</p> <p>Afr Am/Black 26.1%</p> <p>Asian 93.0%</p> <p>Filipino 64.3%</p> <p>Hispanic/Latino 43.1%</p> <p>White 75.4%</p> <p>Two or more races 84.5%</p> <p>English Learners 43.1%</p> <p>Socioecon Disadv 54.6%</p> <p>Students w/Disabilities 24.2%</p> <p>Homeless Youth 20.0%</p> <p>All Students 81.4%</p>	<p>Targets for Class of 2019</p> <p>100% for all student groups</p>
PIR Indicator 3b Increase to 95% the number of students with disabilities who participate in the California Assessment of Student Performance and Progress (CAASPP).		<p>ELA 84%</p> <p>Math 85%</p>	<p>ELA 89%</p> <p>Math 88%</p>	<p>Targets for 2019:</p> <p>100% of students with disabilities</p>
PIR Indicator 3c By student group,	Students meeting/exceeding	Students meeting/exceeding standard on CAASPP	Students meeting/exceeding standard on CAASPP	Targets for 2019: 100% for all student groups

increase to 100% the number of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).	standard on CAASPP ELA/Math (2016): Afr Am 50% / 40% Asian 94% / 94% Filipino 69% / 49% Hispanic 47% / 23% White 87% / 79% Two or more 85% / 80% EL 29% / 43% SED 49% / 33% SWD 30% / 21% All Students 84% / 77.35%	ELA/Math (2017) Afr Am 52.38% / 23.81% Asian 93.64% / 92.62% Filipino 79.9% / 52.38% Hispanic 43.58% / 23.56% White 85.5% / 73.7% Two or more 90.37% / 81.48% EL 21.39% / 33.51% SED 48.15% / 34.55% SWD 38.82% / 17.06% All Students 84.36% / 77.35%	ELA/Math (2018): Afr Am 40.00% / 20.83% Asian 90.92% / 92.26% Filipino 64.52% / 51.57% Hispanic 41.78% / 25.06% White 83.30% / 69.97% Two or more 90.37% / 81.48% EL 18.18% / 26.04% SED 47.23% / 37.39% SWD 21.59% / 16.04% All Students 80.35% / 75.55%	
By student group, increase to 100% the number of students deemed “ready for college” as measured on CAASPP (Early Assessment Program (EAP)).	Students “ready for college” ELA/Math (CAASPP 2016): Afr Am 27% / 16% Asian 74% / 80% Filipino 31% / 21% Hispanic 14% / 8% White 63% / 55% Two or more 66% / 60% EL 3% / 25% SED 18% / 15% SWD 9% / 9% All Students 62% / 62%	Students “ready for college” ELA/Math (CAASPP 2017): Afr Am 19.05% / 19.05% Asian 76.16% / 76.06% Filipino 34.38% / 19.05% Hispanic 13.69% / 6.03% White 54.98% / 46.96% Two or more 68.15% / 54.81% EL 5.78% / 17.3% SED 21.37% / 14.33% SWD 10.0% / 10.0% All Students 61.77% / 58.07%	Students “ready for college” ELA/Math (CAASPP 2018): Afr Am 12.00% / 12.50% Asian 71.48% / 76.12% Filipino 32.26% / 28.13% Hispanic 16.45% / 7.75% White 54.18% / 45.86% Two or more 54.35% / 49.64% EL 1.82% / 13.02% SED 22.92% / 19.27% SWD 7.51% / 8.02% All Students 57.70% / 57.31%	Targets for 2019: 100% for all student groups
By student group, increase to 100% the number of students who graduate	Students meeting graduation requirements, Class of 2016 Afr Am/Black 89.3%	Students meeting graduation requirements, Class of 2017: Afr Am/Black 89.7%	Students meeting graduation requirements, Class of 2018: Afr Am/Black 92.0%	Targets for Class of 2019 100% for all student groups

	Asian 98.7% Hispanic/Latino 84.3% Filipino 95.3% White 96.7% Two or more races 96.7% English Learners 84.6% Socioecon Disadv 88.5% Students w/Disabilities 82.1% All Students 95.9%	Asian 98.7% Hispanic/Latino 89.7% Filipino 97.5% White 96.1% Two or more races 94.9% English Learners 85.5% Socioecon Disadv 89.3% Students w/Disabilities 83.1% All Students 96.4%	Asian 98.3% Hispanic/Latino 82.4% Filipino 97.2% White 95.9% Two or more races 94.9% English Learners 81.4% Socioecon Disadv 85.7% Students w/Disabilities 76.2% Homeless Youth 58.8% All Students 95.2%	
Increase to 100% the portion of English Learners in the US for more than one year who score proficient on the English Language Proficiency Assessments for California (ELPAC). (This metric has been updated from 18-19 in order to align with the way ELPAC results are reported).	LTELS scoring proficient on CELDT (2015): 47.9%	LTELS scoring proficient on CELDT (2016): 51.7%	EL in US < 1 year: 38 (42.22%) EL in US > 1 year: 266 (43.82%) All EL: 304 (43.62%)	Targets for 2019-20 100% for all EL groups
Increase English Learner reclassification rate to 100%.	From 9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is accounted by a change to reclassification in spring only beginning in the 15-16 school year	ELs reclassified in 2016-17: 12.1%	EL students reclassified in 2018-19: 114 (13.2%)	Target for 2019-20 100%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

Unchanged

X Unchanged

X Unchanged

2017-18 Actions/Services

Sustain a high quality comprehensive high school program.

- Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.
- Seek additional resources to support staff and expand program/services when possible.

No new revenue.

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

2018-19 Actions/Services

Sustain a high quality comprehensive high school program.

- Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.
- Seek additional resources to support staff and expand program/services when possible.

No new revenue.

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

2019-20 Actions/Services

Sustain a high quality comprehensive high school program.

- Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.
- Seek additional resources to support staff and expand program/services when possible.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,177,548	\$133,086,129	
Source	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (2000-9635) 	<ul style="list-style-type: none"> - LCFF Base Unrestricted (0000-1999) - LCFF Base Restricted (6500, 8150) - State Revenue (6000-7689) - Lottery Unrestricted (Fund 020) - Parcel Tax (Fund 040) 	<ul style="list-style-type: none"> - LCFF Base (Resources 0XXX, 1400, 6500, 8150): \$112,729,038 - State Funds (Resources 1100, 6387, 6512, 6520): \$4,354,220 - Local Funds (Fund 040, resource 0000): \$5,174,103
Budget Reference	<ul style="list-style-type: none"> - Fund (010-080), Res (0000-1999), Obj (1000-7300), Mgr (0000, 0005, 0013, 0022, 0071, 0078): \$85,901,772 - Fund (010-080), Res (2000-9999), Obj (1000-7300): \$35,275,776 	<ul style="list-style-type: none"> - Fund (010-080), Res (0000-1999), Obj (1XXX-3XXX), Mg (0000,0005,0013,0022,0071,0078) \$92,659,016 - Fund (010-080), Res (6500,8150),Obj (1000-7300) \$31,481,913 - Fund 040, Obj (1XXX-5XXX) \$5,011,741 - Fund 020, Obj (1XXX-4XXX) \$1,559,232 - Fund (000-080), Res (6387, 6512,6520), Obj (1XXX-3XXX) \$2,374,227 <p>(We will provide backup reports for this action)</p>	<p>Teacher salary</p> <ul style="list-style-type: none"> - Resources 0XXX, 1XXX, 65XX; Objects 11XX, 19XX: \$56,427,083 <p>Teacher Statutory and Health & Welfare Benefits</p> <ul style="list-style-type: none"> - Resources XXXX; Objects 3XXX: \$22,570,833 <p>Psychologist, Guidance and Other Pupil Support Salary</p> <ul style="list-style-type: none"> - Resources 0000 & 6500; Objects 12XX: \$5,042,915 <p>Psychologist, Guidance and other Pupil Support Statutory and Health & Welfare Benefits</p> <ul style="list-style-type: none"> - Resources 0000 & 6500; Objects 3XXX: \$2,017,166 <p>Coaches Stipends</p> <ul style="list-style-type: none"> - Resources 0000; Objects 1191, 1192, 2121, 2122, 2191: \$1,248,366 <p>Coaches Statutory Benefits</p> <ul style="list-style-type: none"> - Resources 0000; Objects 3XXX: \$374,509 <p>Classified Instructional Aides Salary</p>

			<ul style="list-style-type: none"> - Resources 0XXX, 1400, 65XX; Objects 211X: \$5,481,255 <p>Classified Instructional Aid Statutory and Health & Welfare Benefits</p> <ul style="list-style-type: none"> - Resources 0XXX, 1400, 65XX; Objects 3XXX: \$2,192,520 <p>Custodians & Groundskeepers Salary</p> <ul style="list-style-type: none"> - Resources 0000 & 8150; Objects 22XX: \$4,363,531 <p>Custodians & Ground Keepers Statutory and Health & Welfare Benefits</p> <ul style="list-style-type: none"> - Resources 0000 & 8150; Objects 3XXX: \$1,745,412 <p>Clerical, technical & Office Staff Statutory and Health & Welfare Salary</p> <ul style="list-style-type: none"> - Resources 0XXX, 8150, 6500; Objects 24XX: \$5,024,126 <p>Clerical, technical and Office Staff Statutory and Health & Welfare Benefits</p> <ul style="list-style-type: none"> - Resources 0XXX, 8150, 6500; Objects 3XXX: \$2,099,650 <p>Student Advocates and Other Classified Support Staff Salary</p> <ul style="list-style-type: none"> - Resources 0XXX, 1400,65XX; Objects 29XX: \$3,374,927 <p>Student Advocates and Other Classified Support Staff Statutory and Health & Welfare Benefits</p> <ul style="list-style-type: none"> - Resources 0XXX, 65XX; Objects 3XXX: \$1,349,971 <p>School Site Admin Salary</p> <ul style="list-style-type: none"> - Resources 0XXX; Objects 13XX &23XX: \$6,357,541 <p>School Site Admin Statutory and Health &</p>
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			Welfare Benefits - Resources 0XXX, 65XX; Objects 3XXX: \$2,565,492 District Admin Salary - Resources 0XXX, 65XX; Objects 13XX & 23XX: \$1,558,373 District Admin Statutory and Health & Welfare Benefits - Resources 0XXX, 65XX; Objects 3XXX: \$623,349
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Action 2

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

Students to be Served:

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

Location(s):

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

Students to be Served:

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

Foster Youth	Low Income	Schoolwide	All schools Specific Schools: FHS and HHS
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Actions/Services

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

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

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

Modified	Modified	Unchanged
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2017-18 Actions/Services

Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a

2018-19 Actions/Services

Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other

2019-20 Actions/Services

Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other

<p><u>program targeted to low-income students and Foster Youth.</u></p> <ul style="list-style-type: none"> ● Review of Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion. ● Continued investigation of the students identified as “Title I” and their access to support programs. 	<p><u>resources to provide a program targeted to low-income students and Foster Youth.</u></p> <ul style="list-style-type: none"> ● Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion. 	<p><u>resources to provide a program targeted to low-income students and Foster Youth.</u></p> <ul style="list-style-type: none"> ● Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,730,312	\$1,932,944	\$2,084,357
Source	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - LCFF Base -Prop 55 (1400) 	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000) - Local Revenue Source (9040) 	<ul style="list-style-type: none"> - LCFF Base (0000) - LCFF Supplemental Grant (0000) - Local Revenue Resource (9211) - LCFF Base -GSA (0000)
Budget Reference	<ul style="list-style-type: none"> – 010-0000-2915, 2410, 3000, 4310: (\$178,034) – 010-0000-1110,1120,1251,3000- (010100/ 010102/ 018200/ 017500/ 031100): \$907,973 – 060-9211-1000, 3000: \$173,006 – 010-0000-1100, 3000- (150000): \$260,229 – 010-14000-1330, 3000: \$211,070 	<p>LCFF Base:</p> <p>010-0000-23XX: \$3,856</p> <p>010-0000-3XXX: \$964</p> <p>010-0000-24XX: \$2,104</p> <p>010-0000-3XXX: \$631</p> <p>010-0000-29XX: \$148,821</p> <p>010-0000-3XXX: \$44,646</p> <p>010-0000-4310: \$2,595</p> <p>LCFF Supplemental Grant:</p> <p>000-0000-11XX: \$701,972</p>	<p>LCFF Base: \$467,934</p> <p>Partial Salary of Residency Manager 010-0000-23XX: \$4,173</p> <p>Partial Benefits of Residency Manager 010-0000-3XXX: \$1,054</p> <p>Partial Salary of Residency Support Specialist 010-0000-24XX: \$2,303</p> <p>Partial Benefits of Residency Support Specialist 010-0000-3XXX: \$681</p> <p>Partial Salary of Parent/Comm. & Student Conduct Liaisons 010-0000-29XX: \$159,874</p> <p>Partial Benefits of Parent/Comm. &</p>

	<p>000-0000-3XXX: \$245,690 010-0000-12XX: \$57,138 010-0000-3XXX: \$19,998 010-0000-4310: \$4,646</p> <p>Local Revenue Source (9211) 060-9211-11XX: \$141,631 060-9211-3XXX: \$49,571</p> <p>LCFF Base - GSA: 010-0000-11XX: \$208,415 010-0000-3XXX: \$72,945</p> <p>Local Revenue Source (9040): 060-9040-13XX: \$168,386 060-9040-3XXX: \$58,935</p>	<p>Student Conduct Liaisons 010-0000-3XXX: \$48,487 Supplies for McKinney-Vento Students 010-0000-4310: \$3,000 Partial Salary of Asst. Superintendent 010-0000-1390: \$185,202 Partial Benefits of Asst. Superintendent 010-0000-3XXX: \$63,160</p> <p>LCFF Supplemental Grant: \$1,107,776 AVID & Excel Teacher Salaries 010-0000-11XX: \$753,397 AVID & Excel Teacher Benefits 010-0000-3XXX: \$265,966 Partial Guidance Counselor Salaries 010-0000-12XX: \$61,570 Partial Guidance Counselor Benefits 010-0000-3XXX: \$21,843 Supplies for Summer Bridge Classes 010-0000-4310: \$5,000</p> <p>Local Revenue Source (9211): \$205,710 FAAP Teacher Salaries 060-9211-11XX: \$152,545 FAAP Teacher Benefits 060-9211-3XXX: \$53,165</p> <p>LCFF Base - GSA: \$302,937 Algebra Teacher Salaries 010-0000-11XX: \$223,897 Algebra Teacher Benefits 010-0000-3XXX: \$79,040</p>
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Action 3

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All schools
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. During the 2017-18 school year, the District administrator supporting EL programs will coordinate with a 0.4 FTE released teacher to update the Master Plan for English Learners. In addition as described in the Title III plan,</p> <ul style="list-style-type: none"> Long-term English Learners (ELs) are currently placed in supplementary intervention courses. Ninth graders take “Perspectives” using the Career Choices and Changes curriculum. The curriculum will be revised to enhance academic language production and 	<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. During the 2018-19 school year, in addition as described in the Title III plan:</p> <ul style="list-style-type: none"> Professional development for Integrated ELD teachers in Math, Science, ELA and Social Studies across the district will be facilitated by a District administrator and a Curriculum Lead. At the beginning of year, teachers will convene in a roundtable meeting to (1) explore what Integrated ELD is and isn’t, (2) convert a mainstream lesson plan into an 	<p>Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide <u>a program targeted to English Learners</u> at each school. In addition as described in the Title III plan, for school year 2019-20:</p> <ol style="list-style-type: none"> In September 2019, a workshop will be offered to all sheltered and ELD teachers across 5 school sites. The workshop will deepen two key high-leverage principles for EL instruction listed below. Workshop repeated for SAI teachers. (new/modified) <ul style="list-style-type: none"> Incorporating all 4 language domains in every lesson Understanding and addressing

student capacity to access complex texts. The District administrator supporting EL programs will facilitate collaboration meetings and provide coaching. The teachers and administrator will continually evaluate curriculum – and its implementation – to determine its effectiveness.

- Each school site designs a plan for Designated and Integrated English Language Development (ELD) teachers to engage in professional learning on practices that enhance the experience ELs in learning content and acquiring academic English. This may include visits to each other's classrooms, analysis of lessons on video, lesson studies, action research, examination of student work, etc. A central focus remains on improving the quality and quantity of academic language production and the extent to which students are accessing complex texts.
- Throughout the school year, Designated ELD and Global Literature teachers collaborate as professional learning communities to revise the essential learning objectives of each unit to ensure they are at a level of rigor called for by the Common Core State Standards (CCSS) and the 2012 ELD standards. A particular focus is on the explicit instruction of "how English works" (e.g., expanding/enriching ideas, connecting/condensing ideas) to support students in producing the academic language necessary for successful completion of summative tasks. Five ELD 1, five ELD 2, and five ELD 3 teachers and 3 Global Literature teachers will participate (18 total).

Integrated ELD version, (3) ask and answer questions about challenges and dilemmas in Integrated ELD, (4) determine ways in which Curriculum Leads can provide additional professional support throughout the year (modified).

- Each school site designs a plan for Designated and Integrated English Language Development (ELD) teachers to engage in professional learning on practices that enhance the experience ELs in learning content and acquiring academic English. This may include visits to each other's classrooms, analysis of lessons on video, lesson studies, action research, examination of student work, etc. A central focus remains on improving the quality and quantity of academic language production and the extent to which students are accessing complex texts (unchanged).
- Throughout the school year, Designated ELD and Global Literature teachers collaborate as professional learning communities to revise the essential learning objectives of each unit to ensure they are at a level of rigor called for by the Common Core State Standards (CCSS) and the 2012 ELD standards. A particular focus is on the explicit instruction of "how English works" (e.g., expanding/enriching ideas, connecting/condensing ideas) to support students in producing the academic language necessary for successful completion of summative tasks. Five ELD 1, five ELD 2, and five ELD

language demands

- Teachers will be provided a toolbox of strategies (from *The ELL Teacher's Toolbox* and other resources) embedded into content specific lessons to illustrate the actualization of the two high-leverage principles
 - Up to 5 teachers per site will receive follow-up coaching from Curriculum Leads / District Administrator
 - Ongoing follow-up site-based EL Team meetings will take place to share implementations, problem-solve, share ideas, etc. Meetings are facilitated by EL Coordinator.
 - Ongoing support from administrators to look for:
 - Are the four language domains balanced in nearly every lesson?
 - Is there explicit attention to vocabulary, construction of sentences and other language demands?
2. Cross-site ELD teachers will continued to meet after school/or during a release day 4 to 5 times per school year as inter-site PLCs. The work will include creating and revising curriculum, lessons and assessments. Teachers will also look at student work to determine necessary changes to the instructions. (continued)

<ul style="list-style-type: none"> Two Integrated ELD teachers and a District administrator collaborate to enhance the learning experience for long-term ELs. They will re-design existing units (one in Science and one in Mathematics) using project-based learning components (e.g., feedback, exhibition). By offering students choice in their learning while providing the necessary scaffolding, they aim to improve the authenticity of the summative task and to increase student engagement. 	<p>3 teachers and 3 Global Literature teachers will participate (18 total) (unchanged).</p> <ul style="list-style-type: none"> Two Integrated ELD teachers and a District administrator collaborate to enhance the learning experience for both newcomers and long-term ELs. They will re-design existing units (one in Science and one in Mathematics) using project-based learning components (e.g., feedback, exhibition). By offering students choice in their learning while providing the necessary scaffolding, they aim to improve the authenticity of the summative task and to increase student engagement (unchanged). 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,055,881	\$3,355,353	\$3,620,631
Source	<ul style="list-style-type: none"> LCFF Base - 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant - 0791 	<ul style="list-style-type: none"> LCFF Base - 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant - 0791 	<ul style="list-style-type: none"> LCFF Base - 0000 LCFF Supplemental Grant - (0000) LCFF Supplemental Grant - 0791
Budget Reference	<ul style="list-style-type: none"> 010-0000-2395,2410, 3000 - (033100): \$6,993 010-0000-1110,3000-(010100/ 0100102/ 012100): \$1,585,738 018-0791-all objects: \$1,463,150 	<p>LCFF Base:</p> <p>010-0000-23XX: \$3,855</p> <p>010-0000-3XXX: \$964</p> <p>010-0000-24XX: \$2,104</p> <p>010-0000-3XXX: \$631</p> <p>LCFF Supplemental Grant (0000):</p> <p>010-0000-11XX: \$1,277,895</p>	<p>LCFF Base: \$8,211</p> <p>Partial Residency Manager Salary 010-0000-23XX: \$4,173</p> <p>Partial Residency Manager Benefits 010-0000-3XXX: \$1,054</p> <p>Partial Residency Support Specialist Salary 010-0000-24XX: \$2,303</p> <p>Partial Residency Support Specialist Benefits</p>

		010-0000-3XXX: \$447,263 LCFF Supplemental Grant (0791): 018-0791-11XX: \$646,396 018-0000-3XXX: \$226,239 018-0791-21XX: \$167,764 018-0000-3XXX: \$50,329 018-0791-24XX: \$381,199 018-0000-3XXX: \$114,360 018-0000-4310: \$22,453 018-0791-5220: \$13,901	010-0000-3XXX: \$681 LCFF Supplemental Grant (0000): \$1,857,464 ELD Teachers Salaries 010-0000-11XX: \$1,372,829 EL Teachers Benefits 010-0000-3XXX: \$484,635 LCFF Supplemental Grant (0791):\$1,754,956 EL Teachers Salaries 018-0791-11XX: \$700,408 EL Teachers Benefits 018-0791-3XXX: \$245,143 EL Instructional Aides Salaries 018-0791-21XX: \$181,601 EL Instructional Aides Benefits 018-0791-3XXX: \$54,411 EL Assistants Salaries 018-0791-24XX: \$410,302 EL Assistants Benefits 018-0791-3XXX: \$123,091 Supplies 018-0791-4310: \$25,000 Professional Development 018-0791-5220: \$15,000
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Action 4

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

Students to be Served:

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

Location(s):

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

Students with Disabilities	All schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New (18-19 Goal 1 Action 4 moved to Goal 2 Action 11)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>PIR Indicator 3b (CAASPP Participation)</p> <p>Build communication and collaboration on testing within district sites and Non-Public Schools (scheduling and provision of staff training) and with parents through increased understanding of testing and its importance (discussion at IEP meetings and annual letter).</p> <p>Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in communication as stated above, IEPs that are held.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$119,777
Source			LCFF Base- 0000 LCFF Base- Prop 55 (1400)
Budget Reference			LCFF Base: \$6,420 Partial Director Salary 080-6500-13XX: \$5,118 Partial Director Benefits 080-6500-3XXX: \$1,302 LCFF Base - Prop 55 (1400): Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706 Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651

Action 5

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All schools

Actions/Services

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

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

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

New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>PIR Indicator 3c (CAASPP Performance)</p> <p>Through districtwide collaboration of special education teachers, essential skills in the areas of ELA and math for Specialized Academic Instruction will be agreed upon and implemented to ensure that students receive content and structure in support of increased performance and transition to general education content classes.</p> <p>Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in districtwide meetings and site PLCs.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$119,777
Source			LCFF Base- 0000 LCFF Base - Prop 55 (1400)
Budget Reference			LCFF Base: \$6,420 Partial Director Salary 080-6500-13XX: \$5,118 Partial Director Benefits 080-6500-3XXX: \$1,302 LCFF Base - Prop 55 (1400): Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706 Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 2

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

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

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

towards annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school and district administrators. (Educator Effectiveness Funds)				
Increase the percentage of underrepresented students who take AP classes.	<p>Students completing AP courses--duplicated (2015-2016):</p> <p>All Students 36%</p> <p>ELL 7.1%</p> <p>SED 13.8%</p> <p>Hispanic 11.3%</p> <p>Filipino 26.3%</p> <p>SWD 3.1%</p> <p>African Am 17.5%</p> <p>Asian 44.6%</p> <p>White 30.5%</p>	<p>Targets for 2017-2018:</p> <p>Increase by 2% students completing AP courses in 2016-2017</p> <p>All Students: 38%</p> <p>ELL: 9.1%</p> <p>SED: 15.8%</p> <p>Hispanic: 13.3%</p> <p>Filipino: 28.3%</p> <p>SWD: 5.1%</p> <p>African Am: 19.5%</p> <p>Asian: 46.6%</p> <p>White: 32.5%</p>	<p>Targets for 2018-2019:</p> <p>Increase by 2% students completing AP courses in 2017-2018</p> <p>All Students: 36.5%</p> <p>ELL: 5.2%</p> <p>SED: 16.5%</p> <p>Hispanic: 11.8%</p> <p>Filipino: 21.8%</p> <p>SWD: 3.8%</p> <p>African Am: 11.0%</p> <p>Asian: 45.6%</p> <p>White: 30.4%</p>	<p>Targets for 2019-2020:</p> <p>Increase by 2% students completing AP courses in 2018-2019</p>
Increase the percentage of students who have passed an AP exam with a "3" or higher.	<p>AP exams 2016:</p> <p>3,661 students took 8,687 exams, with a pass rate of 90.1%</p>	<p>AP exams 2017:</p> <p>3,906 students took 9,398 exams, with a pass rate of 90.4%</p>	<p>AP exams 2018:</p> <p>3,968 students took 9,568 exams, with a pass rate of 90.7%.</p>	<p>Maintain or increase pass rate, while maintaining or increasing the number of students who participate in AP</p>
Increase the number of FUHSD courses that result in credit from a post-	1	3	3	5

secondary program.				
100% of teachers will be highly qualified to teach the courses to which they are assigned.	100%	100%	100%	100%
100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources.	100%	100%	100%	100%
PIR Indicator 5a-c Increase participation in the least restrictive environment for students with disabilities to state targets (see 19-20 column).		80% or more of their day in general education: 28% 40% or less of their day in general education: 32% Separate schools: 4.5%	80% or more of their day in general education: 32% 40% or less of their day in general education: 26% Separate schools: 4.9%	80% or more of their day in general education: 51% 40% or less of their day in general education: 22.6% Separate schools: 4%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

- Sustain, and expand when possible, curriculum and professional development supports including:
 - A two-year, in- house induction program for new teachers.
 - Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.
 - Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.

2018-19 Actions/Services

- Sustain, and expand when possible, curriculum and professional development supports including:
 - A two-year, in- house induction program for new teachers.
 - Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.
 - Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.

2019-20 Actions/Services

- Sustain, and expand when possible, curriculum and professional development supports including:
 - A two-year, in- house induction program for new teachers.
 - Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.
 - Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.

<ul style="list-style-type: none"> o Resources to attend external professional learning opportunities as appropriate. o Leadership learning opportunities for administrators. <p>All expenses of Induction program, 0.8 FTE for 3 curricular leads, Professional development: Release-time for workshops, Prof. Dev. (release and subs), Admin. Learning, Books and Supplies.</p>	<ul style="list-style-type: none"> o Resources to attend external professional learning opportunities as appropriate. o Leadership learning opportunities for administrators. 	<ul style="list-style-type: none"> o Resources to attend external professional learning opportunities as appropriate. o Leadership learning opportunities for administrators.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,071,324	\$1,193,959	\$1,272,765
Source	<ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 - 1400 	<ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 - 1400 	<ul style="list-style-type: none"> – LCFF Base- 0000 – LCFF Base-0771 – LCFF Base-Prop 55 - 1400
Budget Reference	<ul style="list-style-type: none"> – 010-0000-5241-(070701- 0061) \$50,000 – 010-0000-1000,3000,4000- (Mg 0071) \$180,750 – 018-0771- all objects \$330,574 – 010-1400-1000, 3000 \$510,000 	<p>LCFF Base - 0000:</p> <p>010-0000-1XXX: \$1,037</p> <p>010-0000-3XXX: \$2,963</p> <p>010-0000-4XXX: \$189,497</p> <p>010-0000-52XX: \$54,022</p> <p>LCFF Base - 0771:</p> <p>018-0771-1XXX: \$61,288</p> <p>018-0771-3XXX: \$315,012</p> <p>018-0771-4XXX: \$5,300</p> <p>LCFF Base - Prop 55 (1400)</p> <p>010-1400-1XXX: \$418,400</p> <p>010-1400-3XXX: \$146,440</p>	<p>LCFF Base - 0000: \$254,317</p> <p>Partial Administrator Salary 010-0000-1XXX: \$3,195</p> <p>Partial Administrator Benefits 010-0000-3XXX: \$1,122</p> <p>Books and Supplies 010-0000-4XXX: \$200,000</p> <p>Professional Development 010-0000-52XX: \$50,000</p> <p>LCFF Base - 0771: \$411,028</p> <p>Mentor Teacher Salaries 018-0771-1XXX: \$339,062</p> <p>Mentor Teacher Benefits 018-0771-3XXX: \$65,966</p> <p>Supplies 018-0771-4XXX: \$6,000</p>

		LCFF Base - Prop 55 (1400): \$607,420 Curriculum Lead Salaries 010-1400-1XXX: \$448,478 Curriculum Lead Benefits 010-1400-3XXX: \$158,942
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Action 2

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Monitor patterns of course requests to inform program revision and development
Salary and benefits of 0.025 FTE for 5 AP's, 0.02 FTE for 21 Guidance Counselors, 0.025 FTE Dist. Admin.

2018-19 Actions/Services

Monitor patterns of course requests to inform program revision and development

2019-20 Actions/Services

Monitor patterns of course requests to inform program revision and development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$93,949	\$104,509	\$113,926

Source	LCFF Base -0000	LCFF Base - 0000	LCFF Base-0000
Budget Reference	010-0000-1251, 1307, 1330, 3000	010-0000-12XX: \$51,105 010-0000-3XXX: \$17,886 010-0000-13XX: \$28,415 010-0000-3XXX: \$7,103	Partial Guidance Counselor Salaries 010-0000-12XX: \$56,216 Partial Guidance Counsel Benefits 010-0000-3XXX: \$19,273 Partial Administrator Salaries 010-0000-13XX: \$30,806 Partial Administrator Benefits 010-0000-3XXX: \$7,631

Action 3

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel.

Salary and benefits of .025 FTE for 5 AP's, .02 FTE for 21, .025 FTE Dist. Admin.

2018-19 Actions/Services

Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel.

2019-20 Actions/Services

Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,155	\$104,033	\$112,923
Source	LCFF Base - 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307, 1308, 1250, 1300, 3000	010-0000-12XX: \$51,105 010-0000-3XXX: \$17,887 010-0000-13XX: \$28,033 010-0000-3XXX: \$7,008	Partial Guidance Counselor Salaries 010-0000-12XX: \$56,216 Partial Guidance Counselor Benefits 010-0000-3XXX: \$19,273 Partial Administrator Salaries 010-0000-13XX: \$29,899 Partial Administrator Benefits 010-0000-3XXX: \$7,535

Action 4

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Salary and benefits of 0.025 FTE for 5 AP's, 0.02 FTE for 21 Guidance Counselors, 0.025 FTE Dist. Admin.		counseling.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,155	\$104,033	\$112,923
Source	LCFF Base - 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307, 1308, 1250, 1300, 3000	010-0000-12XX: \$51,105 010-0000-3XXX: \$17,887 010-0000-13XX: \$28,033 010-0000-3XXX: \$7,008	Partial Guidance Counselor Salaries 010-0000-12XX: \$56,216 Partial Guidance Counselor Benefits 010-0000-3XXX: \$19,273 Partial Administrator Salaries 010-0000-13XX: \$29,899 Partial Administrator Benefits 010-0000-3XXX: \$7,535

Action 5

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core. Salary and benefits of 0.05 FTE District Administrators, 15 teachers for 8 hours.	Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,091	\$18,304	\$19,911
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base – 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX: \$4,068 010-0000-3XXX: \$1,424 010-0000-13XX: \$10,250 010-0000-3XXX: \$2,562	Partial Teacher Salaries 010-0000-11XX: \$4,369 Partial Teacher Benefits 010-0000-3XXX: \$1,542 Partial District Administrator Salary 010-0000-13XX: \$11,235 Partial District Administrator Benefits 010-0000-3XXX: \$2,765

Action 6

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

Salary and benefits of .05 FTE Dist. Admin., 15 teachers for 8 hours.

2018-19 Actions/Services

Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.

2019-20 Actions/Services

Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,091	\$18,304	\$19,911
Source	LCFF Base - 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX: \$4,068 010-0000-3XXX: \$1,424 010-0000-13XX: \$10,250 010-0000-3XXX: \$2,562	Partial Teacher Salaries 010-0000-11XX: \$4,369 Partial Teacher Benefits 010-0000-3XXX: \$1,542 Partial District Administrator Salary 010-0000-13XX: \$11,235 Partial District Administrator Benefits 010-0000-3XXX: \$2,765

Action 7

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

Salary and benefits of 1.0 FTE District Administrator for CTE

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,915	\$25,952	\$28,514
Source	Local Revenue Resource-9635	Local Revenue Resource 060-9635	Local Revenue Resource 060-9635

Budget Reference	060-9635-1330, 3000	060-9635-13XX: \$20,761 060-9635-3XXX: \$5,191	Partial CTE District Administrator Salary 060-9635-13XX: \$22,772 Partial CTE District Administrator Benefits 060-9635-3XXX: \$5,742
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Action 8

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

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

Salary and benefits of 0.05 FTE for 2 Human Resources Managers.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,968	\$26,863	\$28,820
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000

Budget Reference	010-0000-1300, 3000	010-0000-13XX: \$21,490 010-0000-3XXX: \$5,373	Partial HR Manager Salaries 010-0000-13XX: \$22,999 Partial HR Manager Benefits 010-0000-3XXX: \$5,821
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Action 9

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

New	Unchanged	Unchanged
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,034,931	\$1,188,251	\$1,281,345
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX: \$11,689 010-0000-3XXX: \$4,091 010-0000-13XX: \$937,977 010-0000-3XXX: \$234,494	Partial AVID Teacher Salaries 010-0000-11XX: \$12,556 Partial AVID Teacher Benefits 010-0000-3XXX: \$4,432 Assistant Principal Salaries 010-0000-13XX: \$1,010,080 Assistant Principal Benefits 010-0000-3XXX: \$254,277

Action 10

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$42,308	\$45,726
Source		LCFF Base - 0000 Local Revenue Source (9635)	LCFF Base - 0000 Local Revenue Source (9635)
Budget Reference		LCFF Base: 010-0000-12XX: \$16,071 010-0000-3XXX: \$5,625 010-0000-13XX: \$4,590	LCFF Base: \$39,539 Partial Guidance Counselor Salaries 010-0000-12XX: \$17,346 Partial Guidance Counselor Benefits 010-0000-3XXX: \$6,056 Partial District Administrator Salary 010-0000-13XX: \$4,897

		010-0000-3XXX: \$1,147 010-0000-5XXX: \$9,192 Local Revenue Source (9635): 060-9635-13XX: \$4,547 060-9635-3XXX: \$1,136	Partial District Administrator Benefits 010-0000-3XXX: \$1,240 Conferences/Consultants 010-0000-5XXX: \$10,000 Local Revenue Source (9635): \$6,187 Partial District Administrator Salary 060-9635-13XX: \$4,950 Partial District Administrator Benefits 060-9635-3XXX: \$1,237
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Action 11

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All schools

Actions/Services

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

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

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

	New	Unchanged (Moved from Goal 1 Action 4)
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on</p> <ul style="list-style-type: none"> • Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations. • Integrate the principles differentiated instruction into existing content of professional development for general and special education 	<p>PIR Indicator 5a-c (LRE)</p> <p>In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on</p> <ul style="list-style-type: none"> • Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations. • Integrate the principles differentiated instruction into existing content of professional development
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	teachers.	for general and special education teachers. Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in districtwide meetings and site PLCs.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$111,496	\$119,777
Source		LCFF Base - 0000 LCFF Base - Prop 55 (1400)	LCFF Base- 0000
Budget Reference		LCFF Base: 080-6500-13XX: \$4,776 080-6500-3XXX: \$1,194 LCFF Base - Prop 55 (1400): 010-1400-1130: \$78,167 010-1400-3XXX: \$27,359	LCFF Base: Partial Director Salary 080-6500-13XX: \$5,118 Partial Director Benefits 080-6500-3XXX: \$1,302 Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706 Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651

Action 12

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

Students to be Served:

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

Location(s):

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

Students with Disabilities	All schools
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Actions/Services

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

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

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

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>PIR Indicator 5a-c (LRE)</p> <p>Define and promote continuum of support options for students with disabilities within general education.</p> <p>Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in districtwide meetings and site PLCs.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$119,777
Source			LCFF Base- 0000
Budget Reference			<p>LCFF Base:</p> <p>Partial Director Salary 080-6500-13XX: \$5,118</p> <p>Partial Director Benefits 080-6500-3XXX: \$1,302</p> <p>Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706</p> <p>Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651</p>

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

FUHSD invests many resources to ensure that students are safe and have a sense of well-being at school. Discipline referrals; requests for support from Student Advocates, School Psychologists, and Guidance Counselors; and input from student groups are reviewed annually and used to develop school plans.

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

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the portion of students who respond positively when asked about the level of engagement in the	Student Wellness Survey (Sept 2016) 51.2% of student found their coursework interesting	Student Wellness Survey (Sept 2016) 51.2% of student found their coursework interesting	Student Wellness Survey (January 2019) 54% of students found their coursework interesting	Increase the portion of students who found their coursework interesting

work they do at school as measured by student surveys.				
Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed).	<p>Student Wellness Survey (Sept 2016)</p> <p>4.2% of students experienced bullying or harassment</p> <p>37.6% of students felt their teachers cared about their well-being</p> <p>66.2% of students felt stress at school</p>	<p>Student Wellness Survey (Sept 2016)</p> <p>4.2% of students experienced bullying or harassment</p> <p>37.6% of students felt their teachers cared about their well-being</p> <p>66.2% of students felt stress at school</p>	<p>Student Wellness Survey (January 2019)</p> <p>3% of students experienced bullying or harassment (physical, verbal or online/cyber)</p> <p>61% of students felt adults at their school care about their emotional well-being</p> <p>For the 2019 survey a variety of stressors were reviewed; there was not a question that asked how students “felt stress at school”</p>	<p>Decrease the portion of students who report the experienced bullying or harassment</p> <p>Increase the portion of students who felt their teachers cared about their well-being</p> <p>Decrease the portion of students who report they felt stress at school</p>
<p>PIR Indicator 4a</p> <p>Maintain low expulsion rate and monitor that no student groups are overrepresented among expelled students.</p>	0.2%	0.17%	<p>Students expelled in 2017-18 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 5 (0.08%)</p> <p>Filipino 1 (0.34%)</p> <p>Hispanic/Latino 10 (0.59%)</p> <p>White 3 (0.15%)</p> <p>Two or more races 1 (0.17%)</p> <p>English Learners 6 (0.64%)</p> <p>Socioecon Disadv 9 (0.44%)</p> <p>Students w/Disabilities 10 (0.88%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 20 (0.18%)</p>	Maintain or decrease expulsion rate from 2018-19

<p>PIR Indicator 4a</p> <p>Maintain low suspension rate and monitor that no student groups are overrepresented among suspended students.</p>	1.6%	1.9%	<p>Students suspended at least once in 2017-18 (% of student group):</p> <p>Afr Am/Black 8 (8.2%)</p> <p>Asian 60 (0.9%)</p> <p>Filipino 8 (2.7%)</p> <p>Hispanic/Latino 103 (6.0%)</p> <p>Pac Islander 3 (12.5%)</p> <p>White 44 (2.2%)</p> <p>Two or more races 21 (3.6%)</p> <p>English Learners 50 (5.3%)</p> <p>Socioecon Disadv 111 (5.4%)</p> <p>Students w/Disabilities 92 (8.1%)</p> <p>Homeless Youth 1 (5.9%)</p> <p>All Students 248 (2.2%)</p>	<p>Maintain or decrease suspension rate from 2018-19: move from orange to green and blue for identified student groups</p>
<p>Maintain or increase student positive attendance and decrease chronic absenteeism (change in wording based on feedback from SCCOE).</p>	<p>Baseline attendance (2015-2016): 94%</p>	<p>94.1% positive attendance</p> <p>5.9% chronic absenteeism</p>	<p>Students considered chronic absentee in 2017-18 (% of student group):</p> <p>Afr Am/Black 14 (14.4%)</p> <p>Asian 154 (2.3%)</p> <p>Filipino 19 (6.7%)</p> <p>Hispanic/Latino 310 (18.6%)</p> <p>Pac Islander 2 (8.7%)</p> <p>White 159 (8.2%)</p> <p>Two or more races 42 (7.3%)</p> <p>English Learners 132 (14.6%)</p> <p>Socioecon Disadv 327 (16.3%)</p> <p>Students w/Disabilities 230 (21.4%)</p> <p>Homeless Youth 10 (66.7%)</p> <p>All Students 702 (6.3%)</p>	<p>Maintain or increase positive attendance from 2018-19</p>

Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.	0 complaints	1 complaint (community member concern about safety on the track)	1 complaint (smell in a bathroom, led to addressing a sewer problem)	0 complaints
By student group, increase to 100% the number of students who graduate.	<p>Students meeting graduation requirements, Class of 2016</p> <p>Afr Am/Black 89.3%</p> <p>Asian 98.7%</p> <p>Hispanic/Latino 84.3%</p> <p>Filipino 95.3%</p> <p>White 96.7%</p> <p>Two or more races 96.7%</p> <p>English Learners 84.6%</p> <p>Socioecon Disadv 88.5%</p> <p>Students w/Disabilities 82.1%</p> <p>All Students 95.9%</p>	<p>Students meeting graduation requirements, Class of 2017:</p> <p>Afr Am/Black 89.7%</p> <p>Asian 98.7%</p> <p>Hispanic/Latino 89.7%</p> <p>Filipino 97.5%</p> <p>White 96.1%</p> <p>Two or more races 94.9%</p> <p>English Learners 85.5%</p> <p>Socioecon Disadv 89.3%</p> <p>Students w/Disabilities 83.1%</p> <p>All Students 96.4%</p>	<p>Students meeting graduation requirements, Class of 2018:</p> <p>Afr Am/Black 92.0%</p> <p>Asian 98.3%</p> <p>Filipino 97.2%</p> <p>Hispanic/Latino 82.4%</p> <p>White 95.9%</p> <p>Two or more races 94.9%</p> <p>English Learners 81.4%</p> <p>Socioecon Disadv 85.7%</p> <p>Students w/Disabilities 76.2%</p> <p>Homeless Youth 58.8%</p> <p>All Students 95.2%</p>	Targets for Class of 2019: 100% for all student groups
Monitor post-secondary program success as indicated by college entrance and persistence data.	<p><u>Baseline (Class of 2016):</u></p> <p>86% of graduates reported as enrolled in postsecondary institutions.</p> <p>Of 804 students reported enrolled in local community colleges, 32% of students required remediation in English and 39% required remediation in math.</p>	<p>85% of the Class of 2017 reported enrollment in postsecondary education institutions within the first year after high school</p> <p>Of 825 students in the Class of 2017 who enrolled in local community colleges, 30% required remediation in English-Language Arts and 38% required remediation in Mathematics.</p>	<p>84% of the Class of 2018 reported enrollment in postsecondary education institutions within the first year after high school</p> <p>Of 825 students in the Class of 2017 who enrolled in local community colleges, 30% required remediation in English-Language Arts and 38% required remediation in Mathematics. Data not yet</p>	Maintain or increase college entrance rates and persistence rates

		96% of students in the Class of 2016 who enrolled in college in their first year returned for their second year.	available for the Class of 2018. 96% of students in the Class of 2017 who enrolled in college in their first year returned for their second year.	
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Modified

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Continue the work of the District Wellness Council: school/life balance, stress management, and sleep deprivation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,814	\$55,190	\$59,764
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1305, 3000-070701	010-0000-13XX-070701 \$44,152 010-0000-3XXX-070701 \$11,038	Partial District Administrator Salary 010-0000-13XX-070701 \$47,840 Partial District Administrator Benefits 010-0000-3XXX-070701 \$11,924

Action 2

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

	crisis intervention.	crisis intervention.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$184,558	\$205,085	\$220,456
Source	LCFF Base - 0000 LCFF Base - 0605	LCFF Base - 0000 LCFF Base - 0605	LCFF Base - 0000 LCFF Base - 0605
Budget Reference	010-0000-1251, 1300, 3000 \$68,266 018-0605-291501, 3000 \$116,292	010-0000-12XX: \$14,030 010-0000-3XXX: \$4,911 010-0000-13XX: \$48,975 010-0000-3XXX: \$12,244 018-0605-29XX: \$96,096 018-0605-3XXX: \$28,829	LCFF Base - 0000: \$86,262 Partial Guidance Counselor Salaries 010-0000-12XX: \$15,419 Partial Guidance Counselor Benefits 010-0000-3XXX: \$5,299 Partial District Administrator Salary 010-0000-13XX: \$52,190 Partial District Administrator Benefits 010-0000-3XXX: \$13,354 LCFF Base - 0605: \$134,194 Student Advocate Salary 018-0605-29XX: \$103,307 Student Advocate Benefits 018-0605-3XXX: \$30,887

Action 3

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

Unchanged	Unchanged	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development.	School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development.	<p>PIR Indicator 4a (Discipline)</p> <p>School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development. The group will include a representative from Special Services in support of students with disabilities to align practices with IEP compliance and behavior service referrals.</p> <p>Coordinator of Special Services with administrators in the School Climate group. Initiating at the start of the 2018-19 school year through monthly meetings.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,317	\$24,805	\$33,056
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1307, 1330, 3000	010-0000-13XX: \$19,844 010-0000-3XXX: \$4,961	Partial Administrators Salaries 010-0000-13XX: \$21,745 Partial Administrators Benefits 010-0000-3XXX: \$5,246 Partial Coordinator of Student Services Salary: \$4,790 Partial Coordinator of Student Services Benefits: \$1,275

Action 4

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$108,159	\$118,975	\$128,359
Source	LCFF Base – 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307,1251,1330,1230,3000	010-0000-12XX: \$62,127 010-0000-3XXX: \$21,744 010-0000-13XX: \$28,083 010-0000-3XXX: \$7,021	Partial Guidance Counselor & Psychologist Salaries 010-0000-12XX: \$66,924 Partial Guidance Counselor & Psychologist Benefits 010-0000-3XXX: \$23,771 Partial Administrators Salaries 010-0000-13XX: \$30,081 Partial Administrators Benefits 010-0000-3XXX: \$7,583

Action 5

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Modified

Unchanged

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Maintain the progression of interventions including drug abuse counseling, anger management and parent and family support as alternatives to suspension and expulsion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,053	\$19,979	\$21,656
Source	LCFF Base – 0000	LCFF Base - 0000	LCFF Base - 0000
Budget Reference	010-0000-1307,1330, 3000	010-0000-12XX: \$5,612 010-0000-3XXX: \$1,964 010-0000-13XX: \$9,922 010-0000-3XXX: \$2,481	Partial Guidance Counselor Salary 010-0000-12XX: \$5,995 Partial Guidance Counselor Benefits 010-0000-3XXX: \$2,119 Partial Administrator Salaries 010-0000-13XX: \$10,872 Partial Administrator Benefits 010-0000-3XXX: \$2,670

Action 6

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,503	\$35,119	\$36,523
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1100, 1200, 1300, 2000, 3000, 4310	010-0000-11XX: \$3,819 010-0000-3XXX: \$1,336 010-0000-12XX: \$2,006 010-0000-3XXX: \$702 010-0000-13XX: \$10,059 010-0000-3XXX: \$2,515	Partial Teacher Salaries 010-0000-11XX: \$4,134 Partial Teacher Benefits 010-0000-3XXX: \$1,447 Partial Guidance Counselor Salaries 010-0000-12XX: \$2,141 Partial Guidance Counselor Benefits 010-0000-3XXX: \$757 Partial Administrator Salary 010-0000-13XX: \$10,872 Partial Administrator Benefits 010-0000-3XXX: \$2,718

		010-0000-2XXX: \$3,548 010-0000-3XXX: \$1,064 010-0000-4310: \$10,070	Partial Classified Support Staff Salaries 010-0000-2XXX: \$3,803 Partial Classified Support Staff Benefits 010-0000-3XXX: \$1,148 Supplies for Saturday School 010-0000-4310: \$9,500
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Action 7

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

Update school safety plans.

2018-19 Actions/Services

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

2019-20 Actions/Services

Monitor school safety plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,519	142,668	\$154,213
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1300, 3000	010-0000-13XX: \$114,134 010-0000-3XXX: \$28,534	Partial Administrators Salaries 010-0000-13XX: \$123,226 Partial Administrators Benefits 010-0000-3XXX: \$30,987

Action 8

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,423	\$79,349	\$85,286
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000- 1100, 1300, 3000	010-0000-11XX: \$5,733 010-0000-3XXX: \$2,006 010-0000-12XX: \$33,393 010-0000-3XXX: \$11,687 010-0000-13XX: \$21,224 010-0000-3XXX: \$5,306	Partial Coaches Salaries 010-0000-11XX: \$6,147 Partial Coaches Benefits 010-0000-3XXX: \$2,165 Partial Athletic Directors Salaries 010-0000-12XX: \$35,804 Partial Athletic Directors Benefits 010-0000-3XXX: \$12,614 Partial District Administrator Salary 010-0000-13XX: \$22,833 Partial District Administrator Benefits 010-0000-3XXX: \$5,723

Action 9

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$23,000	\$24,201
Source		LCFF Base - 0000	LCFF Base - 0000
Budget Reference		010-0000-19XX: \$5,926 010-0000-3XXX: \$2,074 010-0000-5830: \$ 15,000	Partial District Administrator Salary 010-0000-19XX: \$6,472 Partial District Administrator Benefits 010-0000-3XXX: \$2,229 Contracted Services 010-0000-5830: \$15,500

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the % of parents, students, and staff who engage in providing the district with	Student Wellness Survey (Sept 2017) Students: 15.4% Parents: 12.1% Staff: 42.7%	Increase participation by 2% Students: 17.4% Parents: 14.1% Staff: 44.7%	Increase participation by 2% Students: 89% Parents: survey in 19-20 Staff: unable to calculate due to mixed participation	Increase participation by 2% Students: % Parents: % Staff: %

feedback.			across campuses and representative groups	
100% of topic/program specific advisory groups include parent and staff representation.	100%: Math Advisory Council, Citizens Advisory Committee, Community Taskforce on Student Wellness, FUHSD-CACLEC partnership	100%	100%	100%
Maintain a presence in local and social media as well as on FUHSD and school site websites.	<ul style="list-style-type: none"> 100+ positive news articles in local papers (Mercury News/Cupertino Courier/Sunnyvale Sun) and other news outlets (including NBC Bay Area and KTVU) between August 2016 and May 2017 Social Media: <ul style="list-style-type: none"> 2,975 followers on FUHSD Facebook page 120 followers on FUHSD Twitter page Launched FUHSD LinkedIn page in September 2016 	<ul style="list-style-type: none"> 100+ positive news articles in local papers and other news outlets Social Media: <ul style="list-style-type: none"> 3,200 followers on FUHSD Facebook page 177 followers on FUHSD Twitter page LinkedIn 	<p>60+ positive news articles in local news outlets between June 2018 and April 2019</p> <p>The FUHSD Facebook and Twitter accounts are regularly updated. Average reach of approximately 1.5 thousand individuals for Facebook posts between June 2018 and March 2019.</p> <p>-3,438 followers on FUHSD Facebook page</p> <p>-229 followers on FUHSD Twitter page</p>	<ul style="list-style-type: none"> 100+ positive news articles in local papers and other news outlets Social Media: <ul style="list-style-type: none"> Maintain or increase followers on Facebook, Twitter, and LinkedIn
Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior	El Camino Hospital Unity Care	El Camino Hospital Unity Care Anti-Defamation League	Sunnyvale and Cupertino Rotary El Camino Hospital Unity Care Anti-Defamation League Seneca Family of Agencies	El Camino Hospital Anti-Defamation League Seneca Family of Agencies Foothill Family Engagement Institute Additional community

interventions).			Foothill Family Engagement Institute	partnerships
100% of parents have an active account to monitor their student's progress via School Loop or Infinite Campus portal.	Baseline in 2016-2017 % of students with an active parent account (IC portal/SL portal): CHS: 41%/86% FHS: 52%/66% HHS: 67%/77% LHS: 74%/78% MVHS: 76%/82%	Targets for 2017: Increase active accounts by 2% CHS: 43%/88% FHS: 54%/68% HHS: 69%/79% LHS: 76%/80% MVHS: 78%/84%	Targets for 2018: Increase active accounts by 2% from 2017 results 95% IC 77% SL	Targets for 2019: Increase active accounts by 2% from 2018 results

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

staff.	staff.	staff.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,423	\$28,454	\$31,449
Source	Local Revenue Resource -9211	Local Revenue Resource -9040	LCFF Base - 0000
Budget Reference	060-9211-1305,3000	060-9040-1305 \$22,763 060-9040-3XXX \$5,691	Partial Asst. Superintendent Salary 010-0000-1305 \$25,134 Partial Asst. Superintendent Benefits 010-0000-3XXX \$6,315

Action 2

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,971	\$86,941	\$93,562
Source	LCFF Base - 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1300, 3000	010-0000-13XX: \$26,496 010-0000-3XXX: \$6,624 010-0000-23XX-07180: \$43,057 010-0000-3XXX-07180: \$ 10,764	Partial Administrators Salaries 010-0000-13XX: \$28,268 Partial Administrators Benefits 010-0000-3XXX: \$7,154 Partial Communications Coordinator Salary 010-0000-23XX-07180:\$46,230 Partial Communications Coordinator Benefits 010-0000-3XXX-071800: \$11,909

Action 3

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

New	Unchanged	Modified
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2017-18 Actions/Services

Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, FUHSD CACLEC, COC, CAC, SELPA Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.

2018-19 Actions/Services

Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, FUHSD CACLEC, COC, CAC, SELPA Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.

2019-20 Actions/Services

Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, COC, CAC, SELPA Community Advisory Committee, and the District Wellness Council to get student, parent and staff input on these programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,043	\$19,609	\$20,820
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000
Budget Reference	010-0000-1100, 1300, 3000	010-0000-11XX \$10,848 010-0000-3XXX \$3,797 010-0000-13XX \$3,972 010-0000-3XXX \$992	Partial Teachers Salaries 010-0000-11XX \$11,457 Partial Teachers Benefits 010-0000-3XXX \$4,027 Partial Administrator Salary 010-0000-13XX \$4,259 Partial Administrator Benefits 010-0000-3XXX \$ 1,077

Action 4

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

Students to be Served:

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

Location(s):

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

All

All schools

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:

- parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres,
- students through leadership classes, ELD classes, and FUHSD Student Intra District Council,

2018-19 Actions/Services

Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:

- parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres,
- students through leadership classes, ELD classes, and FUHSD Student Intra District Council, and staff through School Site

2019-20 Actions/Services

Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:

- parents through School Site Council and/or PTSA, District English Learners Advisory Council, and Los Padres.
- students through leadership classes,
- and staff through School Site Council and PLATE.

• and staff through School Site Council, PLATE and teacher retention subcommittee.	Council, PLATE and teacher retention subcommittee.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,205	\$27,376	\$29,388
Source	LCFF Base – 0000	LCFF Base – 0000	LCFF Base - 0000
Budget Reference	010-0000-1300, 3000	010-0000-13XX \$21,901 010-0000-3XXX \$ 5,475	Partial Assistant Principal Salaries 010-0000-13XX \$23,447 Partial Assistant Principal Benefits 010-0000-3XXX \$5,941

Action 5

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

Students to be Served:

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

Location(s):

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

All	All schools
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Actions/Services

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

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

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

New	Modified	Modified
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Continue family engagement committee, FUHSD PTSA Council, and outreach to parents of students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,423	\$28,454	\$31,449
Source	Local Revenue Resource -9211	Local Revenue Resource -9040	LCFF Base - 0000
Budget Reference	060-9211-1300, 3000	060-9040-13XX \$22,763 060-9040-3XXX \$ 5,691	Partial Asst. Superintendent Salary 010-0000-13XX \$25,134 Partial Asst. Superintendent Benefits 010-0000-3XXX \$ 6,315

Action 6

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

Students to be Served:

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

All

Location(s):

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

All schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,087	\$14,254	\$15,220
Source	LCFF Base- 0000	LCFF Base- 0000	LCFF Base- 0000

Budget Reference	010-0000-1300, 3000	010-0000-1390 \$11,403 010-0000-3XXX \$ 2,851	Partial Asst. Superintendent Salary 010-0000-1390 \$12,169 Partial Asst. Superintendent Benefits 010-0000-3XXX \$3,051
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

\$ 3,712,923

Percentage to Increase or Improve Services

3.62%

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

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

The services in the LCAP demonstrate a 3.62% increase of services to unduplicated students as compared to the services provided to all pupils in the 2018-19 school year. The unduplicated pupil percentage for the FUHSD is 17.77%:

- Cupertino HS 3.3% (369)
- Fremont HS 8.0% (893)
- Homestead HS 4.6% (511)
- Lynbrook HS 1.7% (185)
- Monta Vista HS 1.5% (170)
- Community Day School 0.04% (5)
- Non-Public School 0.2% (18)

The increase in services are documented below.

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

- Supplemental personnel targeted to assist Foster Youth, students who are Socio-Economically Disadvantaged, and English Learners

- For 2018-19 and 2019-20, efforts on behalf of English Learners included/will include additional support in the form of a .2 release for the GOALS teacher at FHS.
- Professional development targeted to assist in access to the Common Core for differentiation based on unduplicated students
- Research based materials to support access to Common Core curriculum for our unduplicated student populations.

Highlights of our services for Foster Youth and students who are Socio-Economically Disadvantaged include:

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

Refer to goal 1, action 2 for cost and account: pages 21-23 and 89-92. Formalized for the 2016-17 school year, when a foster youth enters the FUHSD the Educational Options Guidance Counselor reviews their transcript and coordinates an academic plan with the school-site guidance counselor who is designated to support foster youth. The school site guidance counselor holds check-in meetings with the student over the course of the year. The Educational Options GC and designated site GCs meet during the school year to discuss any updates in the law and monitor District supports on behalf of foster youth. Site specific activities to support low-income student are monitored throughout the school year by an Administrator on Special Assignment, Interventions and the school plan process. For the 2018-19 school year this process was extended to include students who are homeless.

Highlights of our EL program include:

- ELD classes at levels 1-3 (for students at CELDT levels 1-5)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for newcomers and long term English Learners)
- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses
- Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed

- Summer EL Academies
- District Wide EL Prof. Development
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL

Refer to goal 1, action 3 for cost and account: pages 23-26 and 92-96. The Fremont High School GOALS program for Long-term English Learners has been formalized with a course sequence. Across the district, site specific activities in support of English learners are monitored by a District administrator in coordination with the EL Coordinator and Administrative liaison.

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

- Assistance to foster youth, students who are socio-economically disadvantaged, and English learners, and their families, from District enrollment Office and school-based guidance staff and Student Advocates, re: course selection; post-secondary options, and social supports necessary to support student success in high school.

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 3,652,341

Percentage to Increase or Improve Services

3.69 %

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

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

The services in the LCAP demonstrate a 3.44% increase of services to unduplicated students as compared to the services provided to all pupils in the 2017-18 school year. The unduplicated pupil percentage for the FUHSD is 16.64%.

- Cupertino HS 3% (334)
- Fremont HS 7% (779)
- Homestead HS 4% (445)
- Lynbrook HS 1% (111)
- Monta Vista HS 0.9% (100)
- Community Day School 0.05% (6)
- Non-Public School 0.1% (11)

The increase in services are documented below.

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

- Supplemental personnel targeted to assist Foster Youth, Low Income students, and English Learners
- Professional development targeted to assist in access to the Common Core for differentiation based on unduplicated students
- Research based materials to support access to Common Core curriculum for our unduplicated student populations.

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

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

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

Highlights of our EL program include:

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

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

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 3,193,928

Percentage to Increase or Improve Services:

3.44 %

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

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

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

-Cupertino HS 3% (303)

-Fremont HS 7% (779)

-Homestead HS 4% (438)

-Lynbrook HS 1% (141)

-Monta Vista HS 0.9% (98)

-Community Day School 0.05% (5)

- Non-Public School 0.1% (11)

The increase in services are documented below.

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

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

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

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

Refer to goal 1, action 2 for cost and account. Pages 71-72. Formalized for the 2016-17 school year, when a foster youth enters the FUHSD the Educational Options Guidance Counselor reviews their transcript and coordinates an academic plan with the school-site guidance counselor who is

designated to support foster youth.. The school site guidance counselor holds check-in meetings with the student over the course of the year. The Educational Options GC and designated site GCs meet during the school year to discuss any updates in the law and monitor District supports on behalf of foster youth. Site specific activities to support low-income students are monitored throughout the school year by an Administrator on Special Assignment, Interventions and the school plan process.

Highlights of our EL program include:

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

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

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and,

therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and

- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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