

LEA: Fremont Unified School District Contact (Name, Title, Email, Phone Number): Dr. Kim Wallace, (510) 657-2350, kwallace@fremont.k12.ca.us LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Fremont Unified School District utilized multiple strategies to engage all stakeholders in the process to give input into the priorities and goals of the Local Control Accountability Plan (LCAP). Members of the school community, parents, teachers, administrators, staff, students, and employee groups were invited to learn more about LCFF and LCAP and to participate in activities that would inform the planning process. Sites also used a variety of strategies to gather input from students, staff, parents, and community, including surveys, joint meetings (certificated and classified), and a variety of School Site</p>	<p>By taking a multi-pronged approach to parent, student, and community engagement, the district has been able to successfully tap into diverse populations and better gather feedback from target groups. Using surveys, meetings, presentations, input forms, website information, and media outreach, people had the opportunity to participate in ways that most appealed to them. From the outreach efforts, we were able to draft an LCAP that clearly reflects the repeated interests of a variety of constituents in Fremont. Themes that resonated across the board included: professional</p>

<p>Council/PTA/ELAC/GATE meetings.</p> <p>In addition to in-person meetings, the district maximized electronic resources to gather input from stakeholders who preferred to submit their feedback digitally. This approach allowed people to participate when and where they were able to and still have their voices heard. We issued messages through School Loop and Bright Arrow (both electronic messaging systems) as well as making frequent posts on the District's Facebook and Twitter pages. Parents could comment on the social media feeds themselves or click the links provided to the Parent Satisfaction Survey or the Google LCAP input form. Fremont Unified's Public Information Officer (PIO) and web designer (both new positions in the district this year) contributed greatly to the publicizing of LCAP forums and input sessions.</p>	<p>development for staff, implementation of Common Core Standards, support for students in academics as well as social-emotional well-being, resources and programs to intervene with struggling learners, and improved facilities at all school sites.</p>
<p>Local Control Accountability Advisory Committee (LCAAC) meetings October 2014-May 2015:</p> <p>The District developed draft goals and strategies with the community-based Local Control and Accountability Advisory Committee (LCAAC) which included district-wide community and staff representation. The LCAAC was formed by the Board of Education in January 2014 with the appointment of seven parents. The District English Learner Advisory Committee (DELAC) appointed one parent member and the four employee groups (FUDTA, SEIU, CSEA, FSMA) also appointed one representative each. Two students completed the 15-member committee. Parent representation on the committee was 8 out of 15 which meets the >50% threshold. The LCAAC met bi-monthly in the fall of 2014 and monthly in the winter and spring of 2015 to complete the Annual Update and write the 2015-16 LCAP.</p>	<p>The LCAAC reviewed district data and priority input to identify needs for targeted groups which led to the development of new goals and high leverage action steps for 2015-16. District leadership worked with the LCAAC to refine the goals and strategies to ensure alignment with district and state priorities, metrics, and budget. Conversation was not limited to formal meetings and the LCAAC conducted business and shared ideas via email throughout the process to ensure that all members were up to date with the latest information and progress whether or not they had attended all of the meetings in person. The LCAAC streamlined the 2014-15 LCAP into a more parent and community-friendly document that clearly states the district's goals and action steps to meet the needs of targeted subgroups and all students in Fremont Unified.</p>
<p>District English Language Advisory Committee (DELAC) Parent Input Session 1/15/15:</p> <p>DELAC regularly meets to discuss issues of importance to English Learners in the district. As a key sounding-board for EL ideas and concerns, we did early outreach to DELAC and gathered several ideas about actions they'd like to see in the 2015-16 LCAP.</p>	<p>The DELAC committee discussed the following topics and recommended their inclusion in the 2015-16 LCAP:</p> <ul style="list-style-type: none"> • Math and English Language Arts coaches to support classroom teachers • English and math support classes • Supplemental curriculum to support ELs • AVID classes • Professional development for teachers on the English Learner Development (ELD) standards • Increased technology

	<ul style="list-style-type: none"> • Guided Language Acquisition Design (GLAD) strategies and training • Lower class sizes • Parent workshops • Before or after-school interventions • Summer School <p>All of these topics (except lowering class size which is already mandated by legislation and we're already in compliance with) are addressed in the LCAP actions for 2015-16.</p>
<p>Community Conversations 3/7/15:</p> <p>Fremont Unified has a television studio on site at the district office where weekly programs are taped on topics of local educational interest and uploaded to the district website for public viewing. The district superintendent, asst. superintendent of instruction, and a parent filmed a 22 minute segment on the Parent Satisfaction Survey and parent outreach ideas for developing the 2015-16 LCAP. The panel discussed the importance of parent voice and how we would be using the data collected to set goals and actions. We encouraged parents to participate in the LCAP process in a number of different ways and shared upcoming meeting information.</p>	<p>After Community Conversations aired, there was a spike in parental participation on the Satisfaction Survey. The additional responses included several comments in the open-ended section for parents to express where the focus for supplemental funds should be allocated.</p>
<p>SURFBoardE Meeting 3/24/15:</p> <p>SURF is a student group comprised of 15 students from the five high schools in the Fremont Unified School District. It acts as a liaison between the 34,000 students of FUSD and the district's Board of Education. The SURFBoardE met to review the draft LCAP and provide input on the proposed goals and actions. Nine of the 15 students on SURF are Redesignated English Proficient students and three students were formerly designated National School Lunch Program (NSLP).</p>	<p>In the open-ended response boxes on the LCAP goals, SURFBoardE made suggestions around the following themes and concepts:</p> <ul style="list-style-type: none"> • Make sure all classes have basic supplies in the classroom • Training for teachers so they are prepared to teach • Class sets of books and better lab equipment • Address overcrowding in the classroom to increase engagement • More positive messaging about Common Core Standards • Peer tutoring for students in targeted subgroups
<p>Staff Satisfaction Survey February-April 2015:</p> <p>The Local Control and Accountability Advisory Committee (LCAAC) developed a 24-question survey aligned to the eight state priority areas to gather feedback from teachers on areas of district strength as well as areas that need more</p>	<p>The analysis of the Staff Satisfaction Survey provided feedback related to needs and priorities for the 2015-16 LCAP development. The areas of highest satisfaction included questions related to Parent Engagement (State Priority 3), Pupil Outcomes (State Priority 4), and School Climate (State Priority 6) and the lowest areas of satisfaction were related to questions covering Conditions of</p>

<p>attention. The final four questions on the survey included open-ended response boxes where staff could make suggestions directly on potential actions for each of the new four goals in the 2015-16 LCAP. The survey was distributed via district email and hard copies at the district office and all school sites and remained open for two months. Final analysis of the Staff Satisfaction Survey results was completed at the end of April 2015. Survey responses included all employee groups including management, SEIU, FUDTA (teachers' association), and CSEA (classified employees). At final count, over 760 staff members participated in the survey.</p>	<p>Learning (Priorities 1 & 2).</p> <p>In the open-ended response boxes on the LCAP goals, staff made suggestions around the following themes and concepts:</p> <ul style="list-style-type: none"> • Increased teacher collaboration time • Support for Common Core implementation including professional development, coaching, and better materials and resources • Writing across the curriculum program • Lower class size • Improved school facilities • District-wide intervention programs • Updated technology devices and digital resources such as online databases, programs • Support for extra-curricular activities and electives that engage students • Alternatives to suspension such as restorative practices • Parent education opportunities and outreach <p>All of these topics (except lowering class size which is already mandated by legislation and we're already in compliance with) are addressed in the LCAP actions for 2015-16.</p>
<p>Parent Satisfaction Survey February-April 2015:</p> <p>The Local Control and Accountability Advisory Committee (LCAAC) developed a 22-question survey aligned to the eight state priority areas to gather feedback from parents on areas the district is doing well in, as well as areas that need more attention. The survey was distributed electronically via School Loop, Bright Arrow, the district website, school newsletters, hard copies at the district office and all school sites, and in person at spring Open Houses and remained open for two months. After the survey was open for one month, initial results were shared with LCAAC and a final analysis of the Parent Satisfaction Survey responses was completed at the end of April 2015. Survey responses included over 2,800 parents, including special outreach to Title I schools and all major language groups. The survey was distributed electronically and in hard copy in English, Spanish, and Mandarin. The Title I survey included the same 22 questions as the general parent survey and another 9 questions specifically related to Title I Program Improvement.</p>	<p>The analysis of the Parent Satisfaction Survey provided feedback related to needs and priorities for the 2015-16 LCAP development. Parent survey responses revealed that questions related to Course Access (State Priority 7) and Pupil Outcomes (Priority 4) yielded lower satisfaction rates than other priority areas. The highest rates of satisfaction (70% and above) were connected to some questions on School Climate (State Priority 6) and Parent Engagement (State Priority 3), while other questions in those areas revealed less satisfaction.</p> <p>In reviewing the parent comments, the common themes for desired LCAP actions were related to:</p> <ul style="list-style-type: none"> • School safety, security and overcrowding • Bullying prevention • Student stress and mental health • Equity of technology devices and access across the district • More parent, student, and teacher support for the shifts in Common Core, especially in math instruction

	<ul style="list-style-type: none"> • More consistency for teacher expectations, homework, and grading • Support for students who need interventions including academic and social-emotional • More variety for electives including art & music, STEM, 21st century high interest courses • Parent education opportunities and outreach <p>All of these topics are addressed in the LCAP actions for 2015-16.</p>
<p>Student Advisory Lesson: March-April 2015</p> <p>In order to gain maximum participation from all students in all demographics, secondary principals were asked to have their advisory classes spend a period discussing the LCAP goals and ask for feedback on potential actions. Teachers led their classes through these discussions and collected student input on a Google form for each advisory group. Across the district, 115 classes contributed to the discussion.</p>	<p>In the open-ended response boxes on the LCAP goals, students made suggestions around the following themes and concepts:</p> <ul style="list-style-type: none"> • Money should be fairly distributed across the district • More hands-on activities and learning opportunities inside and outside of the classroom • Up to date technology (and more of it) • Opportunities to collect and act on student feedback • More AVID classes • Art, music, electives, clubs, activities increased • Balanced parental involvement (not too much, not too little) • Improved facilities for sports and classes • Counseling support <p>All of these topics are addressed in the LCAP actions for 2015-16.</p>
<p>The draft 2015-16 LCAP goals and actions was shared with all Management and the Board of Trustees 3/20/15 via the Superintendent's Update and they were encouraged to share with their constituents and provide more feedback to LCAAC.</p>	<p>After the March 17 LCAAC meeting, the committee felt that the draft goals and actions were ready to be shared with stakeholder groups. Feedback on the document was sent to the Assistant Superintendent of Instruction to continue to refine the draft towards completion.</p>
<p>LCAP Parent Engagement Nights--March-April 2015</p> <p>Parent participation at evening events was solicited via email, School Loop, parent newsletters, district website, Bright Arrow, and at School Site Council meetings. One LCAP meeting was held at Blacow Elementary (one of five Title I sites in the district) to encourage attendance by low-income and EL parents. District administrators also attended the district-level Parent Teacher</p>	<p>The input the parents offered included the following topics and themes:</p> <ul style="list-style-type: none"> • Improved physical infrastructure for learning and after-school activities/sports • Bullying prevention and student safety • More feedback from teachers • Challenging and engaging homework at the appropriate grade levels • Timely communication

<p>Association (PTA) meeting and provided them a link to share among their site groups with an LCAP input form on the four goals and actions.</p>	<ul style="list-style-type: none"> • Support in understanding Common Core • Smaller class sizes • Equity in after-school programs and activities at all schools • Understanding the new SBAC assessments and how to prepare children for them • Social Services and mental help for needy families <p>All of these topics (except lowering class size which is already mandated by legislation and we're already in compliance with) are addressed in the LCAP actions for 2015-16.</p>
<p>Special Education Community Advisory Committee (CAC) Meeting 4/15/15 The Special Education CAC met to review the draft LCAP and provide input on the proposed goals and actions.</p>	<p>In the open-ended response boxes on the LCAP goals, participants on CAC made suggestions around the following themes and concepts:</p> <ul style="list-style-type: none"> • Fully credentialed Special Education teachers • Better trained para-educators to address language, behavior, social skills, and academic support • Making sure students with IEPs have Common Core Standards aligned curriculum • More training on differentiated instruction • Interventions for at-risk learners • Opportunities for students with special needs to be included in PE/sports • Training in specialized behavior interventions • Provide Kid Power (student resiliency training) for SPED classes • Parent workshops • Ability awareness assemblies <p>Most of these topics are embedded in the LCAP actions for 2015-16.</p>
<p>2014-15 Annual Update:</p>	<p>Impact on 2014-15 Annual Update:</p>
<p>Local Control and Accountability Advisory Committee (LCAAC) meetings October 2014-April 2015:</p> <p>LCAAC met bi-monthly in the fall of 2014 and monthly in the winter and spring of 2015 to complete the Annual Update. The committee evaluated district progress and identified areas that should be continued, eliminated, or increased in the following year's LCAP. The LCAAC discussed each of the 33</p>	<p>The annual update resulted in a major overhaul in both format and content of the 2015-16 LCAP to make it clearer, more parent-friendly, and in better alignment with the district mission, goals, and other guiding documents.</p>

<p>goals and 108 actions and worked to cluster them under four main topics and reorganize the actions under them. As part of this process, the committee also re-evaluated the funding on each item and whether or not it was sufficient and/or successful in impacting student learning for the targeted subgroups.</p>	
<p>All Principals' and Principals' Advisory Committee (PAC) meetings Feb. 2015:</p> <p>The Asst. Superintendent of Instruction and Associate Superintendent presented the 2014 Annual Update and 2015 draft goals and actions at the two principals' meetings in February. The principals discussed the documents, asked questions, made comments, and were given instructions for how to present the information to their site leadership teams and gather feedback for the LCAAC committee to consider.</p>	<p>The principals' and leadership teams' feedback was incorporated into the annual update as well as the draft 2015 LCAP. They expressed satisfaction with the new format and the clarity resulting from the significant edits. They were also pleased to hear that their Single Plans for Pupil Achievement (SPPAs) would be aligned to LCAP and it would guide their next year's plans. The new goals and actions were unanimously agreed upon as valuable for Fremont's growth; and the attention and funding allocated to targeted subgroups would benefit those students and decrease the district's achievement gap.</p>
<p>Board Presentation on Annual Update 3/25/15:</p> <p>The Asst. Superintendent of Instruction and Associate Superintendent presented a nearly completed, but in-process, draft of the annual update to the Board of Trustees. The Board received the report, listened to public comments, asked questions, and made comments to direct staff for areas to further develop. They suggested reaching out more to city, county, and business partners to get their input on LCAP goals and actions. Feedback gathered from the Board on increasing outreach to business and community members will be improved in the 2015-16 LCAP.</p>	<p>The Board of Trustees expressed appreciation for the clear update and transparency of process and added the following suggestions:</p> <ul style="list-style-type: none"> • Reach out to Parent Teacher Organizations (PTO's) in addition to the PTA's • Contact Fremont businesses and community partners to solicit feedback on proposed goals and actions • Continue to clarify the focus areas and develop actions that can be reasonably accomplished within the time frames established
<p><u>Summary of Stakeholder Engagement:</u></p> <p>SURVEYS Conducted: 5 (Student LCAP input form; Parent Satisfaction Survey; Staff Satisfaction Survey; Title I Parent Survey; Community LCAP input form)</p> <p>WORKSHOPS Held: 126 (6 LCAAC meetings; 1 DELAC meeting; 1 Special Education Community Advisory Committee (CAC) meeting; 1 Students United for the Representation to the Fremont Unified School District Board of Education (SURFBoardE) meeting; 116 Secondary Student Advisory Lessons; 1 Parent Engagement Night; 1 district-level PTA meeting; Information items at Spring Open Houses)</p> <p>ITEMS Shared: District Profile Data, State Education Priorities, LCAP & LCFF Overview, School Site Plans, Survey/Input Forms Results, District and State Financials/Budget</p>	

COMMENTS Received: 3,627 (all written and verbal from all stakeholders): Parent Satisfaction Survey: 2,814; Staff Satisfaction Survey: 763; LCAP input forms (from SURF, CAC, PTA, Advisory classes, community members: 138)

STAKEHOLDERS Engaged: 10,257 (total number that had LCAP interaction): 3,450 students; 4,126 parents; staff: 2,681 (FTE)

REVIEWS Performed: 59 (6 LCAAC meetings; 3 Instructional Services directors' meetings; 1 principals' meeting; 1 principals' advisory committee meeting; Site leadership team meetings at 41 schools; 1 Board of Education meeting; 6 Alameda County Office of Education LCAP workshops)

GROUPS Involved: 53

- Local Control Accountability Advisory Committee (LCAAC)
- District Parent Teacher Association (PTA)
- District English Learner Advisory Committee (DELAC)
- Special Education Community Advisory Committee (CAC)
- Students United for the Representation to the Fremont Unified School District Board of Education (SURFBoardE)
- Title I Parent Committees at 5 sites
- Financial Advisory Committee (FAC)
- Principals' Advisory Committee (PAC)
- School Site Councils

BOARD MEETINGS Convened: 3

March 25, 2015: LCAP Annual Update Board Presentation

June 3, 2015: Public Hearing

June 24, 2015: Board Approval Hearing

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Provide an educational environment that is conducive to learning.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>According to the 2015 staff and parent satisfaction surveys, the student LCAP input forms, and community advisory group meetings, Fremont Unified School District students need:</p> <ul style="list-style-type: none"> • Teachers who are highly qualified, well-trained, and properly credentialed • Teachers who are adept in Common Core instructional methodologies and content knowledge • Access to standards-aligned Common Core instructional materials and resources • A district-wide vision and action plan to fully implement Common Core standards equitably in every school • Well-maintained, safe, and appropriate facilities for learning and participating in school activities and events • High speed technology infrastructure and up to date devices for learning • Programs and services for English Learners to gain a level of English proficiency which supports participation in all school offerings and post-secondary success 	
<p>Goal Applies to:</p>	<p>Schools : ALL Applicable Pupil Subgroups:</p>	<p>Action 1: All Students Action 2: All Students Action 3: All Students Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 5: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 6: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 7: All Students Action 8: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 9: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 10: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 11: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 12: English Learners, Redesignated English Proficient</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Action 1: Local Measures
 - 100% of certificated staff attend professional development on Professional Learning Communities (PLCs)
 - 85% or above Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale)
- Action 2: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
 - Rate of Teacher Misassignments: Maintain at 0%
 - Credentialed Teacher Rate: Maintain at 98% or above
 - Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0%
 - Teachers of English Learners Misassignment Rate: Maintain at 0%
- Actions 3 & 4: The LCAP addresses the degree to which school facilities are maintained in good repair
 - 100% compliance on Williams Compliance Quarterly Reports
 - 100% Good or Exemplary designations on the Facility Inspection Tool (FIT)
 - Parent & Staff Satisfaction Survey results: All questions related to facilities will have a 70% or higher approval rating
- Actions 5, 6, 7: Every pupil in the school district has sufficient access to the standards-aligned instructional materials
 - 100% compliance on Williams Compliance Quarterly Reports
 - 100% of students have access to CCSS materials
- Actions 8, 9, 10, 11: The implementation of state board adopted academic content and performance standards for all students
 - CCSS Implementation Plan Quarterly Progress Reports: 100% completion of all action items by June 2016
 - CCSS Self-Assessment Tool: Increase each of the 9 components to "Implementation Phase"
 - Maintain 95% or above teacher participation rates in CCSS professional development activities
- Action 12: Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
 - Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increase from 50% to 53%
 - Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Increase from 62% to 65%
 - Title III report (AMAO 2) English Learner Reclassification Rate: increase from 4% to 7%
 - Maintain or Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 58 trained in 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Begin building Professional Learning Communities (PLCs)* equitably across the district to increase student learning. *An ongoing process through which teachers and administrators work collaboratively to seek, share, and act on their learning in order to enhance their effectiveness as professionals for students' benefit; a	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	District-wide Customized PLC Trainings (Title I Program Improvement) 5800: Professional/Consulting Services And Operating Expenditures Other \$113,750 Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$40,000

<p>strategy to increase student achievement by creating a collaborative school culture focused on learning.</p>		<p>(Specify)</p>	<p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$143,127</p> <p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$23,845</p>
<p>Action 2: Provide ongoing induction support and Peer Assistance and Review (PAR) to retain highly qualified teachers in every position at all career stages, including training site administrators on effective supervision and evaluation methods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Induction and PAR (Salaries) 1000-1999: Certificated Personnel Salaries Base \$613,835</p> <p>Induction and PAR (Statutory Benefits) 3000-3999: Employee Benefits Base \$102,265</p>
<p>Action 3: Provide adequate personnel and resources to effectively maintain facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,925,583</p> <p>Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$461,697</p>
<p>Action 4: Systematically address the gaps found through the Smarter Balanced Assessment Consortium (SBAC) Technology Readiness Tool by: 1. Purchasing supplemental technology equipment for all schools across the district to ensure equity for unduplicated students; 2. Identifying and purchasing district-supported hardware, software, and web-based applications that support unduplicated students by decreasing the digital divide.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental \$250,000</p>
<p>Action 5: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in mathematics.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Supplemental Math Materials--Ten Marks (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 6: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in English Language Arts.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental English Language Arts Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000
Action 7: Begin exploring materials to support the transition into the Next Generation Science Standards (NGSS).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NGSS Science materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000
Action 8: Provide teacher collaboration time on formative assessments, vertical articulation, and academic literacy to support unduplicated students' achievement.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration Time for FUDTA unit members (16 hours per diem rate) salary 1000-1999: Certificated Personnel Salaries Supplemental \$2,235,728 Collaboration Time for FUDTA unit members (16 hours per diem rate) benefits 3000-3999: Employee Benefits Supplemental \$372,472
Action 9: Provide Common Core professional development opportunities for ALL staff who touch and influence instruction of unduplicated students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$514,315 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$85,685 Professional Development 5800: Professional/Consulting Services

		(Specify)	And Operating Expenditures Supplemental \$316,251
<p>Action 10: Provide TK-12 instructional coaches to support teachers' implementation of Common Core in mathematics, English Language Arts, social science, and science, with a specific focus on building unduplicated students' content area literacy skills.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$786,440</p> <hr/> <p>Curriculum & Instruction Department Coaches - 9.0 FTE (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$131,021</p>
<p>Action 11: Fund a Common Core liaison at every TK-12 site to plan CCSS implementation, professional development, and support to teachers of unduplicated students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipends for Common Core Liaisons @41 sites 1000-1999: Certificated Personnel Salaries Supplemental \$212,612</p> <hr/> <p>Statutory Benefits for Common Core Liaisons @41 sites 3000-3999: Employee Benefits Supplemental \$35,421</p>
<p>Action 12: Provide professional development for all teachers to support English learners in the new English Language Development (ELD) and English Language Arts (ELA) Common Core Standards.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Guided Language Acquisition (GLAD) initial trainings and refreshers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- Action 1: Local Measures
- 100% of certificated staff attend professional development on Professional Learning Communities (PLCs)
 - 85% or above Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale)
- Action 2: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
- Rate of Teacher Misassignments: Maintain at 0%
 - Credentialed Teacher Rate: Maintain at 98% or above
 - Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0%
 - Teachers of English Learners Misassignment Rate: Maintain at 0%
- Actions 3 & 4: The LCAP addresses the degree to which school facilities are maintained in good repair
- 100% compliance on Williams Compliance Quarterly Reports
 - 100% Good or Exemplary designations on the Facility Inspection Tool (FIT)
 - Parent & Staff Satisfaction Survey results: All questions related to facilities will have a 70% or higher approval rating
- Actions 5, 6, 7: Every pupil in the school district has sufficient access to the standards-aligned instructional materials
- 100% compliance on Williams Compliance Quarterly Reports
 - 100% of students have access to CCSS materials
- Actions 8, 9, 10, 11: The implementation of state board adopted academic content and performance standards for all students
- CCSS Self-Assessment Tool: Maintain each of the 9 components in "Implementation Phase" or increase to "Continuous Improvement Phase"
 - Maintain 95% or above teacher participation rates in CCSS professional development activities
- Action 12: Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
- Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increase from 53% to 56%
 - Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Increase from 65% to 68%
 - Title III report (AMAO 2) English Learner Reclassification Rate: Increase from 7% to 10%
 - Maintain or Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 58 trained in 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Continue building Professional Learning Communities (PLCs)* equitably across the district.</p> <p>*An ongoing process through which teachers and administrators work collaboratively to seek, share, and act on their learning in order to enhance their effectiveness as professionals for students' benefit; a strategy to increase student achievement by creating a</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>District-wide Customized PLC Trainings (Title I Program Improvement PD) 5800: Professional/Consulting Services And Operating Expenditures Other \$113,750</p> <hr/> <p>Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000</p>

<p>collaborative school culture focused on learning.</p>		<p>(Specify)</p>	<p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$143,127</p> <p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$26,493</p>
<p>Action 2: Provide ongoing induction support and Peer Assistance and Review (PAR) to retain highly qualified teachers in every position at all career stages, including training site administrators on effective supervision and evaluation methods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Induction and PAR (Salaries) 1000-1999: Certificated Personnel Salaries Base \$623,043</p> <p>Induction and PAR (Statutory Benefits) 3000-3999: Employee Benefits Base \$115,325</p>
<p>Action 3: Provide adequate personnel and resources to effectively maintain facilities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,954,467</p> <p>Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$530,247</p>
<p>Action 4: Systematically address the gaps found through the Smarter Balanced Assessment Consortium (SBAC) Technology Readiness Tool by: 1. Purchasing supplemental technology equipment for all schools across the district to ensure equity for unduplicated students; 2. Identifying and purchasing district-supported hardware, software, and web-based applications that support unduplicated students by decreasing the digital divide.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental \$250,000</p>
<p>Action 5: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in mathematics.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Supplemental Math Materials--Ten Marks (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 6: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in English Language Arts.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental English Language Arts Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000
Action 7: Continue exploring materials to support the transition into the Next Generation Science Standards (NGSS).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NGSS Science materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000
Action 8: Provide teacher collaboration time on formative assessments, vertical articulation, and academic literacy to support unduplicated students' achievement.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration Time for FUDTA unit members (16 hours per diem rate) salary 1000-1999: Certificated Personnel Salaries Supplemental \$2,269,264 Collaboration Time for FUDTA unit members (16 hours per diem rate) benefits 3000-3999: Employee Benefits Supplemental \$420,041
Action 9: Provide Common Core professional development opportunities for ALL staff who touch and influence instruction of unduplicated students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$522,030 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$96,628 Professional Development 5800: Professional/Consulting Services

		(Specify)	And Operating Expenditures Supplemental \$316,251
<p>Action 10: Provide TK-12 instructional coaches to support teachers' implementation of Common Core in mathematics, English Language Arts, social science, and science, with a specific focus on building unduplicated students' content area literacy skills.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$798,237 Curriculum & Instruction Department Coaches - 9.0 FTE (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$147,754</p>
<p>Action 11: Fund a Common Core liaison at every TK-12 site to plan CCSS implementation, professional development, and support to teachers of unduplicated students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipends for Common Core Liaisons @41 sites 1000-1999: Certificated Personnel Salaries Supplemental \$215,801 Statutory Benefits for Common Core Liaisons @41 sites 3000-3999: Employee Benefits Supplemental \$39,945</p>
<p>Action 12: Provide professional development for all teachers to support English learners in the new English Language Development (ELD) and English Language Arts (ELA) Common Core Standards.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Guided Language Acquisition (GLAD) initial trainings and refreshers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Action 1: Local Measures
 - 100% of certificated staff attend professional development on Professional Learning Communities (PLCs)
 - 85% or above Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale)
- Action 2: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
 - Rate of Teacher Misassignments: Maintain at 0%
 - Credentialed Teacher Rate: Maintain at 98% or above
 - Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0%
 - Teachers of English Learners Misassignment Rate: Maintain at 0%
- Actions 3 & 4: The LCAP addresses the degree to which school facilities are maintained in good repair
 - 100% compliance on Williams Compliance Quarterly Reports
 - 100% Good or Exemplary designations on the Facility Inspection Tool (FIT)
 - Parent & Staff Satisfaction Survey results: All questions related to facilities will have a 70% or higher approval rating
- Actions 5, 6, 7: Every pupil in the school district has sufficient access to the standards-aligned instructional materials
 - 100% compliance on Williams Compliance Quarterly Reports
 - 100% of students have access to CCSS materials
- Actions 8, 9, 10, 11: The implementation of state board adopted academic content and performance standards for all students
 - CCSS Self-Assessment Tool: Maintain all of the 9 components at "Continuous Improvement Phase"
 - Maintain 95% or above teacher participation rates in CCSS professional development activities
- Action 12: Programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
 - Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increase from 56% to 59%
 - Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Increase from 68% to 71%
 - Title III report (AMAO 2) English Learner Reclassification Rate: Increase from 10% to 12%
 - Maintain or Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 58 trained in 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Continue building Professional Learning Communities (PLCs)* equitably across the district. *An ongoing process through which teachers and administrators work collaboratively to seek, share, and act on their learning in order to enhance their effectiveness as professionals for students' benefit; a strategy to increase student achievement by creating a collaborative school culture focused on learning.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District-wide Customized PLC Trainings (Title I Program Improvement PD) 5800: Professional/Consulting Services And Operating Expenditures Other \$113,750 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$147,278 Leadership Support for PLCs - 1.0 FTE Principal on Special

			Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$29,986
Action 2: Provide ongoing induction support and Peer Assistance and Review (PAR) to retain highly qualified teachers in every position at all career stages, including training site administrators on effective supervision and evaluation methods.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Induction and PAR (Salaries) 1000-1999: Certificated Personnel Salaries Base \$632,389 Induction and PAR (Statutory Benefits) 3000-3999: Employee Benefits Base \$128,754
Action 3: Provide adequate personnel and resources to effectively maintain facilities.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,983,784 Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$569,941
Action 4: Systematically address the gaps found through the Smarter Balanced Assessment Consortium (SBAC) Technology Readiness Tool by: 1. Purchasing supplemental technology equipment for all schools across the district to ensure equity for unduplicated students; 2. Identifying and purchasing district-supported hardware, software, and web-based applications that support unduplicated students' learning needs by decreasing the digital divide.	LEA-wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental \$250,000
Action 5: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in mathematics.	LEA-wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental Math Materials--Ten Marks (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000

Action 6: Identify, evaluate, and purchase supplemental materials to support unduplicated students' achievement in Common Core State Standards (CCSS) in all grades in English Language Arts.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental English Language Arts Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000
Action 7: Increase support for the transition into the Next Generation Science Standards (NGSS).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NGSS Science materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000
Action 8: Provide teacher collaboration time on formative assessments, vertical articulation, and academic literacy to support unduplicated students' achievement.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration Time for FUDTA unit members (16 hours per diem rate) Salary 1000-1999: Certificated Personnel Salaries Supplemental \$2,303,303 Collaboration Time for FUDTA unit members (16 hours per diem rate) Benefits 3000-3999: Employee Benefits Supplemental \$468,952
Action 9: Provide Common Core professional development opportunities for ALL staff who touch and influence instruction of unduplicated students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$529,860 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$107,879 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$316,251
Action 10: Provide TK-12 instructional coaches to support teachers' implementation of Common Core in mathematics, English Language Arts, social science,	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries

<p>and science, with a specific focus on building unduplicated students' content area literacy skills.</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental \$810,211 Curriculum & Instruction Department Coaches - 9.0 FTE (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$164,959</p>
<p>Action 11: Fund a Common Core liaison at every TK-12 site to plan CCSS implementation, professional development, and support to teachers of unduplicated students.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipends for Common Core Liaisons @41 sites 1000-1999: Certificated Personnel Salaries Supplemental \$219,038 Statutory Benefits for Common Core Liaisons @41 sites 3000-3999: Employee Benefits Supplemental \$44,596</p>
<p>Action 12: Provide professional development for all teachers to support English learners in the new English Language Development (ELD) and English Language Arts (ELA) Common Core Standards.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Guided Language Acquisition (GLAD) initial trainings and refreshers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000</p>

<p>GOAL 2:</p>	<p>Increase the academic achievement of all students through challenging and engaging instruction.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>According to the 2015 staff and parent satisfaction surveys, the student LCAP input forms, and community advisory group meetings, Fremont Unified School District students need:</p> <ul style="list-style-type: none"> • Proficiency on statewide and local assessments in English Language Arts, mathematics, science, and social science (CAASP tests) • Successful completion of courses that satisfy UC or CSU entrance requirements • Programs of study that align with career technical educational (CTE) standards • Oral, written, and reading proficiency in English • Access to Advanced Placement courses and examinations • "College Ready" designations via the English and mathematics Early Assessment Program (EAP) examinations prior to college enrollment • Access to extra-curricular activities that promote pupil achievement 	
<p>Goal Applies to:</p>	<p>Schools: : ALL Applicable Pupil Subgroups:</p>	<p>Action 1: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 2: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 3: All Students Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 5: English Learners, Redesignated English Proficient Action 6: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 7: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 8: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Actions 1 & 2: Statewide assessments</p> <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium (SBAC): Collect baseline data in Math and English Language Arts STAR/CAASPP Science Proficient or Advanced Rates: Increase 5th grade from 86% to 89%; 8th grade from 82% to 85%; 10th grade from 78% to 81% CAHSEE results: Increase first time test-taker pass rates from 90% to 93% in English Language Arts and 93% to 95% in Mathematics Current District API: 891; API has been suspended for 2015-16 <p>Action 3:</p> <ul style="list-style-type: none"> CAHSEE results: Increase first time test-taker pass rates from 90% to 93% in English Language Arts and 93% to 95% in Mathematics Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program: Increase from 47% to 50% EAP English College Ready Rate and 40% to 43% EAP Math College Ready Rate <p>Action 4: Percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks</p> <ul style="list-style-type: none"> CSU/UC a-g completion rate: Increase from 65.4% to 67.4% SAT Test Takers meeting the College Board's College and Career Readiness Benchmark: Increase 74% for the class of 2014 to 77% for the class of 2015 Parent & Staff Satisfaction Survey results: All questions related to College and Career readiness will have a 70% or higher approval rating <p>Action 5: Percentage of English learner pupils who make progress toward English proficiency as measured by CELDT</p> <ul style="list-style-type: none"> Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increase from 50% to 53% Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Increase from 62% to 65% Title III report (AMAO 2) English Learner Reclassification Rate: Increase from 4% to 7% <p>Action 6:</p> <ul style="list-style-type: none"> Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher: Increase from 84% to 87% Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Collect baseline data <p>Action 7: If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable</p> <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium (SBAC): Collect baseline results from spring 2015 in English Language Arts CAHSEE results: Increase first time test-taker pass rates from 90% to 93% in English Language Arts <p>Action 8: Local Measures: Collect baseline data on student enrollment in the grade 4-6 after-school band program</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Support understanding and development of formative assessments and how they are used to monitor progress, adjust instruction, and prepare unduplicated students for accurate summative assessments.	LEA-wide	<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Professional Development 1000-1999: Certificated Personnel Salaries Supplemental \$18,001</p>
		<p>Professional Development 3000-3999: Employee Benefits Supplemental \$2,999</p>	

		English proficient _ Other Subgroups: (Specify)	
Action 2: Develop district-wide common summative assessments that are practical and useful, including unduplicated students, school, and district indicators of success.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$13,501 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,249
Action 3: Select and purchase research-based intervention programs and/or resources to address remediation needs for unduplicated students' in grades TK-12.	High School Sites LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CAHSEE Support Materials 4000-4999: Books And Supplies Base \$157,000 Intervention Support (\$3500 per school site) 1000-1999: Certificated Personnel Salaries Supplemental \$126,007 Intervention Support (\$3500 per school site) 3000-3999: Employee Benefits Supplemental \$20,993
Action 4: Create vertical articulation opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hourly Pay/Release Days (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$18,001 Hourly Pay/Release Days (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,999
Action 5: Allocate funds to schools based on the number of English Learner students to be used for primary language support, translations, additional ELD professional development, interventions, materials, and EL classes/sections.	LEA-wide	<input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups	Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$224,768 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$179,321

			<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$80,429</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 4000-4999: Books And Supplies Supplemental \$316,344</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 5000-5999: Services And Other Operating Expenditures Supplemental \$153,323</p>
Action 6: Implement the College Board Advanced Placement Potential Program to increase AP participation and achievement for unduplicated students.	High School Sites LEA-wide	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups	<p>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Base \$5,000</p> <p>PSAT fees for all 10th grade students in FUSD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000</p>
Action 7: Develop a district-wide approach to increase academic language and literacy skills across all subject areas including math, English Language Arts, visual and performing arts, history/social studies, science, career & technical education, and physical education.	LEA-wide	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups	<p>Writing Support (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$250,000</p>
Action 8: Maintain the after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support unduplicated students' engagement in the arts.	Elementary Sites LEA-wide	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups	<p>Shared funding between FUSD & FEF 5000-5999: Services And Other Operating Expenditures Supplemental \$75,000</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Actions 1 & 2: Statewide assessments</p> <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium (SBAC) results: Increase by 5% compared to ELA and math data from 2016 STAR/CAASPP Science Proficient or Advanced Rates: Increase 5th grade from 89% to 92%; 8th grade from 85% to 88%; 10th grade from 81% to 84% CAHSEE results: Increase first time test-taker pass rates from 93% to 95% in English Language Arts and maintain 95% or above in math Maintain or increase District API <p>Action 3:</p> <ul style="list-style-type: none"> CAHSEE results: Increase first time test-taker pass rates from 93% to 95% in English Language Arts and maintain 95% or above in Mathematics Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program: Increase from 50% to 53% EAP English College Ready Rate and 43% to 47% EAP Math College Ready Rate <p>Action 4: Percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks</p> <ul style="list-style-type: none"> CSU/UC a-g completion rate: Increase from 67.4% to 69% SAT Test Takers meeting College and Career Readiness Benchmark: Increase 77% for the class of 2015 to 80% for the class of 2016 Parent & Staff Satisfaction Survey results: All questions related to College and Career readiness will have a 70% or higher approval rating <p>Action 5: Percentage of English learner pupils who make progress toward English proficiency as measured by CELDT</p> <ul style="list-style-type: none"> Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increase from 53% to 57% Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Increase from 65% to 68% Title III report (AMAO 2) English Learner Reclassification Rate: Increase from 7% to 10% <p>Action 6:</p> <ul style="list-style-type: none"> Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher: Increase from 87% to 90% Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Increase by 5% from 2016 <p>Action 7: If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable</p> <ul style="list-style-type: none"> English Language Arts Smarter Balanced Assessment Consortium (SBAC): Increase by 5% from 2016 CAHSEE results: Increase first time test-taker pass rates from 93% to 95% in English Language Arts <p>Action 8: Local Measure: Student enrollment in the grade 4-6 after-school band program: Increase by 5% from 2016</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Support understanding and development of formative assessments and how they are used to monitor progress, adjust instruction, and prepare unduplicated students for accurate summative assessments.	LEA-wide	All	Professional Development 1000-1999: Certificated Personnel Salaries Supplemental \$18,271
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Professional Development 3000-3999: Employee Benefits Supplemental \$3,382

		English proficient _ Other Subgroups: (Specify)	
Action 2: Develop district-wide common summative assessments that are practical and useful, including unduplicated students, school, and district indicators of success.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$13,704 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,537
Action 3: Select and purchase research-based intervention programs and/or resources to address remediation needs for unduplicated students' in grades TK-12.	High School Sites LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	CAHSEE Support Materials 4000-4999: Books And Supplies Base \$157,000 Intervention Support (\$3500 per school site) 1000-1999: Certificated Personnel Salaries Supplemental \$127,897 Intervention Support (\$3500 per school site) 3000-3999: Employee Benefits Supplemental \$23,674
Action 4: Create vertical articulation opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hourly Pay/Release Days (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$18,271 Hourly Pay/Release Days (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$3,382
Action 5: Allocate funds to schools based on the number of EL students to be used for primary language support, translations, additional ELD professional development, interventions, materials, and EL classes/sections.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$228,140 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$182,019

		(Specify)	<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$91,611</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 4000-4999: Books And Supplies Supplemental \$316,344</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 5000-5999: Services And Other Operating Expenditures Supplemental \$153,323</p>
Action 6: Implement the College Board Advanced Placement Potential Program to increase AP participation and achievement of unduplicated students.	High School Sites LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Base \$5,000</p> <p>PSAT fees for all 10th grade students in FUSD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000</p>
Action 7: Develop a district-wide approach to increase academic language and literacy skills across all subject areas including math, English Language Arts, visual and performing arts, history/social studies, science, career & technical education, and physical education.	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Writing Support (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$250,000</p>
Action 8: Maintain the after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support unduplicated students' engagement in the arts.	Elementary Sites LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Shared funding between FUSD & FEF 5000-5999: Services And Other Operating Expenditures Supplemental \$75,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Actions 1 & 2: Statewide assessments</p> <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium (SBAC) test results: Increase by 5% compared to ELA and math data from 2017 STAR/CAASPP Science Proficient or Advanced Rates: 5th grade maintain 92% or above; 8th grade maintain 88% or above; 10th grade maintain 84% or above CAHSEE results: Maintain first time test-taker pass rates at 95% or above in English Language Arts and Mathematics Maintain or increase District API <p>Action 3:</p> <ul style="list-style-type: none"> CAHSEE results: Maintain first time test-taker pass rates at 95% or above in English Language Arts and Mathematics Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program: Increase from 53% to 56% EAP English College Ready Rate and 47% to 50% EAP Math College Ready Rate <p>Action 4: Percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks</p> <ul style="list-style-type: none"> CSU/UC a-g completion rate: Increase from 69% to 71% SAT Test Takers meeting the College Board's College and Career Readiness Benchmark: Increase from 80% for the class of 2016 to 83% for the class of 2017 Parent & Staff Satisfaction Survey results: All questions related to College and Career readiness will have a 70% or higher approval rating <p>Action 5: Percentage of English learner pupils who make progress toward English proficiency as measured by CELDT</p> <ul style="list-style-type: none"> Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increase from 57% to 60% Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Increase from 68% to 71% Title III report (AMAO 2) English Learner Reclassification Rate: Increase from 10% to 13% <p>Action 6:</p> <ul style="list-style-type: none"> Percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher: Maintain 90% or above Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Increase by 5% from 2017 <p>Action 7: If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable</p> <ul style="list-style-type: none"> English Language Arts Smarter Balanced Assessment Consortium (SBAC): Increase by 5% from 2017 CAHSEE results: Maintain first time test-taker pass rates at 95% or above in English Language Arts <p>Action 8: Local Measures: Student enrollment in the grade 4-6 after-school band program: Increase by 5% from 2017</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Support understanding and development of formative assessments and how they are used to monitor progress, adjust instruction, and prepare unduplicated students for accurate summative assessments.	LEA-wide	All	Professional Development 1000-1999: Certificated Personnel Salaries Supplemental \$18,545
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Professional Development 3000-3999: Employee Benefits Supplemental \$3,776

		English proficient _ Other Subgroups: (Specify)	
Action 2: Develop district-wide common summative assessments that are practical and useful, including unduplicated students, school, and district indicators of success.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$13,910 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,832
Action 3: Select and purchase research-based intervention programs and/or resources to address remediation needs for unduplicated students' in grades TK-12.	High School Sites LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	CAHSEE Support Materials 4000-4999: Books And Supplies Base \$157,000 Intervention Support (\$3500 per school site) 1000-1999: Certificated Personnel Salaries Supplemental \$129,815 Intervention Support (\$3500 per school site) 3000-3999: Employee Benefits Supplemental \$26,430
Action 4: Create vertical articulation opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hourly Pay/Release Days (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$18,545 Hourly Pay/Release Days (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$3,776
Action 5: Allocate funds to schools based on the number of EL students to be used for primary language support, translations, additional ELD professional development, interventions, materials, and EL classes/sections.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups:	Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$231,562 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$184,749

			<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$100,224</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 4000-4999: Books And Supplies Supplemental \$316,344</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 5000-5999: Services And Other Operating Expenditures Supplemental \$153,323</p>
Action 6: Implement the College Board Advanced Placement Potential Program to increase AP participation and achievement of unduplicated students.	High School Sites LEA-wide	<p><input type="checkbox"/> All</p> <p><input checked="" type="checkbox"/> OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Base \$5,000</p> <p>PSAT fees for all 10th grade students in FUSD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000</p>
Action 7: Develop a district-wide approach to increase academic language and literacy skills across all subject areas including math, English Language Arts, visual and performing arts, history/social studies, science, career & technical education, and physical education.	LEA-wide	<p><input type="checkbox"/> All</p> <p><input checked="" type="checkbox"/> OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Writing Support (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$250,000</p>
Action 8: Maintain the after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support unduplicated students' engagement in the arts.	Elementary Sites LEA-wide	<p><input type="checkbox"/> All</p> <p><input checked="" type="checkbox"/> OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Shared funding between FUSD & FEF 5000-5999: Services And Other Operating Expenditures Supplemental \$75,000</p>

<p>GOAL 3:</p>	<p>Implement strategies to involve students in their learning and interventions to eliminate barriers to success.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>According to the 2015 staff and parent satisfaction surveys, the student LCAP input forms, and community advisory group meetings, Fremont Unified School District students need:</p> <ul style="list-style-type: none"> • Broad access to a variety of course offerings and academic choices that open doors for post-secondary opportunities • Robust programs and services to improve outcomes for English Learners, redesignated English proficient, foster youth, low-income students, and individuals with exceptional needs • District and community partner services reducing barriers to attendance problems and chronic absenteeism • All available opportunities to graduate from high school • Research-based intervention techniques and programs to increase resiliency and engagement in school • Multiple connections to college and career pathways 	
<p>Goal Applies to:</p>	<p>Schools: ; ALL Applicable Pupil Subgroups:</p>	<p>Action 1: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 2: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 3: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-Risk Students in all demographics Action 5: All students Action 6: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 7: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Action 1: A broad course of study including courses described under sections 51210 and 51220(a)-(i):</p> <ul style="list-style-type: none"> • UC/CSU Required Course Completion: Increase from 65.4% to 67.4% • AVID rates at secondary sites: Increase from 8 to 10 sites offering AVID sections; Increase from 497 gr. 7-12 students enrolled in 2014-15 to 550 students enrolled in 2015-16 <p>Actions 2 & 3: High school dropout and graduation rates for subgroups:</p> <ul style="list-style-type: none"> • English Learners dropout rates: Decrease from 11.3% to 9.3% • English Learners graduation rates: Increase from 81.5% to 83.5% • Socio-economically disadvantaged dropout rates: Decrease from 8.3% to 6.3% • Socio-economically disadvantaged graduation rates: Increase from 85.3% to 87.3% • Special Education dropout rates: Decrease from 8.3% to 6.3% • Special Education graduation rates: Increase from 71.4% to 73.4% <ul style="list-style-type: none"> • Summer School Completion Rates: Maintain or increase numbers of students completing one or more high school summer school course at the rate of 1558 completers in 2014 <p>Action 4:</p> <ul style="list-style-type: none"> • School attendance rates: Decrease district truancy (chronic absentee) rate from 23.2% to 20% or below • School attendance rates: Maintain 97% or above ADA district-wide <p>Action 5: Middle school dropout rates</p> <ul style="list-style-type: none"> • Student Achievement in the Opportunity Program: Increase students' reading achievement by 1.5 years as measured by the Lexia program and math achievement by 1.5 years as measured by the TenMarks program annually • Student Behavior in the Opportunity Program: Decrease student suspension rates to under 10% • Student Attendance in the Opportunity Program: Increase student attendance rates to 90% or above <p>Action 6:</p> <ul style="list-style-type: none"> • Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Collect baseline data • Participation rate of students taking the PSAT: Increase 10th grade rate from 24% to 80% <p>Action 7: Programs and services developed and provided to unduplicated pupils</p> <ul style="list-style-type: none"> • School attendance rates: Maintain 90% or above ADA at each high needs elementary • Student achievement data as measured by SBAC: Collect baseline data
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Expand the district's Advancement Via Individual Determination (AVID) program to prepare unduplicated students for college and career opportunities.	Secondary Sites LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	AVID Sections at secondary sites: 3.13 FTE teachers and .6 district coordinator (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$299,694
		Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental \$17,144	

		<p>English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u></p>	<p>Statutory Benefits for 3.73 FTE and Release Time for Coordinators 3000-3999: Employee Benefits Supplemental \$52,785</p> <p>AVID National Membership Fees & Training 5000-5999: Services And Other Operating Expenditures Supplemental \$58,064</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p>
<p>Action 2: Establish a multi-disciplinary Intervention Task Force that will assess current intervention activities within the district and develop a coordinated district-wide multi-tiered intervention system to address the full spectrum of unduplicated students' needs in grades TK-12.</p>	<p>LEA-wide</p>	<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u></p>	<p>Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Action 3: Provide summer school for targeted achievement in Common Core English Language Arts and math for all unduplicated students in need of support to meet standards.</p>	<p>LEA-wide</p>	<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u></p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$728,839</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$54,638</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$134,525</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$42,066</p> <p>Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$66,667</p>
<p>Action 4: Train site administrators, support staff and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.</p>	<p>LEA-wide</p>	<p><u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u></p>	<p>Training, meetings, site visits, materials 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Training, meetings, site visits, materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000</p>

<p>Action 5: Research and redesign the Opportunity Program model in Fremont Unified to better support students in need of additional academic, behavioral, and social-emotional supports to be successful in school.</p>	<p>Junior Highs LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Staffing - 2.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base \$176,796</p> <p>Statutory Benefits for 2.2 FTE 3000-3999: Employee Benefits Base \$29,454</p>
<p>Action 6: Provide opportunities for TK-12 unduplicated students to become more aware of career choices and to experientially connect with the real world of careers throughout their years of education.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Field trips, career fairs, assemblies (\$1,250 x 40 schools) 4000-4999: Books And Supplies Supplemental \$50,000</p> <p>Field trips, career fairs, assemblies (\$1,250 x 40 schools) 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 1000-1999: Certificated Personnel Salaries Supplemental \$74,322</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 3000-3999: Employee Benefits Supplemental \$12,382</p>
<p>Action 7: Provide targeted support and resources to unduplicated students at high needs elementary sites: Blacow, Brier, Cabrillo, Durham, and Grimmer.</p> <ul style="list-style-type: none"> • Intervention teacher • Instructional coach • Instructional paraeducator • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support focused instructional strategies • At-risk counselor • Parent workshops/engagement activities • Community liaison to increase parent engagement • Professional development • Support for student basic needs • Extended day activities 	<p>Elementary Sites LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-Risk Students in All Demographics</u></p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$714,027</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$337,788</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$199,948</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$109,489</p> <p>Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$116,324</p> <p>Additional Support for Prop 49 (ASES) Afterschool Programs 4000-4999: Books And Supplies Supplemental \$15,000</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Action 1: A broad course of study including courses described under sections 51210 and 51220(a)-(i):</p> <ul style="list-style-type: none"> • UC/CSU Required Course Completion: Increase from 67.4% to 69% • AVID rates at secondary sites: Maintain 10 sites offering AVID sections; Increase from 550 to 600 gr. 7-12 student enrollment <p>Actions 2 & 3: High school dropout and graduation rates for subgroups:</p> <ul style="list-style-type: none"> • English Learners dropout rates: Decrease from 9.3% to 7% • English Learners graduation rates: Increase from 83.5% to 85% • Socio-economically disadvantaged dropout rates: Decrease from 6.3% to 5% • Socio-economically disadvantaged graduation rates: Increase from 87.3% to 89% • Special Education dropout rates: Decrease from 6.3% to 5% • Special Education graduation rates: Increase from 73.4% to 75% • Summer School Completion Rates: Maintain or increase numbers of students completing one or more high school summer school course at the rate of 1558 completers in 2014 <p>Action 4: School attendance rate</p> <ul style="list-style-type: none"> • Decrease district truancy (chronic absentee) rate from 20% to 18% or below • Maintain 97% or above ADA district-wide <p>Action 5: Middle school dropout rates</p> <ul style="list-style-type: none"> • Student Achievement in the Opportunity Program: Increase students' reading achievement by 1.5 years as measured by the Lexia program and math achievement by 1.5 years as measured by the TenMarks program annually • Student Behavior in the Opportunity Program: Maintain student suspension rates below 10% • Student Attendance in the Opportunity Program: Maintain student attendance rates at 90% or above <p>Action 6:</p> <ul style="list-style-type: none"> • Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Increase by 5% compared to 2016 • Participation rate of students taking the PSAT: Increase 10th grade rate from 80% to 90% <p>Action 7: Programs and services developed and provided to unduplicated pupils</p> <ul style="list-style-type: none"> • School attendance rates: Maintain 90% or above ADA at each high needs elementary • Student achievement data as measured by SBAC: Increase by 5% compared to baseline data in ELA and math from 2016
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Expand the district's Advancement Via Individual Determination (AVID) program to prepare unduplicated students for college and career opportunities.	Secondary Sites LEA-wide	<p><u>All</u></p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All</u> 	<p>AVID Sections at secondary sites: 3.13 FTE teachers and .6 district coordinator (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$304,189</p> <hr/> <p>Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental \$17,401</p> <hr/> <p>Statutory Benefits for 3.73 FTE and Release Time Coordinators 3000-3999: Employee Benefits Supplemental \$59,526</p>

		<u>Demographics</u>	AVID National Membership Fees & Training 5000-5999: Services And Other Operating Expenditures Supplemental \$58,064 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000
Action 2: Establish a multi-disciplinary Intervention Task Force that will assess current intervention activities within the district and develop a coordinated district-wide multi-tiered intervention system to address the full spectrum of unduplicated students' needs in grades TK-12.	LEA-wide	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$5,000
Action 3: Provide summer school for targeted achievement in Common Core English Language Arts and math for all unduplicated students in need of support to meet standards.	LEA-wide	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$739,772 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$55,458 Statutory Benefits 3000-3999: Employee Benefits Supplemental \$151,978 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$42,066 Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$66,667
Action 4: Train site administrators, support staff and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	LEA-wide	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Training, meetings, site visits, materials 4000-4999: Books And Supplies Supplemental \$1,000 Training, meetings, site visits, materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000
Action 5: Research and redesign the Opportunity Program model in Fremont Unified to better support students in need of additional academic, behavioral, and social-emotional supports to be successful in school.	Junior Highs LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated Staffing - 2.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base \$179,448 Statutory Benefits for 2.2 FTE 3000-3999: Employee Benefits Base \$33,216

		English proficient _ Other Subgroups: (Specify)	
<p>Action 6: Provide opportunities for TK-12 unduplicated students to become more aware of career choices and to experientially connect with the real world of careers throughout their years of education.</p>	<p>LEA-wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-Risk Students in All Demographics</u></p>	<p>Field trips, career fairs, assemblies (\$1,250 x 40 schools) 4000-4999: Books And Supplies Supplemental \$50,000</p> <p>Field trips, career fairs, assemblies (\$1,250 x 40 schools) 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 1000-1999: Certificated Personnel Salaries Supplemental \$75,437</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 3000-3999: Employee Benefits Supplemental \$13,963</p>
<p>Action 7: Provide targeted support and resources to unduplicated students at high needs elementary sites: Blacow, Brier, Cabrillo, Durham, and Grimmer.</p> <ul style="list-style-type: none"> • Intervention teacher • Instructional coach • Instructional paraeducator • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support focused instructional strategies • At-risk counselor • Parent workshops/engagement activities • Community liaison to increase parent engagement • Professional development • Support for student basic needs • Extended day activities 	<p>Elementary Sites LEA-wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-Risk Students in All Demographics</u></p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$724,737</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$342,855</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$227,166</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental 109489</p> <p>Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental 116324</p> <p>Additional Support for Prop 49 (ASES) Afterschool Programs 4000-4999: Books And Supplies Supplemental \$15,000</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Action 1: A broad course of study including courses described under sections 51210 and 51220(a)-(i):
 - UC/CSU Required Course Completion: Increase from 69% to 71%
 - AVID rates at secondary sites: Maintain 10 sites offering AVID sections; Maintain gr. 7-12 AVID student enrollment of 600 or higher

- Actions 2 & 3: High school dropout and graduation rates for subgroups:
 - English Learners dropout rates: Decrease from 7% to 6%
 - English Learners graduation rates: Increase from 85% to 87%
 - Socio-economically disadvantaged dropout rates: Maintain 5% or below
 - Socio-economically disadvantaged graduation rates: Increase from 89% to 90%
 - Special Education dropout rates: Maintain 5% or below.
 - Special Education graduation rates: Increase from 75% to 77%

- Summer School Completion Rates: Maintain or increase numbers of students completing one or more high school summer school course at the rate of 1558 completers in 2014

- Action 4: School attendance rates:
 - Decrease district truancy (chronic absentee) rate from 18% to 16% or below
 - Maintain 97% or above ADA district-wide

- Action 5: Middle school dropout rates
 - Student Achievement in the Opportunity Program: Increase students' reading achievement by 1.5 years as measured by the Lexia program and math achievement by 1.5 years as measured by the TenMarks program annually
 - Student Behavior in the Opportunity Program: Maintain student suspension rates below 10%
 - Student Attendance in the Opportunity Program: Maintain student attendance rates at 90% or above

- Action 6:
 - Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Increase by 5% compared to 2017
 - Participation rate of students taking the PSAT: Increase 10th grade rate from 90% to 95%

- Action 7: Programs and services developed and provided to unduplicated pupils
 - Student achievement data as measured by SBAC: Increase by 5% compared to ELA and math data from 2017
 - School attendance rates: Maintain 90% or above ADA at each high needs elementary

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Maintain the district's Advancement Via Individual Determination (AVID) program to support unduplicated students in preparation for college and career.	Secondary Sites LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	AVID Sections at secondary sites: 3.13 FTE teachers and .6 district coordinator (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$308,752 Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental \$17,662 Statutory Benefits for 3.73 FTE and Release Time for

		<input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Coordinators 3000-3999: Employee Benefits Supplemental \$66,458 AVID National Membership Fees & Training 5000-5999: Services And Other Operating Expenditures Supplemental \$58,064 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000
Action 2: Establish a multi-disciplinary Intervention Task Force that will assess current intervention activities within the district and develop a coordinated district-wide multi-tiered intervention system to address the full spectrum of unduplicated students' needs in grades TK-12.	LEA-wide	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$5,000
Action 3: Provide summer school for targeted achievement in Common Core English Language Arts and math for all unduplicated students in need of support to meet standards.	LEA-wide	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$750,869 Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$56,290 Statutory Benefits 3000-3999: Employee Benefits Supplemental \$169,049 Materials and Supplies 4000-4999: Books And Supplies Supplemental \$42,066 Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$66,667
Action 4: Train site administrators, support staff and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	LEA-wide	___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u>	Training, meetings, site visits, materials 4000-4999: Books And Supplies Supplemental \$1,000 Training, meetings, site visits, materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000
Action 5: Research and redesign the Opportunity Program model in Fremont Unified to better support unduplicated students in need of additional academic,	Junior Highs LEA-wide	<input checked="" type="checkbox"/> All OR: ___ Low Income pupils	Certificated Staffing - 2.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base \$182,140 Statutory Benefits for 2.2 FTE 3000-3999: Employee Benefits

<p>behavioral, and social-emotional supports to be successful in school.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Base \$37,084</p>
<p>Action 6: Provide opportunities for TK-12 unduplicated students to become more aware of career choices and to experientially connect with the real world of careers throughout their years of education.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u></p>	<p>Field trips, career fairs, assemblies (\$1,250 x 40 schools) 4000-4999: Books And Supplies Supplemental \$50,000</p> <p>Field trips, career fairs, assemblies (\$1,250 x 40 schools) 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 1000-1999: Certificated Personnel Salaries Supplemental \$76,569</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 3000-3999: Employee Benefits Supplemental \$15,589</p>
<p>Action 7: Provide targeted support and resources to unduplicated students at high needs elementary sites: Blacow, Brier, Cabrillo, Durham, and Grimmer.</p> <ul style="list-style-type: none"> • Intervention teacher • Instructional coach • Instructional paraeducator • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support focused instructional strategies • At-risk counselor • Parent workshops/engagement activities • Community liaison to increase parent engagement • Professional development • Support for student basic needs • Extended day activities 	<p>Elementary Sites LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-Risk Students in All Demographics</u></p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$735,608</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$347,998</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$249,750</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental 109489</p> <p>Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental 116324</p> <p>Additional Support for Prop 49 (ASES) Afterschool Programs 4000-4999: Books And Supplies Supplemental \$15,000</p>

<p>GOAL 4:</p>	<p>Establish partnerships with our families and community to increase academic success for all students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>According to the 2015 staff and parent satisfaction surveys, the student LCAP input forms, and community advisory group meetings, Fremont Unified School District students need:</p> <ul style="list-style-type: none"> • Parental input in school and district decision-making processes • Highly engaged and supported parents of unduplicated students and individuals with exceptional needs • A positive, welcoming school culture and climate • Alternatives to suspension and expulsion, when appropriate • A sense of safety and school connectedness • Academic, social, and emotional counseling support throughout their education • Engagement in curricular and co-curricular activities that build skills for college and career readiness 	
<p>Goal Applies to:</p>	<p>Schools: All Schools LEA-wide</p> <p>Applicable Pupil Subgroups:</p>	<p>Action 1: All Students Action 2: All Students Action 3: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 5: English Learners, Redesignated English Proficient Action 6: At-risk students in all demographics Action 7: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 8: At-risk students in all demographics</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Actions 1 & 2: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school

- Web analytics of traffic on district website, School Loop, and Bright Arrow: Collect baseline data
- Parent Satisfaction Survey results: All questions related to communications and parent outreach will have a 75% or higher approval rating

Actions 3, 4, 5: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs

- Attendance at DELAC, District Advisory Committees, and PIQE: Collect baseline data
- Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Collect baseline data
- Participation rate of students taking the PSAT: Increase 10th grade rate from 24% to 80%
- Parent Satisfaction Survey results: All questions related to student and parent engagement will have a 75% or higher approval rating

Action 6:

- Pupil suspension rates: decrease from 2.9% to 2.0%
- Pupil expulsion rates: maintain or decrease .01% rate
- Increase number of sites from 5 to 8 participating in Coordination of Services Team (COST) model

Action 7: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- California Healthy Kids Survey: All questions related to school connectedness, safety, and climate will have a 75%> approval rating
- Staff Satisfaction Survey Results: All questions related to school connectedness, safety, and climate will have a 75%> approval rating
- Parent Satisfaction Survey results: All questions related to school connectedness, safety, and climate will have a 75%> approval rating

Action 8:

- Bullying incident reports: Collect baseline data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Fund district-wide web-based notification and communication service(s).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Secondary School Loop Subscription 5800: Professional/Consulting Services And Operating Expenditures Base \$45,110 <hr/> Bright Arrow Subscription 5800: Professional/Consulting Services And Operating Expenditures Base \$33,900
Action 2: Create a coordinated and comprehensive system for increased parent engagement representing all constituencies in Fremont Unified.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$67,503 <hr/> Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$11,246

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 3: Increase EL parent participation at District English Learner Advisory Committee (DELAC) and other district advisory groups, providing high interest parent workshops and unduplicated pupils' parent participation at appropriate conferences.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Workshops (PIQE) 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000
Action 4: Provide parents and unduplicated students with information and education on expectations for college and career readiness.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-risk students in all demographics</u>	Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000
Action 5: Maintain personnel to support English Learner families including: community liaisons, language assessment techs, and EL administrative support.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$365,424 <hr/> Language Assessment and Translation 2000-2999: Classified Personnel Salaries Supplemental \$579,607 <hr/> Statutory Benefits 3000-3999: Employee Benefits Supplemental \$199,852
Action 6: Implement the Coordination of Services Team (COST) model to identify and monitor interventions to decrease suspensions and expulsions.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$144,018 <hr/> Statutory Benefits 3000-3999: Employee Benefits Base \$23,993

		<input checked="" type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u>	
<p>Action 7: Maintain and increase counselor positions at the secondary sites and add counseling interns at the elementary schools for unduplicated students' social-emotional and guidance support.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Secondary Counselors (Salaries) - 10.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$885,647</p> <hr/> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$147,549</p> <hr/> <p>Elementary Counseling Interns (City of Fremont) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$153,900</p> <hr/> <p>Additional Secondary Counselors (Salaries) - 3.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$279,299</p> <hr/> <p>Additional Secondary Counselors (Statutory Benefits) - 3.0 FTE 3000-3999: Employee Benefits Supplemental \$46,531</p>
<p>Action 8: Establish a task force to research current effective bullying prevention strategies.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u></p>	<p>Task Force meetings, information, and materials 4000-4999: Books And Supplies Base \$5,000</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Actions 1 & 2: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site

- Web analytics of traffic on district website, School Loop, and Bright Arrow: Increase by 5% compared to 2016
- Parent Satisfaction Survey results: All questions related to communications and parent outreach will have a 80% or higher approval rating

Actions 3, 4, 5: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs

- Attendance at DELAC, District Advisory Committees, and PIQE.: Increase by 5% from 2015-16
- Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Increase by 5% from 2015-16 baseline
- Participation rate of students taking the PSAT: Increase 10th grade rate from 80% to 90%
- Parent Satisfaction Survey results: All questions related to student and parent engagement will have a 75% or higher approval rating

Action 6:

- Pupil suspension rates: decrease from 2% to 1.5%
- Pupil expulsion rates: maintain or decrease .01% rate
- Increase number of sites from 8 to 11 participating in Coordination of Services Team (COST) model

Action 7: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- Staff Satisfaction Survey Results: All questions related to school connectedness, safety, and climate will have a 80%> rating
- Parent Satisfaction Survey results: All questions related to school connectedness, safety, and climate will have a 80%> approval rating

Action 8:

- Bullying incident reports: decrease compared to baseline data from 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Fund district-wide web-based notification and communication service(s).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Secondary School Loop Subscription 5800: Professional/Consulting Services And Operating Expenditures Base \$45,110 <hr/> Bright Arrow Subscription 5800: Professional/Consulting Services And Operating Expenditures Base \$33,900
Action 2: Create a coordinated and comprehensive system for increased parent engagement representing all constituencies in Fremont Unified.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$68,516 <hr/> Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$12,682

		English proficient _ Other Subgroups: (Specify)	
Action 3: Increase EL parent participation at District English Learner Advisory Committee (DELAC) and other district advisory groups, providing high interest parent workshops and unduplicated pupils' parent participation at appropriate conferences.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Workshops (PIQE) 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000
Action 4: Provide parents and unduplicated students with information and education on expectations for college and career readiness,	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u>	Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000
Action 5: Maintain personnel to support English Learner families including: community liaisons, language assessment techs, and EL administrative support.	LEA-wide	<input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$370,905 <hr/> Language Assessment and Translation 2000-2999: Classified Personnel Salaries Supplemental \$588,301 <hr/> Statutory Benefits 3000-3999: Employee Benefits Supplemental \$228,261
Action 6: Implement the Coordination of Services Team (COST) Model to identify and monitor interventions to decrease suspensions and expulsions.	LEA-wide	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$146,178 <hr/> Statutory Benefits 3000-3999: Employee Benefits Base \$27,058

		<u>At-risk students in all demographics</u>	
<p>Action 7: Maintain counselor positions at the secondary sites and add counseling interns at the elementary schools for unduplicated students' social-emotional and guidance support.</p>	<p>LEA-wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) <u>At-risk students in all demographics</u></p>	<p>Secondary Counselors (Salaries) - 10.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$898,932</p> <hr/> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$166,392</p> <hr/> <p>Elementary Counseling Interns (City of Fremont) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$153,900</p> <hr/> <p>Additional Secondary Counselors (Salaries) - 3.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$283,488</p> <hr/> <p>Additional Secondary Counselors (Statutory Benefits) - 3.0 FTE 3000-3999: Employee Benefits Supplemental \$52,474</p>
<p>Action 8: Begin to implement recommendations from the bullying prevention task force.</p>	<p>LEA-wide</p>	<p><u> </u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u></p>	<p>Task Force meetings, information, and materials 4000-4999: Books And Supplies Base \$5,000</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Actions 1 & 2: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site

- Web analytics of traffic on district website, School Loop, and Bright Arrow: Increase by 5% compared to 2017
- Parent Satisfaction Survey results: All questions related to communications and parent outreach will have a 80% or higher approval rating

Actions 3, 4, 5: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs

- Attendance at DELAC, District Advisory Committees, and PIQE.: Increase by 5% from 2016-17
- Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Increase by 5% from 2016-17
- Participation rate of students taking the PSAT: Increase 10th grade rate from 90% to 95%
- Parent Satisfaction Survey results: All questions related to student and parent engagement will have a 80% or higher approval rating

Action 6:

- Pupil suspension rates: maintain or decrease 1.5% rate
- Pupil expulsion rates: maintain or decrease .01% rate
- Increase number of sites from 8 to 11 participating in Coordination of Services Team (COST) model

Action 7: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- California Healthy Kids Survey: All questions related to school connectedness, safety, and climate will have a 80%> approval rating
- Staff Satisfaction Survey Results: All questions related to school connectedness, safety, and climate will have a 80%> approval rating
- Parent Satisfaction Survey results: All questions related to school connectedness, safety, and climate will have a 80%> approval rating

Action 8:

- Bullying incident reports: decrease compared to data from 2016-17

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Fund district-wide web-based notification and communication service(s).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Secondary School Loop Subscription 5800: Professional/Consulting Services And Operating Expenditures Base \$45,110 <hr/> Bright Arrow Subscription 5800: Professional/Consulting Services And Operating Expenditures Base \$33,900
Action 2: Create a coordinated and comprehensive system for increased parent engagement representing all constituencies in Fremont Unified.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$69,544 <hr/> Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$14,159

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 3: Increase EL parent participation at District English Learner Advisory Committee (DELAC) and other district advisory groups, providing high interest parent workshops and unduplicated pupils' parent participation at appropriate conferences.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Workshops (PIQE) 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000
Action 4: Provide parents and unduplicated students with information and education on expectations for college and career readiness.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u>	Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000
Action 5: Maintain personnel to support English Learner families including: community liaisons, language assessment techs, and EL administrative support.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$376,469 <hr/> Language Assessment and Translation 2000-2999: Classified Personnel Salaries Supplemental \$597,126 <hr/> Statutory Benefits 3000-3999: Employee Benefits Supplemental \$248,203
Action 6: Implement the Coordination of Services Team (COST) Model to identify and monitor interventions to decrease suspensions and expulsions.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$148,371 <hr/> Coordinator of Student Support Services (Statutory Benefits) 3000-3999: Employee Benefits Base \$30,208

		<u>At-risk students in all demographics</u>	
<p>Action 7: Maintain counselor positions at the secondary sites and add counseling interns at the elementary schools for unduplicated students' social-emotional and guidance support.</p>	<p>LEA-wide</p>	<p><u> </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u></p>	<p>Secondary Counselors (Salaries) - 10.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$912,416</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$185,768</p> <p>Elementary Counseling Interns (City of Fremont) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$153,900</p> <p>Additional Secondary Counselors (Salaries) - 3.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$287,740</p> <p>Additional Secondary Counselors (Statutory Benefits) - 3.0 FTE 3000-3999: Employee Benefits Supplemental \$58,584</p>
<p>Action 8: Continue to implement recommendations from the bullying prevention task force.</p>	<p>LEA-wide</p>	<p><u> </u> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>At-risk students in all demographics</u></p>	<p>Task Force meetings, information, and materials 4000-4999: Books And Supplies Base \$5,000</p>

Annual Update

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

Guiding Questions:

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>GOAL 1: CONDITIONS OF LEARNING Sub-Goal 1: CL1 Every student will be taught by highly qualified teachers Sub-Goal 1: CL2 Attain 100% compliance with the instructional materials requirements of the Williams regulations Sub-Goal 1: CL3 Attain overall facility ratings of “good” or “exemplary” repair for 100% of schools annually Sub-Goal 1: CL4 Fully implement the Common Core State Standards by the 2014-2015 school year Sub-Goal 1: CL5 All teachers will be trained in the CCSS in ELA, Math, History-Social Studies, PE, Technology, ELD Sub-Goal 1: CL6 On an annual basis, increase the number of elementary schools offering programs that broaden courses of study in Science Technology, Engineering, Math, Visual & Performing Arts or other similar programs that broaden the school day Sub-Goal 1: CL7 On an annual basis, increase the percentage of students enrolled in at least one elective GOAL 1: PUPIL OUTCOMES Sub-Goal 1: PO1 Increase the percentage of all students who are proficient or above in ELA by 5% annually Sub-Goal 1: PO2 Increase the % of English learners that demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO 1) Sub-Goal 1: PO3 Increase by 2% the English Learners 5+ years demonstrating proficiency on the state English proficiency test Sub-Goal 1: PO4 Increase by 3% the Reclassification rate Sub-Goal 1: PO5 Increase the percentage of students at or above proficient in Math by 5% annually Sub-Goal 1: PO6 Increase the percentage of 9th grade Algebra students who are proficient or above by at least 3% annually Sub-Goal 1: PO7 Increase the percentage of 11th Grade EAP English participants students who achieve “Ready for College” score by 3% Sub-Goal 1: PO8 Increase the percentage of 11th and 12th Grade students who enroll in at least one AP course by 5% annually Sub-Goal 1: PO9 Increase the passing rate of 11th and 12th taking AP tests Sub-Goal 1: PO10 On an annual basis, increase the percentage of high school graduates who have completed the UC/CSU requirements for college entrance</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
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Sub-Goal 1: PO11
 Increase 2% of students participating in the GATE program
 Sub-Goal 1: PO12
 Increase the number of students passing the CA High School Exit Exam (CAHSEE) in ELA and Math

Goal Applies to:

Schools: ALL

Applicable Pupil Subgroups:

- Action 1: All Students
- Action 2: All Students
- Action 3: All Students
- Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 5: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 6: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 7: All Students
- Action 8: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 9: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 10: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 11: English Learners, Redesignated English Proficient, Foster Youth, Low Income
- Action 12: English Learners, Redesignated English Proficient

Expected Annual Measurable Outcomes:

- Sub-Goal 1: CL1 Maintain 100% Teachers Qualified
- Sub-Goal 1: CL2 Maintain 100% Williams Compliance
- Sub-Goal 1: CL3 100% Good or Exemplary of the Facility Inspection Tool (FIT)
- Sub-Goal 1: CL4 Common Core implementation Progress Monitoring Tool: full implementation
- Sub-Goal 1: CL5 100% teachers receive Professional Development in implementing the CCSS
- Sub-Goal 1: CL6 Establish baseline for number of elementary schools broadening their course of study
- Sub-Goal 1: CL7 Percentage of junior high school students who are enrolled in at least one elective
- Sub-Goal 1: PO1 Smarter Balanced Assessments (SBAC) and local Benchmark Assessments
- Sub-Goal 1: PO2 Baseline on AMAO 1
- Sub-Goal 1: PO3 AMAO 2 for students 5+ years on AMAO 2
- Sub-Goal 1: PO4 Baseline on Reclassification Rate
- Sub-Goal 1: PO5 Baseline on SBAC and local Benchmark Assessments
- Sub-Goal 1: PO6 Baseline on SBAC and local Benchmark Assessments
- Sub-Goal 1: PO7 Percentage of 11th grade EAP participants who achieve readiness for college;

Actual Annual Measurable Outcomes:

- Sub-Goal 1: CL1 100% of Fremont Unified teachers are designated Highly Qualified
- Sub-Goal 1: CL2: Between January and December 2014 there were 24 Williams complaints and all were resolved within the quarter they were documented
- Sub-Goal 1: CL3: 95% (41 of 43 schools) met Good or Exemplary ratings on FIT
- Sub-Goal 1: CL4: In August 2014, FUSD selected a self-assessment tool to gauge levels of CCSS implementation at all district schools. The baseline results indicated that the district was in the "awareness/transition phase" in three areas and in the "transition/implementation" phase in four areas. Instructional Services developed a CCSS plan with the goal of full implementation by June 2016
- Sub-Goal 1: CL5 As of May 2015, 98% of teachers participated in professional development related to Common Core State Standards
- Sub-Goal 1: CL6 Individual elementary schools may have independently broadened their courses of study but it was not a district-led initiative. We did not collect data on this goal
- Sub-Goal 1: CL7 We did not collect data on this goal; there were 497 students in gr. 7-12 enrolled in AVID in 2014-15
- Sub-Goal 1: PO1 There was no individual student SBAC data

<p>EAP results Sub-Goal 1: PO8 Percentage of 11th & 12th Grade students taking AP tests; College Board AP Results Sub-Goal 1: PO9 11th & 12th Grade students passing AP tests with scores of 3 or higher; AP results Sub-Goal 1: PO10 Graduation rates w/ UC & CSU eligibility; UC/CSU data Sub-Goal 1: PO11 Multi-year GATE screening and placement data Sub-Goal 1: PO12 Baseline CAHSEE results</p>	<p>collected in 2014-15; Need ELA benchmark baseline data Sub-Goal 1: PO2 AMAO 1 80.5% students met target Sub-Goal 1: PO3 AMAO 2 5 years 62.4% students met target Sub-Goal 1: PO4 4.2% reclassification rate Sub-Goal 1: PO5 There was no individual student SBAC data or local benchmark data available in 2014-15 Sub-Goal 1: PO6 There was no individual student SBAC data or local benchmark data available in 2014-15 Sub-Goal 1: PO7 EAP College Ready Rates: 47% in English; 40% in math Sub-Goal 1: PO8 Advanced Placement test takers: 2717 (-3.4% from previous year); number of exams taken: 5748 (-1.6% from previous year) Sub-Goal 1: PO8 Advanced Placement scores of 3 or higher: 84% Sub-Goal 1: PO10 A-G completion rates: 64.5% of FUSD graduates met CSU/UC entrance requirements through their course of study Sub-Goal 1: PO11 We did not increase GATE placement by 2% Sub-Goal 1: PO12 CAHSEE pass rates for 10th grade students (first-time test takers) were 90% for English Language Arts and 93% for Mathematics in 2014</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action CL1.1: Provide ongoing induction support to retain highly qualified teachers in every position</p>	<p>Select high quality support providers who will provide a collaborative experience with each new teacher.</p> <p>Provide high quality, relevant professional learning opportunities for support providers participating teachers</p> <p>Provide support and induction for 100% of Year 1 and 2 teachers. Other 518567</p>	<p>Provided ongoing induction support to retain highly qualified teachers in every position</p>	<p>Selected high quality support providers who provided a collaborative experience with each new teacher.</p> <p>Provided high quality, relevant professional learning opportunities for support providers participating teachers</p> <p>Provided support and induction for 100% of Year 1 and 2 teachers.</p> <p>(Resource 0000 Cost Center 2392) Other 567488</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action CL1.2: Provide support for teachers receiving unsatisfactory evaluations and seeking extra help</p>	<p>Certificated salary and benefits Other 115331</p>	<p>Provided support for teachers receiving unsatisfactory evaluations and seeking extra help</p>	<p>Certificated salary and benefits (Resource 0000 Cost Center 2271) Other 115331</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action CL2.4: Provide materials as needed to support full implementation</p>	<p>Implement the newly adopted math materials for TK –Algebra 1 (Common Core, LCFF, Lottery) Supplemental 566000</p>	<p>Provided materials as needed to support full implementation in math courses</p>	<p>Core math and supplemental materials purchased and provided to teachers. Implemented the newly adopted math materials for TK – Algebra 1 (Resource 7405 Cost Center 2045) Supplemental 574967</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Action CL3: Provide adequate personnel to effectively maintain facilities.	Hire the following positions: 24.63 FTE Custodians 4.0 FTE Mobile Maintenance Technician 2.0 FTE Painters 2.0 FTE HVAC Technicians 1.0 FTE Electronic Technician 7.0 FTE Gardeners 2.0 FTE Night Custodial 1.0 FTE Night Custodial Supervisor 1.0 FTE Clerical support Base 2352000	Adequate personnel were hired to effectively maintain facilities	Hired the following positions: 24.63 FTE Custodians 4.0 FTE Mobile Maintenance Technician 2.0 FTE Painters 2.0 FTE HVAC Technicians 1.0 FTE Electronic Technician 7.0 FTE Gardeners 2.0 FTE Night Custodial 1.0 FTE Night Custodial Supervisor 1.0 FTE Clerical support Base 2139000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black; margin: 5px 0;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black; margin: 5px 0;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Action CL5.1: Provide Common Core State Standard professional development	Provide on-going Common Core Professional Development opportunities for all teachers Base 600000	Provided Common Core State Standards professional development	Provided on-going Common Core Professional Development opportunities for all teachers (Cost Center 2294) Base 600000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black; margin: 5px 0;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black; margin: 5px 0;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Action CL5.2: Provide professional development to support full implementation of the Common Core state standards math curriculum	Provide professional development for newly adopted math materials Other 1573017	Provided professional development to support full implementation of the Common Core State Standards math curriculum	Ongoing professional development was provided to support full implementation of the Common Core State Standards math curriculum (Springboard & Math Expressions) (Resource 7405 Sites 400/402 Cost Center 2045) Other 1063065
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action CL6,7.1: Provide art, music, sports, student government and other activities before, after and within the school day to engage students in school activities	Provide a district arts coordinator to facilitate the district visual and performing arts show Base 1500	Provided art, music, sports, student government and other activities before, after and within the school day to engage students in school activities	Provided a district arts coordinator to facilitate the district visual and performing arts show as budgeted for in the LCAP. The other elements mentioned in the goal-- broaden courses of study in Science Technology, Engineering, Math or other similar programs-- did not have monies attached and were not specifically attended to via LCFF. (Resource 0000 Cost Center 0450) Base 1500
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners		X All ----- OR: _ Low Income pupils _ English Learners	

<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Action CL6,7.2: Provide intervention electives for under motivated secondary students not performing to their potential</p>	<p>Fund teachers (six sections) at secondary sites to provide Advancement Via Individual Determination (AVID) to support students to be prepared for college.</p> <hr/> <p>Supplemental 181712</p>	<p>Provided intervention electives for under motivated secondary students not performing to their potential</p>	<p>Funded teachers at secondary sites to provide Advancement Via Individual Determination (AVID) to support students to be prepared for college</p> <p>(Resource 0001 Site 310 Cost Center 0130)+\$113,866 (Resource 0000 Cost Center 0406)=\$238,664</p> <hr/> <p>Supplemental 238664</p>
<p>Scope of Service LEA-wide Secondary</p>		<p>Scope of Service LEA-wide Secondary</p>	
<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Action CL6,7.3: Additional Instructional time at the secondary level</p>	<p>Explore feasibility to adding 7th period-No Cost Other 0</p>	<p>Staff did not explore a 7-period day for FUSD secondary sites and there is no current interest to continue this action</p>	<p>Did not implement Other 0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Action CL1-7: Provide schools with funding to increase student learning</p>	<p>Certificated and classified salaries,</p>	<p>Schools were allocated funding to purchase library books, equipment,</p>	<p>Certificated and classified salaries,</p>

<p>through library books, equipment, materials and supplies, substitutes for collaboration, etc.</p>	<p>benefits, books, materials & supplies Base 1530811</p>	<p>materials and supplies, substitutes for collaboration, etc. to meet their sites' Single Plan goals</p>	<p>benefits, books, materials & supplies (Resource 0000 Sites All Various Cost Centers) Base 1305633</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action: PO1.1: Elementary ELA Coach provides training and support</p>	<p>Certificated salaries and benefits Other 117755</p>	<p>Elementary ELA Coach provided training and support to teachers district-wide</p>	<p>Certificated salaries and benefits Other 92428</p>
<p>Scope of Service LEA-wide Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO1.2: Provide strategic intervention for targeted K-3 students not performing at grade level in ELA</p>	<p>Five (5) Responses to Intervention coaches provide intervention to students performing below grade level in ELA at 8 elementary schools with high populations of low income and English learners</p> <p>Supplemental \$532,672</p>	<p>Provided strategic intervention for targeted K-3 students not performing at grade level in ELA</p>	<p>Five Response to Intervention coaches provided intervention to students performing below grade level in ELA at 8 elementary schools with high populations of low income and English learners</p> <p>(Resource 0001 Site 402 Cost Center 0130) Supplemental 532761</p>

Scope of Service Elementary Sites		Scope of Service Elementary Sites	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action PO1.3: Accelerate the implementation of Grade Span Adjustment (i.e., lowering class size)	Certificated salaries and benefits Base 1270088	Accelerated the implementation of Grade Span Adjustment (i.e., lowering class size). The District will be fully implemented by 2017-18	Certificated salaries and benefits (Resource 0000 Cost Center: Teachers at Various Sites) Base 1270088
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action PO1,5.1: Create a comprehensive intervention system for Elementary intermediate grades, Jr. High and High School during the school day. Develop an Intervention Task Force to make recommendations.	Pilot year for interventions identified Base 0	FUSD has not begun this work yet, but has included it in the Common Core implementation plan for 2015-16; an Intervention Task Force is being assembled under the Curriculum & Instruction Committee and will analyze the current status of our intervention programs and make recommendations for a district-wide plan to support students who are struggling	No Cost Base 0
Scope of Service LEA-wide		Scope of Service LEA-wide	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low Achieving Students</u></p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low Achieving Students</u></p>	
<p>Action PO1,5.2: Provide funding for school-site based intervention program</p>	<p>Provide funding for school-site based intervention program (\$3,000 per school) Supplemental 126000</p>	<p>Provided funding for school-site based intervention programs</p>	<p>Funding was provided to all sites in the district to purchase materials or services for after-school intervention programs</p> <p>(Resource 0000 Cost Center 0140) Supplemental 117000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO1,5.3: Provide individualized learning, differentiated activities through technology</p>	<p>Purchase computers, tablets, programs, apps and appropriate accessories Other 2325971</p> <p>Purchase computers, tablets, programs, apps and appropriate accessories Supplemental 1063270</p>	<p>Provided individualized learning, differentiated activities through technology</p>	<p>Purchased computers, tablets, programs, apps and appropriate accessories</p> <p>(PO # 142533 Resource 7405 Cost Center 2045 \$1,929,266.61+ PO # 142534 Resource 0000 Cost Center 2045 \$1,468,849) Other 1929267</p> <p>Supplemental 1468849</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO1,5.4: Students and staff will be provided with high-speed access to technology</p>	<p>Hire the following positions and replace old computers 1.0 FTE Data Specialist 12.0 FTE Information Technology Specialists 1.0 FTE Low Voltage Technician 1.0 FTE Webmaster Other 1577000</p>	<p>Students and staff were provided with high-speed access to technology</p>	<p>Hired the following positions and replaced old computers 1.0 FTE Data Specialist 12.0 FTE Information Technology Specialists 1.0 FTE Low Voltage Technician 1.0 FTE Webmaster \$862,590 personnel + \$500,000 technology refresh (Resource 0000 Cost Center 0099) Other 1362590</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO2, 3, 4.1: Provide professional development for teachers to support English learners in the new English Learner Development Standards and ELA Common Core Standards</p>	<p>English Learner Language Teacher Specialists will provide teachers with Guided Language Acquisition and Design (GLAD) training to support English learner students. Supplemental 178350</p>	<p>Provided professional development for teachers to support English learners in the new English Learner Development Standards and ELA Common Core Standards</p>	<p>English Learner Language Teacher Specialists provided teachers with Guided Language Acquisition and Design (GLAD) training to support English learner students. GLAD trainers provided professional development for elementary and secondary teachers. (Resource 0001 Cost Center 0132) Supplemental 178350</p>

Scope of Service LEA-wide		Scope of Service LEA-wide	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action PO2, 3, 4.2: Allocate funds to schools based on the number of EL students to be used for primary language support, translations, additional ELD professional development, interventions, materials, and EL classes/sections	Allocate funds to school to cover the following costs: <ul style="list-style-type: none"> • push in intervention salaries • pull out intervention salaries • before and after school intervention extra duty salaries • supplemental intervention materials • GLAD supplies • teacher collaboration time for planning EL lessons • site specific professional development • paraeducator to support instruction • parent involvement activities and supplies for parent events • technology for interventions programs • intervention software programs • EL liaison extra duty pay to support EL students Supplemental 1200000	Allocated funds to schools based on the number of EL students for primary language support, translations, additional ELD professional development, interventions, materials, and EL classes/sections	Each school was allocated \$138.17 per EL student for specific site support: <ul style="list-style-type: none"> • push in intervention salaries • pull out intervention salaries • before and after school intervention extra duty salaries • supplemental intervention materials • GLAD supplies • teacher collaboration time for planning EL lessons • site specific professional development • paraeducator to support instruction • parent involvement activities and supplies for parent events • technology for interventions programs • intervention software programs • EL liaison extra duty pay to support EL students (Resource 0001 All Sites Cost Center 0130) Supplemental 931125
Scope of Service LEA-wide		Scope of Service LEA-wide	

<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO2, 3, 4.3: Continue meeting/increasing AMAOs through salaries, supplies, conferences, and notification system: Bright Arrow</p>	<p>Certificated and classified salaries, benefits, supplies, conferences, contract</p> <p>Supplemental 749147</p>	<p>Continued meeting/increasing AMAOs through salaries, supplies, conferences, and notification system: Bright Arrow</p>	<p>The district provided professional development, materials and supplies to support students and engage parents in the educational process</p> <p>\$33,900 (Resource 0000 Cost Centers 0595/0526)+\$710,203 (Resource 0001 Site 310 Cost Center 0130) Supplemental 710203</p> <p>The district provided professional development, materials and supplies to support students and engage parents in the educational process Base 33900</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO2, 3, 4.4: Secondary sites offer periods of ELD</p>	<p>ELD sections Certificated salaries & benefits Title III 115505</p>	<p>Secondary sites offered periods of ELD</p>	<p>ELD sections Certificated salaries & benefits Title III 114236</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO2, 3, 4.5: Language Assessment Center provides STS support, CELDT testing, translations, etc.</p>	<p>Certificated & classified salary, benefits, supplies Supplemental 481127</p>	<p>Language Assessment Center provided STS support, CELDT testing, translations, etc. for English Learners and/or parents</p>	<p>Certificated & classified salary, benefits, supplies Supplemental 482325</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO2,3,4,5,6: Teachers will utilize data from benchmark assessments (OARS) to assess student progress</p>	<p>OARS license Other 56000</p>	<p>OARS subscription purchased to support teachers in assessing student progress</p>	<p>OARS license Other 56000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action PO5: Elementary Math Coach provides training and support</p>	<p>Certificated & classified salaries, benefits, instructional materials,</p>	<p>Elementary Math Coach provided training and support to teachers district-</p>	<p>Certificated & classified salaries, benefits, instructional materials,</p>

		supplies Supplemental 111982	wide	supplies Supplemental 105096
Scope of Service	Elementary Sites		Scope of Service	Elementary Sites
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action PO6.1: Students not passing or participating in the summer program will receive a double block of math instruction during the school year		Additional High School math sections will be provided Certificated salaries & benefits Other 209191	Students who did not pass or participate in the summer program received a double block of math instruction during the school year	Additional High School math sections were provided (Certificated salaries & benefits) Other 208789
Scope of Service	Secondary Sites		Scope of Service	Secondary Sites
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action PO6.2: Provide a robust summer mathematics academy for designated students at the secondary level to prepare for success in Algebra		Certificated & classified salary, benefits, instructional materials, contracts Supplemental 122173	Offered a Math Academy during summer 2014 to prepare students for Common Core math transitions	Certificated & classified salary, benefits, instructional materials, contracts \$16,010 (Resource 0001 Cost Center 134) + \$2,274 (Resource 0000 Cost Center 0104/0400) Supplemental 16010 ----- Certificated & classified salary, benefits, instructional materials, contracts Supplemental 2274

Scope of Service Secondary Sites			Scope of Service Secondary Sites		
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Action PO7: Increase EAP participation		No Cost Other 0	The action item to increase EAP participation turned out to be unnecessary because FUSD already has full student participation in the Early Assessment Program (EAP) via the 11th grade STAR test; in the transition to SBAC, students will continue to fully participate in EAP		No Cost Other 0
Scope of Service High Schools			Scope of Service High Schools		
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Action PO8,9: Implement the College Board AP Potential Program in designated high schools to increase AP participation		No Cost Other 0	The implementation of the College Board AP Potential Program in designated high schools to increase AP participation is in the discussion phase with secondary administrators and counselors and will continue as an action in 2015-16		No Cost 0
Scope of Service High Schools			Scope of Service High Schools		
X All ----- OR:			X All ----- OR:		

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Action PO10,ENG8: High School summer school allocation and per school intervention allocation (credit recovery, graduation requirements)</p>	<p>Certificated & classified salaries, benefits, instructional materials, supplies Supplemental 630222</p>	<p>High School summer school was offered to increase graduation opportunities for credit deficient students</p>	<p>Certificated & classified salaries, benefits, instructional materials, supplies (Resource 0000 Cost Center 0104) Supplemental 536800</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">High Schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	High Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">High Schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	High Schools	
Scope of Service	High Schools						
Scope of Service	High Schools						
<p>Action PO11: Provide enrichment for GATE identified and other high achieving students to meet their learning needs</p>	<p>GATE administration - Certificated salary & benefits, testing materials, conferences Other 145897</p>	<p>Enrichment for GATE identified and other high achieving students was provided via universal administration of the identification test, classroom materials, and GATE coordination at the district office level</p>	<p>GATE administration - Certificated salary & benefits, testing materials, conferences (Resource 0000 Site 310 Cost Center 2140) Other 143190</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

Action PO12: Assist in purchasing materials/funding remediation math and English classes to support struggling students pass the CAHSEE	Certificated salaries & benefits, materials Other 157597	Materials for remediation math and English classes were purchased to support struggling students in passing the CAHSEE	Certificated salaries & benefits, materials (Resource 0000 Cost Center 2055) Other 157597
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Overview:

Based on the information available in spring 2014, Fremont Unified administration, staff, and community members developed a plan encompassing a variety of goals and activities to improve the achievement of students. In reflecting on the prior year LCAP, changes were needed to focus resources, energy, and attention on a narrowed number of specific, measurable outcomes that will result in accelerated progress and improved student outcomes. The 2014 plan was thoughtfully crafted through a collaborative process. The 2015-16 plan expands on this foundation and strengthens the focus on unduplicated student subgroups as well as district-wide improvement strategies.

General Analysis:

- The District created more targeted and focused goals for 2015-16. The LCAP Committee recommended reducing from 33 very specific sub-goals and 108 actions to four (4) overarching goals with a set number of clear actions prioritized in order of importance.
- Delineating one or more action per goal instead of duplicating one action across several goals (i.e., there are currently 48 unique actions and 108 duplicated actions) improves both readability of the plan and accountability for action completion.
- We combined “like” actions under one umbrella action rather than writing several actions closely related to the same topics—e.g., cluster categories related to: CCSS materials, Professional Development, Interventions, summer school, English Learner services—and cross-referenced them, when applicable, to other district plans such as the Single Plan for Pupil Achievement (SPPA), Common Core Implementation Plan, Program Improvement, Title III, etc.

- Some goals, actions, and metrics were interspersed into categories where they didn't necessarily fit. Part of the annual update self-assessment included re-aligning goals to reflect action steps with measurable baselines and accurate metrics.
- In some areas of the LCAP, the goals and/or actions did not explicitly correlate to district departments for oversight. To make sure that actions are completed, actions were attached to leadership responsibility to increase ownership over outcomes. Certain goals and actions require several departments working as a team with shared leadership for monitoring results.
- In terms of budget allocation, alignment, and management, the funding was tagged to the accounts that actions are associated with to ensure easier tracking of expenditures.
- We carefully considered what should be included in the LCFF supplemental budget—there are some actions that have multi-million dollar expenditures allocated to them that don't provide enough specific detail to know exactly what is being paid for and how it relates to student outcomes. Likewise, there are some action items that have no cost at all and we had to decide if they belonged in the LCAP when there is no fiscal impact.
- Partly as a result of reviewing the 2014-15 LCAP, several district office departments (including Business Services, Human Resources and Instructional Services) proposed internal staff reorganizations to more clearly align with LCAP goals and actions.
- Many of the metrics developed in the first year LCAP included collecting baseline data from several sources. The district needs to develop a strategy to gather, analyze, and present data-supported information to stakeholder groups to guide future decision-making.

Specific Changes for Goal 1:

As stated above, several actions related to the same topic are now grouped together and rewritten as one action per theme (Professional Development; Materials/Resources; Interventions, etc.)

The following actions were discontinued or altered for the following reasons:

-Action CL6,7.3: Additional instructional time at the secondary level. This action called for exploring the feasibility of adding a 7th period to the school day which did not occur in 2014-15. The current focus of the district is transitioning from a junior high to a middle school model over the next several years.

-Action PO1.2: Provide strategic intervention for targeted K-3 students not performing at grade level in ELA. This action was addressed in 2014-15 by placing intervention teachers at five school sites. However, as part of the Instructional Services reorganization, these intervention teachers will return to the classroom in 2015-16 to provide direct instruction to students and the Curriculum & Instruction department will reallocate the five positions into instructional coach positions. The Intervention Task Force (see Action PO1,5.1) will be reviewing overall

interventions in the district and making recommendations to best serve targeted students in a systematic way.

-Action PO2,3,4,5,6: Teachers will utilize data from benchmark assessments (OARS) to assess student progress. This action will continue as a course of daily practice but will not remain in the 2015-16 LCAP as a stand-alone action, as it is more of a behavior than an item to be completed.

-Action PO7: Increase EAP participation. This action turned out to be unnecessary because FUSD already has full student participation in the Early Assessment Program (EAP) via the 11th grade CAASP test. The action was rewritten to reflect the college ready indicators for English and mathematics instead of participation rates.

We plan to increase services and/or expand program in the following areas included in this section:

-CL6,7.1: Provide art, music, sports, student government and other activities before, after and within the school day to engage students in school activities. This action contains many elements that have not been planned out for short or long-term implementation. If it remains a community interest, we will need to gather more input from site principals, teachers, students, and parents to narrow down discrete activities that will help us realize this action more completely.

-Site-based intervention services including summer school (PO1,5.1; PO1,5.2; PO6.1; PO6.2; PO10; ENG8; PO12; CL6,7.2)

-Professional Development for all staff (CL1.1; CL1.2; CL5.1; CL5.2; PO2,3,4.1)

- Principal training on Peer Assistance and Review (PAR) support for teachers
- Expansion of Professional Development venues and variety of ways to complete PD
- Next Generation Science Standards
- Support for 6th grade teachers using new math curriculum (Springboard)
- Consider additional Induction coordinator to work with new teachers

-Instructional coaching in math, English Language Arts, science and intervention strategies (PO1.1; PO1.2; PO5)

-Expanding opportunities for learner development and engagement (PO11; PO1,5.3; PO8,9)

- More elective offerings (science, music, art, PE)
- Reading courses for struggling students built into school day
- Intervention for all not just low-income
- Establish a baseline technology standard for each school

Effectiveness of specific actions:

Under the categories of Conditions of Learning and Pupil Outcomes for Goal 1, several actions were implemented to varying degrees of success:

- New math adoptions were purchased—Math Expressions for K-5 and Springboard for 6-8 and Algebra I. Teachers were trained during the August pre-service days and were offered release days throughout the school year to increase their understanding of how to use the materials for instruction. Math Expressions has been very successful and teachers express high satisfaction with this adoption. Springboard, on the other hand, has been a difficult transition for several reasons including, Springboard did not have ancillary online features ready for use until well after the school year started, there were both mathematical errors and typographical mistakes in the publication, and teachers felt that the materials were not enough in and of themselves to support student learning, especially in the double-block intervention math classes. The Curriculum & Instruction department is working with Springboard and the grades 6-8 and Algebra I teachers to bridge the gaps in this curriculum prior to the start of the 2015-16 school year.
- Professional development was greatly increased throughout the district on the topics of Common Core implementation, new adoptions, instructional strategies, interventions, and leadership. Certificated, administrative, and classified staff were offered multiple ways to grow professionally during the 2014-15 school year. Individuals that participated in summer, after-school, Saturday, and release day workshops and activities expressed a high degree of satisfaction per review of PD evaluations. Participation in professional development in the district is not mandatory and though those who attended workshops and presentations said they gained a lot from them, Fremont will continue to struggle to meet the goal of 100% attendance at PD activities without it being mandatory per the labor associations' and Fremont Unified's negotiated contracts.
- The actions related to Intervention were not prioritized in 2014-15 even as they were considered to be highly valuable in both the LCAAC and Instructional Services discussions. In March 2015, an Intervention Task force was commissioned under the guidance of the newly-established Curriculum & Instruction Committee. There is a strong district commitment in 2015-16 to not only examine our current programs throughout the district, but to conduct deep research, analysis, and critical evaluation of what we are currently doing and whether it is successfully increasing student achievement, especially in the target groups of students. The recommendations of the task force will be a major component of implementing a district-wide approach to intervention.
- Summer School in Fremont Unified has been offered on a fairly limited basis due to needs exceeding funding sources. Many students participate in summer remediation programs including an elementary and junior high program for English Learners and low-income students, traditional high school summer school for students who have failed one or more core subject courses, and a special math academy program serving students who need to bridge gaps in their math skills and knowledge between junior high and high school. The students who participate in summer programs do show overall academic growth, however, we are regularly re-evaluating our programs to ensure that the models are best meeting student needs.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Sub-Goal 2: ENG1 Increase the number of students feeling connected to caring adults at schools</p> <p>Sub-Goal 2: ENG2 Annually decrease the suspension rate to a level below previous year</p> <p>Sub-Goal 2: ENG3 Annually decrease the expulsion rate to a level below the state average and previous year</p> <p>Sub-Goal 2:ENG4 Decrease the number of cases reported for bullying</p> <p>Sub-Goal 2: ENG5 Increase % at-risk students participating in enrichment and academic support programs</p> <p>Sub-Goal 2: ENG6 Increase by 3% the average attendance rate of schools that are under the district average with a specific focus on reducing truancy rates</p> <p>Sub-Goal 2: ENG7 Students must remain engaged in school in order to graduate college and be career ready</p> <p>Sub-Goal 2: ENG8 Decrease cohort dropout rates</p> <p>Sub-Goal 2: ENG9 Foster Youth receive educational counseling from Foster Youth Staff with the skills, time and training necessary to carry out the support needed using the Coordination of Services Team</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups:</p>	<p>Action 1: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p> <p>Action 2: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p> <p>Action 3: All Students</p> <p>Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p> <p>Action 5: English Learners, Redesignated English Proficient</p> <p>Action 6: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p> <p>Action 7: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p> <p>Action 8: English Learners, Redesignated English Proficient, Foster Youth, Low Income</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>Sub-Goal 2: ENG1 Baseline California Healthy Kids Survey (CHKS)</p> <p>Sub-Goal 2: ENG2 Baseline District Suspension Data</p> <p>Sub-Goal 2: ENG3 Baseline Student Expulsion Rates</p> <p>Sub-Goal 2:ENG4 Baseline Reported cases of bullying</p> <p>Sub-Goal 2: ENG5 Baseline Progress Monitoring Tool- Increase % at-risk students participating in enrichment and academic support programs</p> <p>Sub-Goal 2: ENG6 Baseline ADA; Truancy Rate</p> <p>Sub-Goal 2: ENG7 Baseline Graduation Rate</p> <p>Sub-Goal 2: ENG8 Baseline Drop-out Rate</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Sub-Goal 2: ENG1 California Healthy Kids Survey (CHKS) baseline results: School Connectedness (5th gr: 59%; 7th gr: 60%; 9th gr: 47%); Caring Adults (5th: 57%; 7th: 35%; 9th: 22%)</p> <p>Sub-Goal 2: ENG2 The Suspension Rate per formula in Appendix (e) was 2.9%</p> <p>Sub-Goal 2: ENG3 The Expulsion Rate per formula in Appendix (f) was .01%</p> <p>Sub-Goal 2:ENG4 Illuminate report on bullying incidents: 4 to date</p> <p>Sub-Goal 2: ENG5 There was not a progress monitoring tool developed by FUSD to gauge student participation in enrichment</p>
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Sub-Goal 2: ENG9 Baseline COST referral data	and academic support programs. Sub-Goal 2: ENG6 Truancy Rate: 23%; ADA: 97% Sub-Goal 2: ENG7 Graduation Rate: 82.1% Sub-Goal 2: ENG8 Drop-out Rate: 4.5% Sub-Goal 2: ENG9 Five sites are participating in COST in 2014-15
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action ENG1-5,9.1: Develop and implement the Coordination of Services Team (COST) Model to identify and monitor interventions to decrease suspensions	No Cost Other 0	Student Support Services developed and implemented the Coordination of Services Team (COST) Model to identify and monitor interventions to decrease suspensions at five sites	No Cost Other 0
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action ENG1-5,9.2: Social worker will support the needs of homeless and foster care students	Certificated salary & benefits Supplemental 62371	Social worker supported the needs of homeless and foster care students	Certificated salary & benefits (Resource 0001 Cost Center 0130) Supplemental 29278
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action ENG1-5,9.3: Provide a program for pregnant and parenting teens and their children</p>	<p>Counselor and program administrator - Certificated salary and benefits, supplies, childcare Other 488788</p>	<p>A program for pregnant and parenting teens and their children continued to be offered at Robertson High School</p>	<p>Counselor and program administrator - Certificated salary and benefits, supplies, childcare \$89,524 (Resource 0000 Cost Center 2091+\$31,446 (Resource 0800 Cost Center 5203) Other 120970</p>
<p>Scope of Service High Schools</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Parenting Teens</u></p>		<p>Scope of Service High Schools</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Parenting Teens</u></p>	
<p>Action ENG1-5,9.4: Provide secondary students with counselor support for academic achievement and social, emotional support</p>	<p>Hire 10.0 FTE counselors (1.0 FTE for each secondary school) Supplemental 847443</p>	<p>Ten counselors were added district-wide to increase students' academic achievement and social, emotional support</p>	<p>Hired 10.0 FTE counselors (1.0 FTE for each secondary school) (Resource 0000 Cost Center 0093/0094) Supplemental 944657</p>
<p>Scope of Service Secondary Sites</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Secondary Sites</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Action ENG4.1: Implement Positive Behavioral Intervention and Support (PBIS) Model at designated schools to establish a positive school culture by reducing incidents of bullying and disciplinary incidents to achieve social and academic success</p> <p>Action ENG4.2: Professional Development for teachers to build knowledge and skill building in effective practices based on the PBIS Model</p>	<p>Program and Professional Development - Certificated salaries and benefits (substitutes) Other 10000</p>	<p>Due to changes in leadership in Instructional Services and Student Support Services, the district did not pursue PBIS this year</p> <p>Instead the district sent one student from each high school along with staff members to the International Bullying Prevention Association conference and will follow up with school-wide activities at their sites</p>	<p>Program and Professional Development - Certificated salaries and benefits (substitutes) Other 0</p>								
<table border="1"> <tr> <td data-bbox="86 589 235 667">Scope of Service</td> <td data-bbox="235 589 562 667">Designated Sites</td> </tr> <tr> <td colspan="2" data-bbox="86 667 562 976"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Designated Sites	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1026 589 1180 667">Scope of Service</td> <td data-bbox="1180 589 1520 667">Designated Sites</td> </tr> <tr> <td colspan="2" data-bbox="1026 667 1520 976"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	Designated Sites	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
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Scope of Service	Designated Sites										
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<p>Action ENG5: High School grants target at-risk students to involve them in Career pathways so they stay engaged</p>	<p>Certificated salaries & benefits, technology, materials (CPA Grant) Other 289089</p>	<p>The Career Pathway Academy (CPA) grants at three district high schools targeted at-risk students to involve them in Career pathways so they stayed engaged in school</p>	<p>Certificated salaries & benefits, technology, materials (CPA Grant)</p> <p>(Resource 6385/6386/7220 Various Sites Cost Center 2412/2462/2472/2452) Other 438350</p>								
<table border="1"> <tr> <td data-bbox="86 1206 235 1284">Scope of Service</td> <td data-bbox="235 1206 562 1284">High Schools</td> </tr> <tr> <td colspan="2" data-bbox="86 1284 562 1469"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> </td> </tr> </table>	Scope of Service	High Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>			<table border="1"> <tr> <td data-bbox="1026 1206 1180 1284">Scope of Service</td> <td data-bbox="1180 1206 1520 1284">High Schools</td> </tr> <tr> <td colspan="2" data-bbox="1026 1284 1520 1469"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> </td> </tr> </table>	Scope of Service	High Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		
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Scope of Service	High Schools										
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<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action ENG6.1: Implement the Coordination of Services Team (COST) Model to identify and monitor appropriate interventions to increase attendance</p> <p>Action ENG6.2: Train site administrators, support staff and counselors on effective interventions for students exhibiting early truancy patterns</p>	<p>Program Coordinator Certificated salary and benefits Other 156000</p>	<p>Implemented the Coordination of Services Team (COST) Model to identify and monitor appropriate interventions to increase attendance</p> <p>FUSD is in the early stages of training site administrators, support staff and counselors on effective interventions for students exhibiting early truancy patterns</p>	<p>Program Coordinator Certificated salary and benefits Other 160011</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action ENG7: Utilize graduation rates, A-G course data and AP Potential Data to develop strategies to increase graduation rates and college and career readiness</p>	<p>No Cost Other 0</p>	<p>Instructional Services directors analyzed graduation rates and A-G course data to develop strategies to increase graduation rates and college and career readiness</p>	<p>No Cost Other 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Specific Changes for Goal 2:
 As stated in the general comments in Goal 1, several actions related to the same topic were grouped together and rewritten as one action per theme (e.g., COST services).

The following actions will be discontinued or altered for the following reasons:

- Action ENG1-5,9.2: Social worker will support the needs of homeless and foster care students. Though the school social worker position will be discontinued in 2015-16, Student Support Services will work with the City of Fremont and the County of Alameda to increase community engagement. Staff will expand efforts to encourage parent engagement and student success for all unduplicated student groups.
- Action ENG4.1: Implement Positive Behavioral Intervention and Support (PBIS) Model at designated schools to establish a positive school culture by reducing incidents of bullying and disciplinary incidents to achieve social and academic success; Action ENG4.2: Professional Development for teachers to build knowledge and skill building in effective practices based on the PBIS Model. The district did not pursue PBIS this year. Instead the district sent one student from each high school along with staff members to the International Bullying Prevention Association conference and will follow up with school-wide activities at their sites. The intention is to expand this program to the junior high and elementary levels in 2015-16. A task force will be formed to evaluate successful bullying prevention strategies and make recommendations for implementation in 2016-17.

We plan to increase services and/or expand program in the following areas included in this section:

- Increase support for COST implementation and truancy prevention district-wide (ENG6.1; ENG6.2; Action ENG1-5,9.4; ENG1-5,9.1). We plan to expand COST from 5 to 8 sites in 2015-16.
- ENG1-5,9.4: Ongoing support for counseling standard baseline at the secondary sites and add counseling interns at the elementary schools for social-emotional and guidance support. Increase counseling FTE district-wide in 2015-16.

Effectiveness of specific actions:
 Under the category Engagement for Goal 2, several actions were implemented to varying degrees of success:

- Similar to the topic of Intervention in Goal 1, the social/emotional/behavior interventions included under Pupil Engagement in this section were largely dispersed throughout the district in non-uniform ways. Different sites have individualized programs that warrant assessment and review to determine their levels of effectiveness and whether they should be either discontinued, continued, and/or expanded to reach more students across the district.

-The intention of the Student Support Services and associated district office departments, county and city partners, and school site leadership is to create a comprehensive, correlated, and clearly communicated support system for students in the LCAP target groups. In 2015-16, the district will explore and implement research-based approaches to student success in all areas that affect student achievement.

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Sub-Goal 3: ENG10 Increase the number of parents/guardians completing the Customer Satisfaction Survey Sub-Goal 3: ENG11 Increase the number of parents involved in the various stakeholders group, such as School Site Council, ELAC, DELAC, Foster Youth, PRAA, Title I Sub-Goal 3: ENG12 Increase the percentage of focus sub-group parents participating in workshops on how to assist students academically and how to navigate the educational system and connect with community services Sub-Goal 3: ENG13 Increase Common Core parent training Sub-Goal 3: ENG14 Increase the number of parents that use various communication tools such Yahoo Groups, SchoolLoop, Email, Website contact information, Bright Arrow, etc.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: ALL</p> <hr/> <p>Applicable Pupil Subgroups:</p> <p>Action 1: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 2: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 3: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-Risk Students in all demographics Action 5: All students Action 6: English Learners, Redesignated English Proficient, Foster Youth, Low Income Action 7: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students in all demographics</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Sub-Goal 3: ENG10 Annual parent survey completion data Sub-Goal 3: ENG11 Baseline Progress Monitoring Tool Sub-Goal 3: ENG12 Baseline Attendance Sub-Goal 3: ENG13 Baseline Attendance of Parents participating in the CCSS workshops Sub-Goal 3: ENG14 District climate survey; Family engagement report</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Sub-Goal 3: ENG10 Parent Satisfaction Survey was administered in Spring 2015 and we received 2888 responses (increase over 1576 responses in 2014) Sub-Goal 3: ENG11 We did not create a measurement tool to ascertain a baseline for parent involvement in parent groups at sites Sub-Goal 3: ENG12 We did not collect data on parent attendance at workshops Sub-Goal 3: ENG13 We did not collect data on parent attendance at workshops Sub-Goal 3: Parent Satisfaction Survey was administered in Spring 2015 and results related to communications indicated 75% or higher satisfaction rates</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action ENG10: Provide broader opportunities for parents to complete Customer Satisfaction Survey		This year we provided broader opportunities for parents to complete Customer Satisfaction Survey by offering the survey earlier, publicizing it more, and sharing best practices among principals to encourage greater parent participation, resulting in nearly double the participation rate as 2014	
No Cost Other 0		No Cost Other 0	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action ENG11-13.1: Provide community liaisons to engage specific parents		Community liaisons engaged migrant, Native American, pre-school, and Title I parents and increased communication to support student learning	
Liaison - Classified salary & benefits Supplemental 51904		Liaisons - Classified salary & benefits (Resource 0001 Cost Center 0130) Supplemental 20959 Liaison - Classified salary & benefits Supplemental 128743	
Scope of Service	Migrant, Native American, Title I parents	Scope of Service	Migrant, Native American, Title I parents
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant, Native American, Title I parents	

<u>Migrant, Native American, Title I parents</u>				
Action ENG11-13.2: Oral and written translations for parents of major language groups		Classified salaries and benefits Supplemental 596250	Student Support Services and Federal and State Programs departments provided oral and written translations for parents of major language groups	Classified salaries and benefits \$200,339 (Resource 0001 Site 475 Cost Center 0130) \$371,177 (Resource 0001 Site 315 Cost Center 0130) Supplemental 571516
Scope of Service	Parents speaking Mandarin, Spanish, Cantonese, Hindi		Scope of Service	Parents speaking Mandarin, Spanish, Cantonese, Hindi
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Primary Language</u>			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Primary Language</u>	
Action ENG11-13.3: Increase parent participation at District English Learner Advisory Committee and other advisory groups, providing high interest parent workshops and parent participation at appropriate conferences		Professional services Other 10000	Parents participated in advisory groups and workshops, however, we still need to increase the attendance rates of unduplicated students' parents at district offerings	No Cost Other 0
Scope of Service	EL parents; At-Risk Parents		Scope of Service	EL parents; At-Risk Parents
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Action ENG11-13.4: Provide Parent Academies/initiatives such as Parent Institute Quality Education (PIQE) for parents at all Title I schools and the junior highs they feed into and other sites with large populations of targeted students</p>	<p>Alameda Grant – Measure A - Training Other 52057</p>	<p>Provided Parent Institute Quality Education (PIQE) for parents at all Title I schools and the junior highs they feed into and other sites with large populations of targeted students</p>	<p>Alameda Grant – Measure A - Training Other 20900</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action ENG14: School site personnel will be encouraged to use SchoolLoop and other electronic communication tools for better communication with parents</p>	<p>SchoolLoop license, web master, Bright Arrow, contracts Other 145098</p>	<p>School site personnel used SchoolLoop and other electronic communication tools for better communication with parents</p>	<p>SchoolLoop license, web master, Bright Arrow, contracts</p> <p>(Bright Arrow, Resource Code 0000 Cost Center 0595 + School Loop, Resource 0000 Cost Center 0595 + web designer, Resource 0000 Cost Center 0099) Other 130895</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions,</p>		<p>Specific Changes for Goal 3:</p>	

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As stated in the general comments in Goal 1, several actions related to the same topic were grouped together and rewritten as one action per theme (e.g., parent communications)

The following actions will be discontinued or altered for the following reasons: NONE

We plan to increase services and/or expand program in the following areas included in this section:

-Parent participation on site and district committees is welcome and solicited, however, it has proven challenging to engage parents of unduplicated student groups to join and attend. The District will focus on creating a coordinated and comprehensive system for increased parent engagement representing all constituencies in Fremont Unified by expanding Student Support Services outreach to parents in the unduplicated student groups (ENG11-13.3).

-Target PIQE expansion to schools with high EL populations and collaborate between nearby schools to fill PIQE seats. (ENG11-13.4).

-Fully fund Bright Arrow district-wide and/or select one parent communication system TK-12 (ENG14).

-Based on participation rate results from the Customer Satisfaction Survey in spring 2015, the District will make adjustments as needed to increase parent buy-in for 2015-16 (ENG10).

-Increase support for school sites in redesigning their websites.

Effectiveness of specific actions:

Under the category Engagement for Goal 3, several actions were implemented to varying degrees of success:

-Communication via electronic means has been a successful approach in reaching out to Fremont parents and the community. According to the Parent Satisfaction Survey, 85% of parents agreed with the statement: I am well-informed by the school about when important meetings and events are scheduled—and several parents in the comments sections expressed high enthusiasm for both School Loop at the secondary level and Bright Arrow district-wide. In addition, 75% of parents agreed with the statement: The school communicates about my student's academic progress to me in an understandable and timely manner. These two areas on the survey garnered the highest positive responses of all 22 items surveyed. With the addition of a web designer and a Public Information Officer (PIO) position at the district office, there has been increased focus and ability to reach out to parents through a variety of means including the district website, community conversations television show, social and traditional media, email, and electronic messaging systems.

-While outreach via electronic means has been largely successful, the district still needs to bolster parent engagement in other ways. Some schools struggle to get parent participation on their School Site Councils and other representative committees such as the District English Learners Advisory Committee (DELAC). There are grassroots community organizations in Fremont that exist and are also being formed to increase parent

connectedness with the schools. In March 2015, a new group called Fremont Families United Network (FUNN) formed to provide holistic support for families including ways to support their children handle stress, mental health concerns, and peer relations. This group is working in partnership with the district to increase resources to support social-emotional wellness for students.

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$12,265,391</u>
<p>Fremont Unified has targeted the supplemental funds for both broad initiatives and direct support for the targeted populations: low income students, English Learners, Foster Youth and Redesignated Fluent English proficient. Goal 1 is to provide an educational environment that is conducive to learning. Supplemental funds are used for five action items that impact all students. All five of these action items focus on improving teacher quality. Action 8 provides teacher collaboration time in a Professional Learning Community (PLC) format. Students in PLC schools had decreased dropout rates and fewer classes "skipped;" lower absenteeism rates; and greater academic gains in reading, math, science, and history than did students in traditional schools (Lee, Smith, & Croninger, 1995). We need these outcomes for our targeted student population. Researcher John Hattie developed a way of ranking various influences in different meta-analyses according to their effect sizes on student achievement. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?" Professional development ranked 0.62 on Hattie's scale, one of the greater influences. Actions 9 and 12 provide professional development for all teachers to improve their craft. High quality professional development is a high leverage activity for all students, but will additionally provide the support necessary for the unduplicated students to improve academically. High quality professional development alone, however, is not enough to change classroom practice. Actions 10 and 11 will provide the in-class support to help teachers adopt the practices they learn during the professional development. Coaches and liaisons will model lessons and support the learning of the Common Core State Standards and instructional strategies for classroom environments that are conducive to learning. Knowing the impact teachers have on students other uses of these funds were not considered for Goal 1.</p> <p>Goal 2 is to increase the academic achievement of all students through challenging and engaging instruction. Actions 1 and 2 provide supplemental funds for the work that needs to be done to have successful Professional Learning Communities that will improve outcomes for the most at-risk students, focusing on formative and summative assessments. Frequent monitoring of student progress to a determined goal and performance level results in higher achievement for students, particularly when teachers use the data collected to inform their instructional practices (Stecker et al., 2005). Providing formative evaluation also ranked very high on John Hattie's effect scale, 0.9. This was the third highest effect for student achievement. Action 4 will benefit all students with a focus on the unduplicated students. Goal 1 provides funding for collaboration time at school sites and to support that Goal 2 Action 4 provides time for the teachers across school levels to collaborate. This vertical articulation will ensure the targeted students will be supported as they move from elementary to junior high and junior high to high school. All students will benefit from these actions but without them the targeted students would struggle and become disenfranchised. No other alternatives were considered because research shows the importance of these activities to support the unduplicated count students.</p> <p>Goal 3 is to implement strategies to involve students in their learning and interventions to eliminate barriers to success. Action 4 is more</p>	

professional development focusing on effective interventions for unduplicated students exhibiting early truancy patterns. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absences reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge. (Institute of Education Sciences, NCES February, 2009) Action 6 focuses on engaging our unduplicated students in their educational opportunities through real world experiences that connects school with real world careers. Each site will receive funds to provide these experiences for their students. We considered providing funds to bring in speakers or having a career day, but felt our unduplicated count students would benefit from having the opportunity to experience workplaces and see individuals interacting in a professional setting.

The fourth and final goal is to establish partnerships with our families and community to increase academic success for all students. The supplemental funds will also be used to provide counseling services for at-risk students across all grade levels. Supporting students during times of crises will help ensure all students will leave Fremont Unified ready for success in college or a career because they will have had access to academic achievement throughout their years in school. The decision to use the funds in this manner is based on the input from multiple parent and student groups during the gathering of input so no other alternatives were considered.

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

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

4.99	%
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Fremont Unified is providing increased and improved services to the targeted students: low income pupils; English Learners; Foster Youth, and Redesignated Fluent English proficient pupils. The 2015 Local Control Accountability Plan provides extensive supplemental materials to increase access to the core curriculum, increased direct teacher to student support through interventions, more time to access the curriculum through an extended day or year, targeted support for students who have skill gaps that need to be addressed, and social-emotional counseling for students in need of support. These supports will improve services for our targeted students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	21,317,885	19,620,805	17,238,513	17,675,811	18,099,688	53,014,012
	0.00	0.00	0.00	0.00	0.00	0.00
Base	5,754,399	5,350,121	3,802,400	3,936,190	4,042,384	11,780,974
Other	7,947,358	6,566,871	1,170,722	1,143,370	1,141,014	3,455,106
Supplemental	7,500,623	7,589,577	12,265,391	12,596,251	12,916,290	37,777,932
Title III	115,505	114,236	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	18,017,766	0.00	17,238,513	17,675,811	18,099,688	53,014,012
	18,017,766	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	8,659,048	8,786,788	8,920,596	26,366,432
2000-2999: Classified Personnel Salaries	0.00	0.00	3,076,937	3,123,100	3,169,947	9,369,984
3000-3999: Employee Benefits	0.00	0.00	2,180,340	2,473,735	2,726,957	7,381,032
4000-4999: Books And Supplies	0.00	0.00	1,810,899	1,810,899	1,810,899	5,432,697
5000-5999: Services And Other Operating Expenditures	0.00	0.00	579,378	579,378	579,378	1,738,134
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	931,911	901,911	891,911	2,725,733

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	18,017,766	0.00	17,238,513	17,675,811	18,099,688	53,014,012
	Base	5,754,399	0.00	0.00	0.00	0.00	0.00
	Other	7,171,518	0.00	0.00	0.00	0.00	0.00
	Supplemental	5,091,849	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	1,002,152	1,017,185	1,032,444	3,051,781
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	143,127	143,127	147,278	433,532
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	7,513,769	7,626,476	7,740,874	22,881,119
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	1,925,583	1,954,467	1,983,784	5,863,834
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	1,151,354	1,168,633	1,186,163	3,506,150
3000-3999: Employee Benefits	Base	0.00	0.00	628,655	718,528	780,146	2,127,329

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
3000-3999: Employee Benefits	Other	0.00	0.00	23,845	26,493	29,986	80,324
3000-3999: Employee Benefits	Supplemental	0.00	0.00	1,527,840	1,728,714	1,916,825	5,173,379
4000-4999: Books And Supplies	Base	0.00	0.00	167,000	167,000	167,000	501,000
4000-4999: Books And Supplies	Other	0.00	0.00	850,000	850,000	850,000	2,550,000
4000-4999: Books And Supplies	Supplemental	0.00	0.00	793,899	793,899	793,899	2,381,697
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	579,378	579,378	579,378	1,738,134
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	79,010	79,010	79,010	237,030
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	153,750	123,750	113,750	391,250
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	699,151.00	699,151.00	699,151.00	2,097,453

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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