

Introduction:

LEA: Fremont Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Kim Wallace, (510) 657-2350, kwallace@fremont.k12.ca.us, **LCAP Year:** 2016-17

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 provide input on the eight state priorities and goals of the Local Control Accountability Plan (LCAP). Members of the school community, parents, teachers, administrators, staff, students, and employee groups had multiple opportunities to learn about LCFF and LCAP and had various ways to partake in activities to provide input and 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 Council/PTA/ELAC/GATE meetings to gather input.</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</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 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>

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 contributed greatly to the publicizing of LCAP forums and input sessions on our district website. We have a link on our website where parents and community members can access resources and information on the LCAP in addition to accessing the survey.

With help from the district's demographers, staff were able to construct a map of Fremont with data charts showing the neighborhoods with the highest concentration of the many languages spoken in the area. Our district has over 100 language groups with the majority of speakers in Spanish, Mandarin, and Cantonese followed by Telugu, Punjabi, and Hindi. When holding in-person meetings with families, the district provided translators of the major language groups in each attendance area.

Local Control Accountability Advisory Committee (LCAAC) meetings September 2015-May 2016

The district reviewed existing 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 renewed by the Board of Education in June 2015 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 eight parents' backgrounds represent the makeup of unduplicated students. The LCAAC met bi-monthly during the 2015- 2016 school year to complete the Annual Update and write the 2016-2017 LCAP.

District English Language Advisory Committee (DELAC) Parent Input Session 1/25/16 and 5/23/16

DELAC regularly meets to discuss the programs, services and data on English Learners in the district. The January 2016 DELAC meeting was dedicated around the LCAP. As a key sounding-board for students whose second language is English, DELAC members provided several ideas about actions they'd like to see in the 2016-2017 LCAP. The draft LCAP was shared with the DELAC in May prior to the Public hearing in June to allow for additional input.

CSEA Outreach

The classified employee union group outreached to its members to gather feedback on Fremont Unified's 2015-2016 LCAP actions and services. The outreach was conducted via email to obtain recommendations from CSEA members for the 2016-2017 version.

The LCAAC reviewed district data and priority input to identify needs for targeted groups, which led to the development of a few new actions for 2016-2017 LCAP. 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 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.

The DELAC committee provided the following topics and recommendations for the 2016-2017 LCAP:

- More professional development
- Hire additional bilingual staff for school sites
- Additional funding for libraries
- More supports for parents
- Provide basic needs for unduplicated students
- Provide enrichment
- Need for intervention staff
- Improve summer school
- Elementary counselors

Based on CSEA feedback, the following themes resulted in areas for consideration:

- Provide additional funding for libraries
- Need more time to support students
- Fund technology to assist students
- Provide 16 hours of training time for CSEA members

SURFBoardE Meetings

SURF is a student group comprised of 17 students from the six high schools in the Fremont Unified School District. It acts as a liaison between the 35,000 students of FUSD and the district's Board of Education. The SURFBoardE meets regularly and on several occasions reviewed the 2015-2016 LCAP to gather student input. Three students on SURF are Redesignated English Proficient students.

SURFBoardE LCAP input resulted in the following themes and concepts:

- Provide funding for science lab equipment
- Continue to provide professional development for staff
- Improve school lunches
- Add more restrooms

Staff Satisfaction Survey January-March 2016

The Local Control and Accountability Advisory Committee (LCAAC) developed a 24-question survey aligned to the eight state priority areas to gather feedback from staff on the district's areas of strength as well as areas that need more attention. The survey remained open for two months. The final analysis of the Staff Satisfaction Survey results was completed in April 2016. Survey responses included all employee groups including management, SEIU, FUDTA (teachers' association), and CSEA (classified employees).

The analysis of the Staff Satisfaction Survey provided feedback related to needs and priorities for the 2016-17 LCAP development. The areas of highest satisfaction included questions related to Parent Engagement (State Priority 3), Implementation of Common Core State Standards (State Priority 2), Pupil Outcomes (State Priority 4), and School Climate (State Priority 6).

In the open-ended response boxes on the LCAP goals, staff made suggestions around the following themes and concepts:

- Improved technology
- Access to enrichment/electives
- Tutors for students needing support
- Support for attendance issues
- Need emphasis on trades/Career Technical Ed as well as College track
- More district interpreters, translations
- Collaboration time built into the regular school day
- Counseling services increased

Parent Satisfaction Survey January-March 2016

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 available in English, Spanish and Mandarin and was distributed electronically via School Loop, Bright Arrow, the district website, school newsletters, and hard copies at the district office and all school sites. The survey remained open for two months. Initial results were shared with LCAAC and a final analysis of the Parent Satisfaction Survey responses was completed at the end of March. Survey responses included over 2,200 parents, including special outreach to all schools (16 schools) that have 40% or more unduplicated students.

The analysis of the Parent Satisfaction Survey provided feedback related to needs and priorities for the 2016-2017 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), Parent Engagement (State Priority 3), and Pupil Engagement (State Priority 5).

In reviewing the parent comments, the common themes for desired LCAP actions were related to:

- School safety, overloading and overcrowding
- Extra-curricular activities & high interest electives during and after school
- Desire to have access to staff on a regular bases to address concerns
- Equity and access to consistent instructional and grading practices
- More support during the school day and after school for struggling students
- Need for more variety in course offerings & college and career preparation

LCAP Student Survey: January-March 2016

In order to gain maximum participation from all students in all demographics, elementary and secondary principals were asked to have their students take the LCAP Student Survey. SURFBoardE members also assisted in ensuring that students took the survey by advertising at their schools and to the junior high and elementary schools that matriculate into their high schools. The survey was open for a three month span which resulted in 685 student responses. Students were asked twenty questions that pertained to LCAP goals and actions and were asked for feedback for potential new actions. Teachers supported this process by leading class discussions and giving students time to participate in the survey.

In the open-ended response boxes on the LCAP goals, students made suggestions around the following themes and concepts:

- Tutoring
- Mentoring
- Improve food options
- Provide additional support classes
- Decrease the cost for lunch
- Provide more elective choices
- Increase after school options
- Increase access to technology
- Increase the number of bathrooms

Management Outreach

Education for all district administrators was conducted with all management of FUSD to help them understand the basics of the LCFF and how the LCAP connects with their daily work. Discussions ensued around the alignment between the LCAP and sites Single Plan for Pupil Achievement (SPPA). An LCAAC representative that represents the management team also discussed the elements of the 2015-2016 LCAP with the team to solicit input.

The management team met to discuss LCFF and LCAP. The purpose of the meeting was to educate all district administrators to have an understanding of the basics of the LCAP and how the LCAP connects with their sites SPPA. Staff reviewed the 2015-2016 LCAP and then had discussion around the goals and actions. Afterwards, the LCAAC representative for the management team asked members to take the LCAP Staff Survey to provide input or to email her directly.

The current 2015-2016 LCAP goals and actions and the draft of the 2016-2017 actions was shared with all Management and the Board of Trustees on 1/8/16 and 3/3/16 via the Superintendent's Update and they were encouraged to share with their constituents and provide more feedback to LCAAC.

After the March 2, 2016 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.

Targeted LCAP Parent Engagement Meetings at Schools with 40% or more unduplicated students--February-March 2016

A team of bilingual district personnel conducted LCAP Parent Engagement Meetings at schools with 40% or more unduplicated students. A total of 16 schools that comprised of elementary, junior and senior high schools had presentations on the LCAP to gather input from the parents from these schools. Schools publicized these events via email, fliers, School Loop, parent newsletter, school websites, Bright Arrow, and using their school marquee. Some schools scheduled the LCAP meetings by having them coincide with Family Nights, Coffee Talks with the Principal, Open House, and other methods to draw a larger audience of parents. Parents were given an overview of LCFF, Eight State Priorities and the district's 2015-2016 LCAP. Afterwards, staff solicited parent input by having parents take the Parent LCAP survey or through discussions. Handouts and information were available in English, Spanish and Mandarin and translators were on hand at parent meetings.

The input that parents shared from the sixteen 40% or more unduplicated schools provided the following topics and themes for consideration:

- Increase counseling at elementary and secondary
- Maintain School Loop and add something similar for elementary
- More support for cyber bullying
- Allow for more opportunities for parent engagement workshops such as PIQE
- Provide additional support for Immigrant families
- More support for high need elementary schools
- Increase PSAT and SAT readiness

PRAA Meeting February 2016

The Parent Representative Advisory Assembly (PRAA) was created by the School Board to create a parent organization within Fremont Unified to solicit input from parents at each school site. PRAA consists of one parent representative from each school which meets with the Superintendent. The presentation that consisted of LCFF and LCAP was presented to the members of PRAA as a means to solicit input. Members reviewed the current goals and actions within the 2015-2016 LCAP and were asked to provide input.

After the LCAP presentation, PRAA members were given the link to access the Parent LCAP survey to provide feedback. Also they were shown where they could access the presentation and the 2015-2016 LCAP as a means to share with their parents at their respective schools. PRAA members provided that the LCAP should continue to fund professional development opportunities for teachers.

Parent LCAP Survey January-March 2016

An 18 question survey was developed to solicit parent input on services and programs that are being funded through LCAP supplemental funds. Two additional open-ended questions were added to the survey for parents to provide suggestions to additional services that should be considered for the 2016-2017 LCAP. The survey was distributed electronically via School Loop and district and school websites. As well, hard copies were available at the district office and at all school sites. Additionally the survey was advertised in school newsletters, fliers and through the various parent committees. The survey was available in English, Spanish, and Mandarin. Survey responses included over 301 parents, including a special outreach to schools (16 schools) that have 40% or more unduplicated students. The survey remained open for two months to gather a large degree of parent input.

The analysis of the Parent LCAP Survey resulted in the following areas to be considered for the 2016-2017 LCAP:

- School safety, overloading and overcrowding
- Extra-curricular activities & high interest electives during and after school
- Desire to have access to staff on a regular bases to address concerns
- Equity and access to consistent instructional and grading practices
- More support during the school day and after school for struggling students
- More consistency for teacher expectations, homework, and grading
- Need for more variety in course offerings & college and career preparation

Staff LCAP Staff Survey January-March 2016

An 18-question survey aligned to the 2015-2016 LCAP goals and actions was developed to gather feedback from staff. The last two questions on the survey included open-ended response boxes where staff could make suggestions directly on potential actions for each of the four goals in the 2016-17 LCAP. The survey was distributed via district email and hard copies were available both at the district office and all school sites. The survey was opened for two months to gather a large assortment of staff responses. Over 152 staff members responded to the survey which included all employee groups- management, SEIU, FUDTA (teachers' association), and CSEA (classified employees). The LCAP Staff Survey results were analyzed in April 2016.

Based on the feedback from staff the following are recommendations for consideration for the 2016-2017 LCAP:

- Improve facilities and address overcrowding in schools
- Desire to have collaboration embedded within the school day
- Need for more technology but enjoyed Google Apps & School Loop
- Desire for a district-wide intervention system to support students who need additional support
- More support to address attendance and discipline
- Increase counseling/mental health supports
- Continue to improve communication methods
- Increase library funding
- Increase extracurricular activities offerings
- More district interpreters and translators
- Clear pathways for students to enter into Career Technical Ed and College track

Migrant Program LCAP Presentation February 2016

Fremont Unified has a program specially designed for migrant students. The parents of migrant students met on a regular bases to discuss academic needs for their students. At the February meeting, the Migrant Coordinator discussed LCFF and LCAP and how it impacts migrant students. Fifteen parents whose children are in the Migrant program attended the LCAP meeting and provided feedback.

After the LCAP presentation, Migrant families provided the following input on changes for the 2016-2017 LCAP:

- Provide instruments for students joining the afterschool band
- Need for more tools and supports for parents to help students with CCSS math homework
- Increase funding for interventions and supports for students learning CCSS math
- Increase access to counselors; even if a student sees a state counselor they should have access to a counselor at school

LCAP Presentation at Native American Studies Program (PAC Mtg.) February 2016

The Native American Studies Program is designed for students who are identified as Native students. Students in this program benefit from both academic and cultural supports. The PAC meets on a regular bases which consists of parents who students are in the Native American Studies Program, the Community Liaison, Program Manager and program elders to help shape and expand the Native American Studies Program.

A presentation was shared at the PAC meeting to inform members of the district's 2015-2016 LCAP and solicit input. PAC members took the online LCAP survey to provide feedback. The PAC members also had a discussion around what measurement tools were being used to determine program effectiveness and they felt that the Parent Survey should be altered by changing the options from undecided to don't understand.

Student Focus Groups January 2016

Student Support Services established 10 focus groups of students to gather feedback on best ways to support students. A total of 113 secondary students participated in the focus groups. These students represented the various junior and senior high schools within the Fremont Unified School District.

The feedback from the student focus groups consisted of the following items:

- Social and emotional issues are persistent at schools and there is a need to address them
- Need support in finding the balance between school and life
- Desire to have mental health needs addressed
- Provide a full time school nurse at all the secondary schools
- Desire to have less emphasis on grades but on knowledge acquired in a class
- Access to technology at home is a challenge
- Need for opportunities to help de-stress students at school
- Affordable transportation opportunities for students who live far from school
- Cultural sensitivity training is needed for staff
- Better align semesters with school calendar so that when there are breaks students can actually enjoy them without worrying about studying

Parent Focus Groups January 2016

Student Support Services established 4 separate focus groups with 59 parents to gather feedback on best ways the district can help support their children. The focus groups represented parents from the various junior and senior high schools within the district.

The feedback from parent focus groups consisted of the following items:

- Concerns with overcrowding
- Decrease stress levels
- Improve counseling services and provide therapy
- Improve after school and extra curriculum offerings
- Provide training to staff on positive behavioral supports
- Improve communication methods with parents
- Improve mental health services
- Need for improved relationships between students and teachers
- Provide parenting classes

Secondary Counselor Input February 2016

Secondary counselors were asked to provide feedback on the 2015-2016 LCAP. A survey consisted of asking counselors to provide their suggestions on services and programs that are being funded through the LCAP and how it is impacting the students they serve. A total of 7 counselors responded.

Secondary counselors who work directly with students were asked to provide feedback on how services and programs being funded through the LCAP is supporting the students they serve. The following recommendations were derived from the counselors as ways to better serve their students:

- Target students who qualify for SAT/ACT/AP fee waivers
- Expand counselors to elementary levels
- Add additional secondary education counselors to help with the caseload
- Need for mental health counselors
- Provide tutoring/intervention programs that are built within the school day
- Free test prep (SAT/ACT) on campus
- Provide counseling after school
- Provide sheltered courses for EL students
- Fund the school libraries
- Improve access to technology for students
- Resources such as food, clothing and supplies for unduplicated students
- Coordinator who can help support unduplicated students to access academic and social resources

School Attendance Review Boards (SARB) Meetings: Ongoing
 Student Support Services meets with parents regularly who need assistance in helping their child with improving their attendance and other challenges their students face that create barriers to learning. During these meetings, parents were asked to provide feedback on ways that will help their child be successful in school.

LCAP Public Hearing Outreach:
 To notify the public of the June 15, 2016 public hearing and Board adoption meeting on June 29, 2016, the district posted the information on the district website, in the front window of the district office, as a notice in the newspaper, and on the board agenda 72 hours in advance of the meetings. The district's LCAAC committee also shared the information with their constituent groups to encourage participation.

Annual Update:
Local Control and Accountability Advisory Committee (LCAAC) meetings October 2015-May 2016
 LCAAC met bi-monthly in the fall of 2015 and monthly in the winter and spring of 2016 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 4 goals and 35 actions. 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.

Principals' Meetings and Principals' Advisory Committee (PAC) meetings Feb. 2016
 The Asst. Superintendent of Instruction and Associate Superintendent presented the 2015 Annual Update and 2016 draft goals and actions at the principals' meeting 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.

Board Presentation on Annual Update 3/23/16
 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.

At the SARB meetings, the following information was suggested as resources needed to support families and their students:

- Housing services
- Individual/Family counseling
- Financial planning assistance
- Transportation
- Triage and preventative health support
- Child care support
- Welfare checks including home visits
- Dental/vision and mental health referrals and services
- Substance abuse services
- Parenting classes
- Access to food/clothing resources
- Academic resources

Annual Update:
 The annual review process resulted in minor updates in both format and content of the 2016-2017 LCAP to make it clearer, more parent-friendly, and in better alignment with the district mission, goals, and other guiding documents.

The principals' and leadership teams' feedback was incorporated into the annual update as well as the draft 2016-2017 LCAP. They expressed satisfaction with the format and the clarity resulting from the 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.

The Board of Trustees expressed appreciation for the clear update and transparency of process and added the following suggestions:

- Continue to clarify the focus areas and develop actions that can be reasonably accomplished within the time frames established
- Maintain the transparency established so far in the future

Overall Summary of Stakeholder Engagement:

SURVEYS Conducted: 5 (Student and Staff LCAP input form; Parent Satisfaction Survey; Staff Satisfaction Survey; Counselor Survey)

WORKSHOPS Held: 45 (5 LCAAC meetings; 1 Parent/DELAC meeting; 2 Students United for the Representation to the Board of Education (SURFBoardE) meetings; 1 Parent Engagement Night; 1 district-level PRAA meeting; 16 high needs (40% unduplicated schools) meetings; 1 Migrant meeting; 3 Management meetings; 1 Native American program meeting; 10 student focus groups; 4 parent focus groups).

ITEMS Shared: District Profile Data, State Education Priorities, LCAP & LCFF Overview, School Site Plans, Student Achievement Data, Survey/Input Forms Results, District and State Financials/Budget

COMMENTS Received: 4,497 (all written and verbal from all stakeholders): Parent Satisfaction Survey: 2,237; Staff Satisfaction Survey:891; LCAP input forms from all stakeholders:1,369

STAKEHOLDERS Engaged: 10,557 (total number that had LCAP interaction): 3,450 students; 4,426 parents; staff: 2,681 (FTE)

REVIEWS Performed: 58 (6 LCAAC meetings; 3 Instructional Services directors' meetings; 1 principals' meeting; 1 principals' advisory committee meeting; 1 all management meeting; Site leadership team meetings at 41 schools; 1 Board of Education meeting; 4 Alameda County Office of Education LCAP workshops)

GROUPS Involved: 49

- Local Control Accountability Advisory Committee (LCAAC)
- District Parent Representative Advisory Assembly (PRAA)
- District English Learner Advisory Committee (DELAC)
- Students United for the Representation to the Fremont Unified School District Board of Education (SURFBoardE)
- Financial Advisory Committee (FAC)
- Principals' Advisory Committee (PAC)
- School Site Councils (41)
- Migrant Group
- Native American Program (PAC)

BOARD MEETINGS Convened: 3

March 23, 2016: LCAP Annual Update Board Presentation

June 15, 2016: Public Hearing

June 29, 2016: 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 districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

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

GOAL 1:	Provide an educational environment that is conducive to learning.	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 _
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Identified Need :	<p><i>According to the 2016 data related to State Priority Areas 1 (Basic) and 2 (Implementation of State Standards), Fremont Unified School District students need:</i></p> <ul style="list-style-type: none"> • Teachers and administrators 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><i>Supporting data includes:</i></p> <p><u>High Quality Professional Development:</u></p> <ul style="list-style-type: none"> • 100% of certificated staff attended professional development on Professional Learning Communities (PLCs) • Achieved 85% Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) • 95% or above teacher participation rates in CCSS professional development activities • Increased number of teachers trained in Guided Language Acquisition and Design (GLAD): 119 teachers trained <p><u>Adequate Facilities & Technology:</u></p> <ul style="list-style-type: none"> • 100% compliance on Williams Compliance Quarterly Reports • 84% Good or Exemplary designations on the Facility Inspection Tool (FIT) - (7 out of 44 sites received an overall rating of Fair) • Parent survey Q1 (Clean, safe, good repair): 70% satisfaction • Staff survey Q1 (Clean, safe, good repair): 54% satisfaction • Parent survey Q4 (Technology/resources): 70% satisfaction • Staff survey Q2 (Technology/resources): 72% satisfaction • Staff survey Q3 (Facilities for learning): 62% satisfaction <p><u>Implementation of State Standards:</u></p> <ul style="list-style-type: none"> • 100% of students had access to CCSS materials • California State Standards Implementation Self-Assessment Tool: Each of the components increased by one band-- 3 reached Implementation Phase and 4 reached Transition Phase • Staff Satisfaction survey Q5 (standards implementation): 71% satisfaction
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Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	Action 1: All Students Action 2: All Students

- Action 3: All Students
- Action 4: English Learners, Foster/Homeless Youth, Low Income
- Action 5: All Students
- Action 6: English Learners, Foster/Homeless Youth, Low Income
- Action 7: English Learners, Foster/Homeless Youth, Low Income
- Action 8: English Learners, Foster/Homeless Youth, Low Income
- Action 9: English Learners, Foster/Homeless Youth, Low Income
- Action 10: English Learners, Redesignated English Proficient

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Action 1	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Certificated staff attend professional development on Professional Learning Communities (PLCs)	100%	Maintain 100%	Maintain 100%	Maintain 100%
PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate	93%	94%	95%	Maintain at 95% or above
Action 2	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Rate of Teacher Misassignments	0%	Maintain 0%	Maintain 0%	Maintain 0%
Credentialed Teacher Rate	98%	Maintain at 98% or >	Maintain at 98% or >	Maintain at 98% or >
Credentialed Teachers Teaching Outside of Subject Area Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Teachers of English Learners Misassignment Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Actions 3 & 4	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Compliance on Williams Compliance Quarterly Reports	100%	Maintain 100%	Maintain 100%	Maintain 100%
Good/Exemplary designations on Facility Inspection Tool (FIT)	84%	86%	88%	90%
% of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff)	55%	58%	61%	64%
Action 5	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Compliance on Williams Compliance Quarterly Reports	100%	Maintain 100%	Maintain 100%	Maintain 100%
Students have access to CCSS materials	100%	Maintain 100%	Maintain 100%	Maintain 100%
Increase number of students using TenMarks Mathematics	8,373	10,000	Maintain at 10,000+	Maintain at 10,000+
Increase number of students using Lexia Core 5 Reading	18,621	20,000	Maintain at 20,000+	Maintain at 20,000+
Actions 6, 7, 8, & 9	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
CCSS Self-Assessment Tool: Increase number of the 7 components to "Implementation Phase"	4 of 7	5 of 7	6 of 7	7 of 7
Maintain 95% or above teacher participation rates in CCSS professional development activities	95%	Maintain at 95% or above	Maintain at 95% or above	Maintain at 95% or above
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	70%	72%	74%	76%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	71%	73%	75%	77%
CAASPP Assessment Results for Science - % of students scoring proficient or advanced	5 th grade: 85% 8 th grade: 84% 10 th grade: 73%	5 th grade: 87% 8 th grade: 86% 10 th grade: 75%	5 th grade: 89% 8 th grade: 88% 10 th grade: 77%	5 th grade: 91% 8 th grade: 90% 10 th grade: 79%

Action 10		2016	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
% in Cohort Attaining English Proficient Level (AMAO 1)		76%	78%	80%	82%
% in Cohort Attaining English Proficient Level (AMAO 2 <5 yrs)		52%	54%	56%	58%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 yrs)		62%	64%	66%	68%
Title III Report (AMAO 2) English Learner Reclassification Rate		13%	14%	15%	16%
Teachers trained in Guided Language Acquisition & Design (GLAD)		119	Maintain at 119+	Maintain at 119+	Maintain at 119+

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Build Professional Learning Communities (PLCs) equitably across the district.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	District-wide PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other \$156,000 Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$143,127 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$25,405 PLC Resources & Materials 4000-4999: Books & Supplies Supplemental \$180,000
Action 2: Provide new teacher induction 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Induction and PAR (Salaries) (EEBG) 1000-1999: Certificated Personnel Salaries Other \$623,043 Induction and PAR (Statutory Benefits) (EEBG) 3000-3999: Employee Benefits Other \$110,590 Consulting & Services (EEBG) 5000-5999: Services And Other Operating Expenditures Other \$11,632
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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,954,467 Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$493,659
Action 4: Purchase technologies (hardware, software, digital applications) for all schools to ensure equity for	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental \$250,000

<p>unduplicated students and decrease the digital divide.</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	
<p>Action 5: Identify, evaluate, and purchase supplemental materials to support students' achievement of California standards.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Supplemental Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$600,000</p>
<p>Action 6: Provide teacher collaboration time on instructional strategies, assessments, and lesson development to increase unduplicated students' achievement.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental \$2,355,479</p> <hr/> <p>Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental \$418,098</p>
<p>Action 7: Provide meaningful and high quality professional development opportunities for all instructional staff who serve 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$339,703</p> <hr/> <p>Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental \$60,297</p> <hr/> <p>Consulting & Services (EEBG) 5800: Professional/Consulting Services And Operating Expenditures Other \$95,000</p>
<p>Action 8: Provide instructional coaches to support mathematics, English Language Arts, social science, and science instruction with a specific focus on improving unduplicated students' content area 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$894,645</p> <hr/> <p>Curriculum & Instruction Department Coaches - 9.0 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$158,159</p>
<p>Action 9: Train a curriculum & instruction liaison from every site to plan and present standards-based 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>C&I Liaisons (Stipend) 1000-1999: Certificated Personnel Salaries Supplemental \$215,801</p> <hr/> <p>Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$38,305</p> <hr/> <p>Release Time & Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental \$16,400</p> <hr/> <p>Contingency for Professional Development Needs 5800: Professional/Consulting Services And Operating Expenditures</p>

			Supplemental \$201,840
<p>Action 10: Provide professional development for teachers to support English Learners in mastering English Language Development (ELD) annual growth and mastery goals and meeting English Language Arts (ELA) standards.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>Consulting & Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$215,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Action 1	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Certificated staff attend professional development on Professional Learning Communities (PLCs)	100%	Maintain 100%	Maintain 100%	Maintain 100%
PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate	94%	95%	Maintain at 95% or above	Maintain at 95% or above
Action 2	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Rate of Teacher Misassignments	0%	Maintain 0%	Maintain 0%	Maintain 0%
Credentialed Teacher Rate	98%	Maintain at 98% or above	Maintain at 98% or above	Maintain at 98% or above
Credentialed Teachers Teaching Outside of Subject Area Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Teachers of English Learners Misassignment Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Actions 3 & 4	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Compliance on Williams Compliance Quarterly Reports	100%	Maintain 100%	Maintain 100%	Maintain 100%
Good or Exemplary designations on the Facility Inspection Tool (FIT)	86%	88%	90%	Maintain 90% or above
% of Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff)	58%	61%	64%	67%
Action 5	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Compliance on Williams Compliance Quarterly Reports	100%	Maintain 100%	Maintain 100%	Maintain 100%
Students have access to CCSS materials	100%	Maintain 100%	Maintain 100%	Maintain 100%
Increase number of students using TenMarks Mathematics Program	10,000	Maintain at 10,000+	Maintain at 10,000+	Maintain at 10,000+
Increase number of students using Lexia Core 5 Reading Program	20,000	Maintain at 20,000+	Maintain at 20,000+	Maintain at 20,000+
Actions 6, 7, 8, & 9	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
CCSS Self-Assessment Tool: Increase number of the 7 components to "Implementation Phase"	5 of 7	6 of 7	7 of 7	N/A
Maintain 95% or above teacher participation rates in CCSS professional development activities	95%	Maintain at 95% or above	Maintain at 95% or above	Maintain at 95% or above
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	72%	74%	76%	78%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	73%	75%	77%	79%
CAASPP Assessment Results for Science - % of students scoring proficient or advanced	5 th grade: 87% 8 th grade: 86% 10 th grade: 75%	5 th grade: 89% 8 th grade: 88% 10 th grade: 77%	5 th grade: 90% 8 th grade: 90% 10 th grade: 79%	5 th grade: 90% 8 th grade: 90% 10 th grade: 81%
Action 10	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
% in Cohort Attaining English Proficient Level (AMAO 1)	78%	80%	82%	84%
% in Cohort Attaining English Proficient Level (AMAO 2 <5 years)	54%	56%	58%	60%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 years)	64%	66%	68%	70%
Title III Report (AMAO 2) English Learner Reclassification Rate	14%	15%	16%	17%
Teachers trained in Guided Language Acquisition & Design (GLAD)	119+	Maintain at 119+	Maintain at 119+	Maintain at 119+

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Build Professional Learning Communities (PLCs) equitably across the district.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	District-wide PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other \$156,000 Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$145,274 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$25,786 PLC Resources & Materials 4000-4999: Books & Supplies Supplemental \$180,000
Action 2: Provide new teacher induction 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Induction and PAR (Salaries) (EEBG) 1000-1999: Certificated Personnel Salaries Other \$632,389 Induction and PAR (Statutory Benefits) (EEBG) 3000-3999: Employee Benefits Other \$112,249 Consulting & Services (EEBG) 5000-5999: Services And Other Operating Expenditures Other \$11,632
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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	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 \$533,043
Action 4: Purchase technologies (hardware, software, digital applications) for all schools to ensure equity for unduplicated students and decrease 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	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 students' achievement of California standards.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Supplemental Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$600,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups	
Action 6: Provide teacher collaboration time on instructional strategies, assessments, and lesson development to increase 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental \$2,390,811 Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental \$468,599
Action 7: Provide meaningful and high quality professional development opportunities for all instructional staff who serve 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$383,670 Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental \$68,101 Consulting & Services (EEBG) 5800: Professional/Consulting Services And Operating Expenditures Other \$95,000
Action 8: Provide instructional coaches to support mathematics, English Language Arts, social science, and science instruction with a specific focus on improving unduplicated students' content area skills.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$901,656 Curriculum & Instruction Department Coaches - 9.0 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$160,044
Action 9: Train a curriculum & instruction liaison from every site to plan and present standards-based professional development and support to teachers 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	C&I Liaisons (Stipend) 1000-1999: Certificated Personnel Salaries Supplemental \$219,038 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$38,879 Release Time & Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental \$16,400 Contingency for Professional Development Needs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$201,840
Action 10: Provide professional development for teachers to support English Learners in mastering the English Language Development (ELD) and English Language Arts (ELA) standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated fluent English proficient	Consulting & Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$215,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Action 1	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Certificated staff attend professional development on Professional Learning Communities (PLCs)	100%	Maintain 100%	Maintain 100%	Maintain 100%
PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate	95%	Maintain at 95% or above	Maintain at 95% or above	Maintain at 95% or above
Action 2	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Rate of Teacher Misassignments	0%	Maintain 0%	Maintain 0%	Maintain 0%
Credentialed Teacher Rate	98%	Maintain at 98% or >	Maintain at 98% or >	Maintain at 98% or >
Credentialed Teachers Teaching Outside of Subject Area Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Teachers of English Learners Misassignment Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Actions 3 & 4	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Compliance on Williams Compliance Quarterly Reports	100%	Maintain 100%	Maintain 100%	Maintain 100%
Good or Exemplary designations on the Facility Inspection Tool (FIT)	88%	90%	Maintain 90% or above	Maintain 90% or above
% of Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff)	61%	64%	67%	70%
Action 5	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Compliance on Williams Compliance Quarterly Reports	100%	Maintain 100%	Maintain 100%	Maintain 100%
Students have access to CCSS materials	100%	Maintain 100%	Maintain 100%	Maintain 100%
Increase number of students using TenMarks Mathematics Program	10,000	Maintain at 10,000+	Maintain at 10,000+	Maintain at 10,000+
Increase number of students using Lexia Core 5 Reading Program	20,000	Maintain at 20,000+	Maintain at 20,000+	Maintain at 20,000+
Actions 6, 7, 8, & 9	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
CCSS Self-Assessment Tool: Increase number of the 7 components to "Implementation Phase"	6 of 7	7 of 7	N/A	N/A
Maintain 95% or above teacher participation rates in CCSS professional development activities	Maintain at 95% or >	Maintain at 95% or >	Maintain at 95% or >	Maintain at 95% or >
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	74%	76%	78%	80%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	75%	77%	79%	81%
CAASPP Assessment Results for Science - % of students scoring proficient or advanced	5 th grade: 89% 8 th grade: 88% 10 th grade: 77%	5 th grade: 90% 8 th grade: 90% 10 th grade: 79%	5 th grade: 90% 8 th grade: 90% 10 th grade: 81%	5 th grade: 90% 8 th grade: 90% 10 th grade: 83%
Action 10	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
% in Cohort Attaining English Proficient Level (AMAO 1)	80%	82%	84%	86%
% in Cohort Attaining English Proficient Level (AMAO 2 <5 years)	56%	58%	60%	62%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 years)	66%	68%	70%	72%
Title III Report (AMAO 2) English Learner Reclassification Rate	15%	16%	17%	18%
Teachers trained in Guided Language Acquisition & Design (GLAD)	119+	Maintain at 119+	Maintain at 119+	Maintain at 119+

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Build Professional Learning Communities (PLCs) equitably across the district.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	District-wide PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other \$156,000 Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$147,453 Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$28,901 PLC Resources & Materials 4000-4999: Books & Supplies Supplemental \$180,000
Action 2: Provide new teacher induction 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Induction and PAR (Salaries) (EEBG) 1000-1999: Certificated Personnel Salaries Other \$641,874 Induction and PAR (Statutory Benefits) (EEBG) 3000-3999: Employee Benefits Other \$125,807 Consulting & Services (EEBG) 5000-5999: Services And Other Operating Expenditures Other \$11,632
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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$2,013,541 Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$573,255
Action 4: Purchase technologies (hardware, software, digital applications) for all schools to ensure equity for unduplicated students and decrease 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	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 students' achievement of California	LEA-wide	<input checked="" type="checkbox"/> All OR:	Supplemental Materials (Restricted Lottery Funds) 4000-4999:

standards.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Books And Supplies Other \$600,000
Action 6: Provide teacher collaboration time on instructional strategies, assessments, and lesson development to increase 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"/> Homeless Youth	Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental \$2,426,573 Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental \$520,521
Action 7: Provide meaningful and high quality professional development opportunities for all instructional staff who serve 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$389,425 Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental \$76,327 Consulting & Services (EEBG) 5800: Professional/Consulting Services And Operating Expenditures Other \$95,000
Action 8: Provide instructional coaches to support mathematics, English Language Arts, social science, and science instruction with a specific focus on improving unduplicated students' content area skills.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$915,181 Curriculum & Instruction Department Coaches - 9.0 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$179,375
Action 9: Train a curriculum & instruction liaison from every site to plan and present standards-based professional development and support to teachers 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	C&I Liaisons (Stipend) 1000-1999: Certificated Personnel Salaries Supplemental \$222,324 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$43,575 Release Time & Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental \$16,400 Contingency for Professional Development Needs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$201,840
Action 10: Provide professional development for teachers to support English Learners in mastering the English Language Development (ELD) and English Language Arts (ELA) standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated fluent English proficient	Consulting & Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$215,000

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

GOAL 2:	Increase the academic achievement of all students through challenging and engaging instruction.	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 _
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Identified Need :	<p><i>According to the 2016 data related to State Priority Areas 4 (Pupil Achievement) and 8 (Other Pupil Outcomes), Fremont Unified School District students need:</i></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 enrollment • Access to extra-curricular activities that promote student achievement <p><i>Supporting data includes:</i></p> <p><u>Standardized Assessments:</u></p> <ul style="list-style-type: none"> • SBAC English Language Arts: 71% Met/Exceeded Standard • SBAC Mathematics: 70% Met/Exceeded Standard • STAR/CAASPP Science Proficient or Advanced Rates: 5th grade 85%; 8th grade 84%; 10th grade 73% <p><u>College/Career Readiness Indicators:</u></p> <ul style="list-style-type: none"> • Early Assessment Program (EAP): English College Ready Rate 44%; Conditionally Ready Rate 29%; Math College Ready Rate: 40%; Conditionally Ready Rate 19% • CSU/UC a-g completion rate: 69% • SAT Test Takers meeting the College Board's College and Career Readiness Benchmark: 76% • Staff Satisfaction survey Q9 (life after grad prep): 82% satisfaction rate • Parent Satisfaction survey Q12 (life after grad prep): 69% satisfaction rate
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Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	Action 1: All Students Action 2: English Learners, Foster/Homeless Youth, Low Income Action 3: English Learners, Redesignated English Proficient Action 4: English Learners, Foster/Homeless Youth, Low Income Action 5: English Learners, Foster/Homeless Youth, Low Income Action 6: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Action 1	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
CAASPP Assessment Results for Science - % of students scoring proficient or advanced	5 th grade: 85% 8 th grade: 84% 10 th grade: 73%	5 th grade: 87% 8 th grade: 86% 10 th grade: 75%	5 th grade: 89% 8 th grade: 88% 10 th grade: 77%	5 th grade: 90% 8 th grade: 90% 10 th grade: 79%
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	70%	72%	74%	76%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	71%	73%	75%	77%
% of Students showing college readiness by scoring Exceeded Standards in English Language Arts (Early Assessment Program – EAP)	44%	46%	48%	50%
% of Students showing college readiness by scoring Exceeded Standards in Mathematics (Early Assessment Program – EAP)	40%	42%	44%	46%
% of 3 rd grade students performing at/near or above standards in the Reading Claim	81%	83%	85%	87%
% of 8 th grade students meeting or exceeding standards on CAASPP assessment of mathematics	68%	70%	72%	74%
Action 2	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
CSU/UC a-g completion rate	69%	71%	73%	75%
SAT test takers meeting the College Board's College & Career Readiness Benchmark	76%	78%	80%	82%
% of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents)	69%	72%	75%	Maintain at 75% or above
Action 3	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
% in Cohort Attaining English Proficient Level (AMAO 1)	76%	78%	80%	82%
% in Cohort Attaining English Proficient Level (AMAO 2 <5 yrs)	52%	54%	56%	58%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 yrs)	62%	64%	66%	68%
Title III report (AMAO 2) English Learner Reclassification Rate	13%	14%	15%	16%
% of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments	37%	39%	41%	43%
Action 4	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
% of Unduplicated Students who passed AP exam with 3 or >	Est. Baseline	TBD	TBD	TBD
% of Unduplicated Students who qualified for AP potential versus fulfilling taking one or more AP tests	Est. Baseline	TBD	TBD	TBD
Action 5	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	71%	73%	75%	77%
Increase number of students using Lexia Core 5 Reading	18,621	20,000	Maintain at 20,000+	Maintain at 20,000+
Action 6	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Unduplicated student enrollment in the after-school band	10%	13%	16%	19%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Establish a practical and useful district-wide assessment system that delivers meaningful information to teachers, parents, and students about academic growth.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Professional Development (EEBG) 1000-1999: Certificated Personnel Salaries Other \$18,271</p> <p>Professional Development (EEBG) 3000-3999: Employee Benefits Other \$3,243</p> <p>Books & Supplies (EEBG) 4000-4999: Books And Supplies Other \$10,000</p>
<p>Action 2: Create collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$13,704</p> <p>Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,432</p>
<p>Action 3: Provide supplemental services and personnel to support New-Comers, Long Term English Learners and Redesignated Fluent English Proficient students at each school site to help students become proficient in English and access core content standards.</p>	<p>High School Sites 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</p>	<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$250,000</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$185,000</p> <p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$91,102</p> <p>Primary language support, books, technology and materials 4000-4999: Books And Supplies Supplemental \$232,665</p> <p>EL Conferences, Professional Development and software licensing 5000-5999: Services And Other Operating Expenditures Supplemental \$100,000</p>
<p>Action 4: Implement the College Board Advanced Placement Potential Program to increase unduplicated students' AP participation and achievement.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>PSAT Administration 5000-5999: Services And Other Operating Expenditures Supplemental \$40,000</p>

<p>Action 5: Develop district-wide strategies to increase unduplicated students' academic language and literacy across all subject areas including math, English Language Arts, visual and performing arts, history/social studies, science, career & technical education, and physical 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Library funding for sites: \$10 per unduplicated student 4000-4999: Books And Supplies Supplemental \$107,500</p>
<p>Action 6: Maintain the elementary after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support student engagement in the arts.</p>	<p>Elementary Sites 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Shared funding between FUSD & Fremont Education Foundation 5000-5999: Services And Other Operating Expenditures Base \$75,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Action 1	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
CAASPP Assessment Results for Science - % of students scoring proficient or advanced	5 th grade: 87% 8 th grade: 86% 10 th grade: 75%	5 th grade: 89% 8 th grade: 88% 10 th grade: 77%	5 th grade: 90% 8 th grade: 90% 10 th grade: 79%	5 th grade: 90% 8 th grade: 90% 10 th grade: 81%
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	72%	74%	76%	78%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	73%	75%	77%	79%
% of Students showing college readiness by scoring Exceeded Standards in English Language Arts (Early Assessment Program – EAP)	46%	48%	50%	52%
% of Students showing college readiness by scoring Exceeded Standards in Mathematics (Early Assessment Program – EAP)	42%	44%	46%	48%
% of 3 rd grade students performing at/near or above standards in the Reading Claim	83%	85%	87%	89%
% of 8 th grade students meeting or exceeding standards on CAASPP assessment of mathematics	70%	72%	74%	76%
Action 2	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
CSU/UC a-g completion rate	71%	73%	75%	77%
SAT test takers meeting the College Board's College & Career Readiness Benchmark	78%	80%	82%	84%
% of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents)	72%	75%	Maintain at 75% or above	Maintain at 75% or above
Action 3	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
% in Cohort Attaining English Proficient Level (AMAO 1)	78%	80%	82%	84%
% in Cohort Attaining English Proficient Level (AMAO 2 <5 years)	54%	56%	58%	60%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 years)	64%	66%	68%	70%
Title III report (AMAO 2) English Learner Reclassification Rate	14%	15%	16%	16%
% of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments	39%	41%	43%	45%
Action 4	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
% of Unduplicated Students who passed AP exam with 3 or higher	Baseline	TBD	TBD	TBD
% of Unduplicated Students who qualified for AP potential versus fulfilling taking one or more AP tests	Baseline	TBD	TBD	TBD
Action 5	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	73%	75%	77%	79%
Increase number of students using Lexia Core 5 Reading Program	20,000	Maintain at 20,000+	Maintain at 20,000+	Maintain at 20,000+
Action 6	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Unduplicated student enrollment in the after-school band program	13%	16%	19%	20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Establish a practical and useful district-wide assessment system that delivers meaningful information to teachers, parents, and students about academic growth.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Professional Development (EEBG) 1000-1999: Certificated Personnel Salaries Other \$18,545 Professional Development (EEBG) 3000-3999: Employee Benefits Other \$3,635 Books & Supplies (EEBG) 4000-4999: Books And Supplies Other \$10,000</p>
<p>Action 2: Create collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$13,910 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$3,737</p>
<p>Action 3: Provide supplemental services and personnel to support New-Comers, Long Term English Learners and Redesignated Fluent English Proficient students at each school site to help students become proficient in English and access core content standards.</p>	<p>High School Sites 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</p>	<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$250,000 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$185,000 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$98,000 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 4000-4999: Books And Supplies Supplemental \$232,665 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 5000-5999: Services And Other Operating Expenditures Supplemental \$100,000</p>
<p>Action 4: Implement the College Board Advanced Placement Potential Program to increase unduplicated students' AP participation and achievement.</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</p>	<p>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Supplemental \$10,000 PSAT Administration 5000-5999: Services And Other Operating Expenditures Supplemental \$40,000</p>

		<input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups	
<p>Action 5: Develop district-wide strategies to increase unduplicated students' academic language and literacy across all subject areas including math, English Language Arts, visual and performing arts, history/social studies, science, career & technical education, and physical education.</p>	<p>LEA-wide</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	<p>Library funding for sites: \$10 per unduplicated student 4000-4999: Books And Supplies Supplemental \$107,500</p>
<p>Action 6: Maintain the elementary after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support student engagement in the arts.</p>	<p>Elementary Sites LEA-wide</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	<p>Shared funding between FUSD & Fremont Education Foundation 5000-5999: Services And Other Operating Expenditures Base \$75,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Action 1	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
CAASPP Assessment Results for Science - % of students scoring proficient or advanced	5 th grade: 89% 8 th grade: 88% 10 th grade: 77%	5 th grade: 90% 8 th grade: 90% 10 th grade: 79%	5 th grade: 90% 8 th grade: 90% 10 th grade: 81%	5 th grade: 90% 8 th grade: 90% 10 th grade: 83%
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	74%	76%	78%	80%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	75%	77%	79%	81%
% of Students showing college readiness by scoring Exceeded Standards in English Language Arts (Early Assessment Program – EAP)	48%	50%	52%	54%
% of Students showing college readiness by scoring Exceeded Standards in Mathematics (Early Assessment Program – EAP)	44%	46%	48%	50%
% of 3 rd grade students performing at/near or above standards in the Reading Claim	85%	87%	89%	91%
% of 8 th grade students meeting or exceeding standards on CAASPP assessment of mathematics	72%	74%	76%	78%
Action 2	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
CSU/UC a-g completion rate	73%	75%	Maintain at 75%+	Maintain at 75%+
SAT test takers meeting the College Board's College & Career Readiness Benchmark	80%	82%	84%	85%
% of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents)	75%	Maintain at 75% or above	Maintain at 75% or above	Maintain at 75% or above
Action 3	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
% in Cohort Attaining English Proficient Level (AMAO 1)	80%	82%	84%	86%
% in Cohort Attaining English Proficient Level (AMAO 2 <5 years)	56%	58%	60%	62%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 years)	66%	68%	70%	72%
Title III report (AMAO 2) English Learner Reclassification Rate	15%	16%	16%	16%
% of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments	41%	43%	45%	47%
Action 4	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
% of Unduplicated Students who passed AP exam with 3 or higher	Baseline	TBD	TBD	TBD
% of Unduplicated Students who qualified for AP potential versus fulfilling taking one or more AP tests	Baseline	TBD	TBD	TBD
Action 5	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	75%	77%	79%	81%
Increase number of students using Lexia Core 5 Reading Program	20,000	Maintain at 20,000+	Maintain at 20,000+	Maintain at 20,000+
Action 6	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Unduplicated student enrollment in the after-school band program	16%	19%	20%	20%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Establish a practical and useful district-wide assessment system that delivers meaningful information to teachers, parents, and students about academic growth.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Professional Development (EEBG) 1000-1999: Certificated Personnel Salaries Other \$18,823 Professional Development (EEBG) 3000-3999: Employee Benefits Other \$4,038 Books & Supplies (EEBG) 4000-4999: Books And Supplies Other \$10,000</p>
<p>Action 2: Create collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$14,118 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$4,019</p>
<p>Action 3: Provide supplemental services and personnel to support New-Comers, Long Term English Learners and Redesignated Fluent English Proficient students at each school site to help students become proficient in English and access core content standards.</p>	<p>High School Sites 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</p>	<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$250,000 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$185,000 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$98,000 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 4000-4999: Books And Supplies Supplemental \$232,665 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections 5000-5999: Services And Other Operating Expenditures Supplemental \$100,000</p>
<p>Action 4: Implement the College Board Advanced Placement Potential Program to increase unduplicated students' AP participation and achievement.</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>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Supplemental \$10,000 PSAT Administration 5000-5999: Services And Other Operating</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Expenditures Supplemental \$40,000
Action 5: Develop district-wide strategies to increase unduplicated students' academic language and literacy 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 OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Library funding for sites: \$10 per unduplicated student 4000-4999: Books And Supplies Supplemental \$107,500
Action 6: Maintain the elementary after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support student engagement in the arts.	Elementary 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Shared funding between FUSD & Fremont Education Foundation 5000-5999: Services And Other Operating Expenditures Base \$75,000

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Action 1	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
CSU/UC a-g completion rate	69%	71%	73%	75%
Increase the number of secondary sites offering AVID courses	8 sites	10 sites	Maintain 10 sites	Maintain 10 sites
Increase the number of secondary students enrolled in AVID	550	640	Maintain at 640+	Maintain at 640+
Action 2 & 3	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Number of Students reported as Middle School Dropouts	8	7	6	5
English Learners Dropout Rate	11%	10%	9%	8%
English Learners Graduation Rate	82%	84%	86%	88%
Socio-economically Disadvantaged Dropout rate	8%	7%	6%	5%
Socio-economically Disadvantaged Grad Rate	85%	87%	89%	91%
Special Education Dropout Rate	8%	7%	6%	5%
Special Education Graduation Rate	71%	73%	75%	77%
% of high school courses passed during summer school	97%	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >
Students with Special Needs will show progress on IEP goals	Est. Baseline	TBD	TBD	TBD
Action 4	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
District Truancy Rate(Chronic Absentee)	28%	26%	24%	22%
District-wide ADA	97%	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >
Action 5	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
% of high school students who complete the Naviance Career Interest Inventory	80%	83%	86%	89%
Number of elementary schools that hold at least one Career Readiness Activity	Est. Baseline	TBD	TBD	TBD
GATE students' participation in college/career activities	Est. Baseline	TBD	TBD	TBD
Action 6	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
School Attendance Rates - ADA at each high needs elementary	95%	Maintain at 95% or >	Maintain at 95% or >	Maintain at 95% or >
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	70%	72%	74%	76%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	71%	73%	75%	77%
Action 7	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
STAMP assessment results in Spanish	Est. Baseline	TBD	TBD	TBD
% of students enrolled in dual-immersion programs proficient on interim assessments in Spanish & English	-Spanish Language Assessment: 56% -ELA Assessment: 39% -Math Assessments (in English): 74% -Math Assessments (in Spanish): 37%	-Spanish Language Assessment: 58% -ELA Assessment: 41% -Math Assessments (in English): 76% -Math Assessments (in Spanish): 39%	-Spanish Language Assessment: 60% -ELA Assessment: 43% -Math Assessments (in English): 78% -Math Assessments (in Spanish): 41%	-Spanish Language Assessment: 62% -ELA Assessment: 45% -Math Assessments (in English): 80% -Math Assessments (in Spanish): 43%
% of students enrolled in dual-immersion programs meeting	43%	45%	47%	49%

or exceeding standards on CAASPP ELA assessments				
% of students enrolled in dual-immersion programs meeting or exceeding standards on CAASPP math assessments	48%	50%	52%	54%
Action 8	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Increase number of secondary course offerings for English Learners at each secondary site	48 sections	56 sections	Maintain at 56 sections or >	Maintain at 56 sections or >
% of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments	7 th : 18% 8 th : 19% 11 th : 17%	7 th : 20% 8 th : 21% 11 th : 19%	7 th : 22% 8 th : 23% 11 th : 21%	7 th : 24% 8 th : 25% 11 th : 23%
% of English Learners who are meeting or exceeding standards on CAASPP mathematics summative assessments	7 th : 19% 8 th : 27% 11 th : 22%	7 th : 21% 8 th : 29% 11 th : 24%	7 th : 23% 8 th : 31% 11 th : 26%	7 th : 25% 8 th : 33% 11 th : 28%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 years)	62%	64%	66%	68%
Title III report (AMAO 2) English Learner Reclassification Rate	13%	14%	15%	16%

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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	AVID Sections at secondary sites: teachers and district coordinator 4.53 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$402,553 Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental \$17,144 Statutory Benefits for 4.53 FTE and Release Time Coordinators 3000-3999: Employee Benefits Supplemental \$78,342 AVID National Membership Fees & Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$112,485 Tutoring 5000-5999: Services And Other Operating Expenditures Supplemental \$18,000 Resources, Materials & Field Trips 4000-4999: Books And Supplies Supplemental \$14,569 AVID Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$8,493 AVID Coordinator Benefits 3000-3999: Employee Benefits Supplemental \$1,508 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Action 2: Create a coordinated and multi-tier system of supports (MTSS) that provides a spectrum of academic,	LEA-wide	All OR:	Intervention Task Force meetings, research, site visits, materials

<p>behavioral, and social-emotional interventions for unduplicated students.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Intervention sections at each Jr. High 1.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$101,911</p> <p>Intervention sections at each Jr. High 1.2 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$18,089</p> <p>Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$250,000</p> <p>Testing Materials 4000-4999: Books And Supplies Supplemental \$45,000</p> <p>Intervention sections at each Jr. High 2.4 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base \$203,822</p> <p>Intervention sections at each Jr. High 2.4 FTE (Benefits) 3000-3999: Certificated Personnel Benefits Base \$36,178</p> <p>Intervention sections at each High School 1.93 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$172,922</p> <p>Intervention sections at each High School 1.93 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$30,704</p>
<p>Action 3: Increase unduplicated students' achievement of core content standards by providing high quality summer school programs.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Sec Ed Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$403,378</p> <p>Sec Ed Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$19,795</p> <p>Sec Ed Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$76,599</p> <p>Sec Ed Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$10,476</p> <p>F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$229,076</p> <p>F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$4,479</p> <p>F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$41,792</p> <p>F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$119,060</p> <p>C&I Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$96,582</p> <p>C&I Classified Salaries 2000-2999: Classified Personnel Salaries</p>

			<p>Supplemental \$4,479</p> <p>C&I Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$18,275</p> <p>C&I Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$76,041</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental \$8,926</p> <p>Summer School Nurse Benefits 3000-3999: Employee Benefits Supplemental \$1,584</p>
Action 4: Train site administrators, support staff, and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Child Welfare Attendance salary (75% Alameda County funding) 2000-2999: Classified Personnel Salaries Other \$41,458</p> <p>Child Welfare Attendance benefits (75% Alameda County funding) 3000-3999: Employee Benefits Other \$10,472</p> <p>Child Welfare Attendance Salary (25% LCFF Base) 1000-1999: Classified Personnel Salaries Base \$13,820</p> <p>Child Welfare Attendance Benefits (25% LCFF Base) 2000-2999: Employee Benefits Base \$3,491</p>
Action 5: Generate opportunities for unduplicated students to experientially connect with the real world of careers throughout their TK-12 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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>College/Career activities at all school sites (pass through funding based on unduplicated student counts) (CTE Grant) 5800: Professional/Consulting Services And Operating Expenditures Base \$100,000</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) (CTE Grant) 1000-1999: Certificated Personnel Salaries Base \$90,204</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) (CTE Grant) 3000-3999: Employee Benefits Base \$15,960</p>
<p>Action 6: Provide targeted support and resources to unduplicated students at the highest needs elementary sites: Blacow, Brier, Cabrillo, Durham, & Grimmer.</p> <ul style="list-style-type: none"> • Intervention teachers • Prep Specialist/Psychologist • Instructional paraeducators • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support focused instructional strategies • Computer software • Parent workshops/engagement activities 	Elementary Sites	<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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$614,719</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$318,983</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$187,813</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$252,691</p> <p>Other Operating Expenditures 5000-5999: Services And Other</p>

<ul style="list-style-type: none"> • Community liaison to increase parent engagement • Professional development • Support for student basic needs • Extended day activities • Assemblies 			<p>Operating Expenditures Supplemental \$116,324</p> <p>Additional Support for Prop 49 (ASES) Afterschool Programs 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p> <p>Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$131,766</p> <p>Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$23,396</p>
<p>Action 7: Provide resources and support for the district's dual immersion language programs* to enable English Learners to attain biliteracy skills while meeting California standards and assessment targets.</p> <p>*Spanish Dual Immersion located at Blacow, Grimmer, Vallejo Mill and Mandarin Immersion Program at Azevada</p>	<p>Four (4) Elementary Sites</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</p>	<p>Resources and Materials for dual immersion programs 4000-4999: Books And Supplies Supplemental \$100,000</p>
<p>Action 8: Expand course offerings for secondary New Comers and Long Term English Learners and establish department chair positions at each junior high and high school to assist English Learners to gain English proficiency.</p>	<p>Secondary Sites 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups</p>	<p>Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$34,000</p> <p>Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Supplemental \$6,035</p> <p>Additional 10 sections at junior high and high schools (2.13 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$185,450</p> <p>Additional 10 sections at junior high and high school benefits (2.13 FTE) 3000-3999: Employee Benefits Supplemental \$32,920</p> <hr/> <p>ELD Materials & Supplies 4000-4999: Books & Supplies Supplemental \$5,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Action 1	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
CSU/UC a-g completion rate	71%	73%	75%	77%
Increase the number of secondary sites offering AVID courses	10 sites	Maintain 10 sites	Maintain 10 sites	Maintain 10 sites
Increase the number of secondary students enrolled in AVID	640	Maintain at 640+	Maintain at 640+	Maintain at 640+
Action 2 & 3	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Number of Students reported as Middle School Dropouts	7	6	5	5 or fewer
English Learners Dropout Rate	10%	9%	8%	7%
English Learners Graduation Rate	84%	86%	88%	90%
Socio-economically Disadvantaged Dropout rate	7%	6%	5%	5% or lower
Socio-economically Disadvantaged Graduation Rate	87%	89%	91%	91% or higher
Special Education Dropout Rate	7%	6%	5%	5% or lower
Special Education Graduation Rate	73%	75%	77%	80%
% of high school courses passed during summer school	97%	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >
100% of Students with Special Needs will show progress on their IEP goals	Baseline	TBD	TBD	TBD
Action 4	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
District Truancy Rate(Chronic Absentee)	26%	24%	22%	20%
District-wide ADA	97%	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >
Action 5	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
% of high school students who complete the Naviance Career Interest Inventory	83%	86%	89%	90% or above
Number of elementary schools that hold at least one Career Readiness Activity	Baseline	TBD	TBD	TBD
GATE students' participation in college/career activities	Baseline	TBD	TBD	TBD
Action 6	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
School Attendance Rates - ADA at high needs elementaries	95%	Maintain at 95% or >	Maintain at 95% or >	Maintain at 95% or >
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	72%	74%	76%	78%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	73%	75%	77%	79%
Action 7	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
STAMP assessment results in Spanish	Baseline	TBD	TBD	TBD
% of students enrolled in dual-immersion programs proficient on interim assessments in Spanish & English	-Spanish Language Assessment: 58% -ELA Assessment: 41% -Math Assessments (in English): 76% -Math Assessments (in Spanish): 39%	-Spanish Language Assessment: 60% -ELA Assessment: 43% -Math Assessments (in English): 78% -Math Assessments (in Spanish): 41%	-Spanish Language Assessment: 62% -ELA Assessment: 45% -Math Assessments (in English): 80% -Math Assessments (in Spanish): 43%	-Spanish Language Assessment: 64% -ELA Assessment: 47% -Math Assessments (in English): 82% -Math Assessments (in Spanish): 45%
% of Students enrolled in dual-immersion programs	45%	47%	49%	51%

meeting or exceeding standards on CAASPP ELA assessments				
% of Students enrolled in dual-immersion programs meeting or exceeding standards on CAASPP math assessments	50%	52%	54%	56%

Action 8	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Increase number of secondary course offerings for English Learners at each secondary site	56 sections	Maintain at 56 sections or >	Maintain at 56 sections or >	Maintain at 56 sections or >
% of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments	7 th : 20% 8 th : 21% 11 th : 19%	7 th : 22% 8 th : 23% 11 th : 21%	7 th : 24% 8 th : 25% 11 th : 23%	7 th : 26% 8 th : 27% 11 th : 25%
% of English Learners who are meeting or exceeding standards on CAASPP mathematics summative assessments	7 th : 21% 8 th : 29% 11 th : 24%	7 th : 23% 8 th : 31% 11 th : 26%	7 th : 25% 8 th : 33% 11 th : 28%	7 th : 27% 8 th : 35% 11 th : 31%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 yrs)	64%	66%	68%	70%
Title III report (AMAO 2) English Learner Reclassification Rate	14%	15%	16%	16% or above

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"/> Homeless Youth _ Other Subgroups	AVID Sections at secondary sites: teachers and district coordinator 4.53 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$411,535 Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental \$17,144 Statutory Benefits for 3.73 FTE and Release Time Coordinators 3000-3999: Employee Benefits Supplemental \$84,021 AVID National Membership Fees & Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$112,485 Tutoring 5000-5999: Services And Other Operating Expenditures Supplemental \$18,000 Resources, Materials & Field Trips 4000-4999: Books And Supplies Supplemental \$15,000 AVID Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$8,620 AVID Coordinator Benefits 3000-3999: Employee Benefits Supplemental \$1,690 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Action 2: Create a coordinated and multi-tier system of	LEA-wide	All	Intervention Task Force meetings, research, site visits, materials

<p>supports (MTSS) that provides a spectrum of academic, behavioral, and social-emotional interventions for unduplicated students.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Intervention sections at each Jr. High: 1.2 FTE (salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$103,440</p> <p>Intervention sections at each Jr. High: 1.2 FTE (benefits) 3000-3999: Employee Benefits Supplemental \$20,274</p> <p>Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$250,000</p> <p>Testing Materials 4000-4999: Books And Supplies Supplemental \$45,000</p> <p>Intervention sections at each Jr. High: 2.4 FTE (salaries) 1000-1999: Certificated Personnel Salaries Base \$206,880</p> <p>Intervention sections at each Jr. High 2.4 FTE (Benefits) 3000-3999: Certificated Personnel Benefits Base \$40,548</p> <p>Intervention sections at each High School 1.93 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$175,515</p> <p>Intervention sections at each High School 1.93 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$34,401</p>
<p>Action 3: Increase unduplicated students' achievement of core content standards by providing high quality summer school programs.</p>	<p>LEA-wide</p>	<p>-- 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Sec Ed Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$409,429</p> <p>Sec Ed Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$20,292</p> <p>Sec Ed Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$85,647</p> <p>Sec Ed Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$10,776</p> <p>F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$232,512</p> <p>F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$4,546</p> <p>F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$45,572</p> <p>F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$119,060</p> <p>C&I Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$98,031</p> <p>C&I Classified Salaries 2000-2999: Classified Personnel Salaries</p>

			<p>Supplemental \$4,479</p> <p>C&I Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$19,254</p> <p>C&I Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$76,041</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental \$9,060</p> <p>Summer School Nurse Benefits 3000-3999: Employee Benefits Supplemental \$1,776</p>
Action 4: Train site administrators, support staff, and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Child Welfare Attendance salary (75% Alameda County funding) 2000-2999: Classified Personnel Salaries Other \$42,080</p> <p>Child Welfare Attendance benefits (75% Alameda County funding) 2000-2999: Employee Benefits Other \$11,306</p> <p>Child Welfare Attendance Salary (25% LCFF Base) 1000-1999: Classified Personnel Salaries Base \$14,028</p> <p>Child Welfare Attendance Benefits (25% LCFF Base) 3000-3999: Employee Benefits Base \$3,769</p>
Action 5: Generate opportunities for unduplicated students to experientially connect with the real world of careers throughout their TK-12 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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>College/Career activities at all school sites (pass through funding based on unduplicated student counts) 5800: Professional/Consulting Services And Operating Expenditures Base (CTE Grant) \$100,000</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 1000-1999: Certificated Personnel Salaries Base (CTE Grant) \$90,455</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 3000-3999: Employee Benefits Base (CTE Grant) \$17,729</p>
<p>Action 6: Provide targeted support and resources to unduplicated students at the highest needs elementary sites: Blacow, Brier, Cabrillo, Durham, & Grimmer.</p> <ul style="list-style-type: none"> • Intervention teacher • Prep Specialist/Psychologist • Instructional paraeducator • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support focused instructional strategies • Computer software 	Elementary Sites	<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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</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 \$234,174</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$109,489</p> <p>Other Operating Expenditures 5000-5999: Services And Other</p>

<ul style="list-style-type: none"> • Parent workshops/engagement activities • Community liaison to increase parent engagement • Professional development • Support for student basic needs • Extended day activities • Assemblies 			<p>Operating Expenditures Supplemental \$116,324</p> <hr/> <p>Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$140,427</p> <hr/> <p>Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$27,524</p>
<p>Action 7: Provide resources and support for the district's dual immersion language programs* to enable English Learners to attain biliteracy skills while meeting California standards and assessment targets.</p> <p>*Spanish Dual Immersion located at Blacow, Grimmer, Vallejo Mill and Mandarin Immersion Program at Azevada</p>	<p>Four (4) Elementary Sites</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</p>	<p>Resources and Materials for dual immersion programs 4000-4999: Books And Supplies Supplemental \$100,000</p>
<p>Action 8: Expand course offerings for secondary English Learners and establish department chair positions at each junior high and high school to assist students in gaining English proficiency.</p>	<p>Secondary Sites 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups</p>	<p>Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$34,510</p> <hr/> <p>Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Supplemental \$6,764</p> <hr/> <p>Additional 10 sections at junior high and high schools (2.13 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$188,232</p> <hr/> <p>Additional 10 sections at junior high and high school benefits (2.13 FTE) 3000-3999: Employee Benefits Supplemental \$36,893</p> <hr/> <p>ELD Materials & Supplies 4000-4999: Books & Supplies Supplemental \$5,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Action 1	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
CSU/UC a-g completion rate	73%	75%	77%	79%
Increase the number of secondary sites offering AVID courses	Maintain 10 sites	Maintain 10 sites	Maintain 10 sites	Maintain 10 sites
Increase the number of secondary students enrolled in AVID	Maintain at 640+	Maintain at 640+	Maintain at 640+	Maintain at 640+
Action 2 & 3	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Number of Students reported as Middle School Dropouts	6	5	5 or fewer	5 or fewer
English Learners Dropout Rate	9%	8%	7%	6%
English Learners Graduation Rate	86%	88%	90%	91% or higher
Socio-economically Disadvantaged Dropout rate	6%	5%	5% or lower	5% or lower
Socio-economically Disadvantaged Graduation Rate	89%	91%	91% or higher	91% or higher
Special Education Dropout Rate	6%	5%	5% or lower	5% or lower
Special Education Graduation Rate	75%	77%	80%	82%
% of high school courses passed during summer school	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >
100% of Students with Special Needs will show progress on their IEP goals	Baseline	TBD	TBD	TBD
Action 4	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
District Truancy Rate(Chronic Absentee)	24%	22%	20%	20% or lower
District-wide ADA	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >	Maintain at 97% or >
Action 5	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
% of high school students who complete the Naviance Career Interest Inventory	86%	89%	90% or above	90% or above
Number of elementary schools that hold at least one Career Readiness Activity	Baseline	TBD	TBD	TBD
GATE students' participation in college/career activities	Baseline	TBD	TBD	TBD
Action 6	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
School Attendance Rates - ADA at high needs elementaries	Maintain at 95% or >	Maintain at 95% or >	Maintain at 95% or >	Maintain at 95% or >
CAASPP Assessment Results for Mathematics - % Meeting or Exceeding Standards	74%	76%	78%	80%
CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards	75%	77%	79%	81%
Action 7	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
STAMP assessment results in Spanish	Baseline	TBD	TBD	TBD
% of Students proficient enrolled in dual-immersion programs proficient on interim assessments in Spanish & English	-Spanish Language Assessment: 60% -ELA Assessment: 43% -Math Assessments (in English): 78% -Math Assessments (in Spanish): 41%	-Spanish Language Assessment: 62% -ELA Assessment: 45% -Math Assessments (in English): 80% -Math Assessments (in Spanish): 43%	-Spanish Language Assessment: 64% -ELA Assessment: 47% -Math Assessments (in English): 82% -Math Assessments (in Spanish): 45%	-Spanish Language Assessment: 66% -ELA Assessment: 49% -Math Assessments (in English): 84% -Math Assessments (in Spanish): 47%
% of Students enrolled in dual-immersion programs meeting	47%	49%	51%	53%

or exceeding standards on CAASPP ELA assessments				
% of Students enrolled in dual-immersion programs meeting or exceeding standards on CAASPP math assessments	52%	54%	56%	58%
Action 8	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
Increase number of secondary course offerings for English Learners at each secondary site	56 sections	Maintain at 56 sections or >	Maintain at 56 sections or >	Maintain at 56 sections or >
% of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments	7 th : 22% 8 th : 23% 11 th : 21%	7 th : 24% 8 th : 25% 11 th : 23%	7 th : 26% 8 th : 27% 11 th : 25%	7 th : 28% 8 th : 29% 11 th : 27%
% of English Learners who are meeting or exceeding standards on CAASPP mathematics summative assessments	7 th : 23% 8 th : 31% 11 th : 26%	7 th : 25% 8 th : 33% 11 th : 28%	7 th : 27% 8 th : 35% 11 th : 31%	7 th : 29% 8 th : 37% 11 th : 33%
% in Cohort Attaining English Proficient Level (AMAO 2 >5 years)	66%	68%	70%	72%
Title III report (AMAO 2) English Learner Reclassification Rate	15%	16%	16% or above	16% or above

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"/> Homeless Youth _ Other Subgroups	AVID Sections at secondary sites: teachers and district coordinator 4.53 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$417,708 Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental \$17,144 Statutory Benefits for 4.53 FTE and Release Time Coordinators 3000-3999: Employee Benefits Supplemental \$93,276 AVID National Membership Fees & Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental \$112,485 Tutoring 5000-5999: Services And Other Operating Expenditures Supplemental \$18,000 Resources, Materials & Field Trips 4000-4999: Books And Supplies Supplemental \$15,000 AVID Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$8,750 AVID Coordinator Burdens 3000-3999: Employee Benefits Supplemental \$1,877 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
Action 2: Create a coordinated and multi-tier system of	LEA-wide	_ All	Intervention Task Force meetings, research, site visits, materials

<p>supports (MTSS) that provides a spectrum of academic, behavioral, and social-emotional interventions for unduplicated students.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Intervention sections at each Jr. High: 1.2 FTE (salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$104,991</p> <p>Intervention sections at each Jr. High: 1.2 FTE (benefits) 3000-3999: Employee Benefits Supplemental \$22,521</p> <p>Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$250,000</p> <p>Testing Materials 4000-4999: Books And Supplies Supplemental \$45,000</p> <p>Intervention sections at each Jr. High: 2.4 FTE (salaries) 1000-1999: Certificated Personnel Salaries Base \$209,983</p> <p>Intervention sections at each Jr. High 2.4 FTE (Benefits) 3000-3999: Certificated Personnel Benefits Base \$45,041</p> <p>Intervention sections at each High School 1.93 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$178,147</p> <p>Intervention sections at each High School 1.93 FTE (Benefits) 3000-3999: Employee Benefits Supplemental \$38,212</p>
<p>Action 3: Increase unduplicated students' achievement of core content standards by providing high quality summer school programs.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Sec Ed Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$415,570</p> <p>Sec Ed Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$20,393</p> <p>Sec Ed Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$94,946</p> <p>Sec Ed Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$10,776</p> <p>F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$236,000</p> <p>F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$4,614</p> <p>F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$51,936</p> <p>F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$119,060</p> <p>C&I Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$99,501</p> <p>C&I Classified Salaries 2000-2999: Classified Personnel Salaries</p>

			<p>Supplemental \$4,614</p> <p>C&I Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$22,657</p> <p>C&I Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$76,041</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental \$9,196</p> <p>Summer School Nurse Benefits 3000-3999: Employee Benefits Supplemental \$1,972</p>
Action 4: Train site administrators, support staff, and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>Child Welfare Attendance salary (75% Alameda County funding) 2000-2999: Classified Personnel Salaries Other \$42,712</p> <p>Child Welfare Attendance benefits (75% Alameda County funding) 2000-2999: Employee benefits Other \$12,160</p> <p>Child Welfare Attendance salary (25% LCFF Base) 2000-2999: Classified Personnel Salaries Base \$14,238</p> <p>Child Welfare Attendance benefits (25% LCFF Base) 3000-3999: Employee Benefits Base \$4,054</p>
Action 5: Generate opportunities for unduplicated students to experientially connect with the real world of careers throughout their TK-12 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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</p>	<p>College/Career activities at all school sites (pass through funding based on unduplicated student counts) 5800: Professional/Consulting Services And Operating Expenditures Base (CTE Grant) \$100,000</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 1000-1999: Certificated Personnel Salaries Base (CTE Grant) \$91,812</p> <p>1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) 3000-3999: Employee Benefits Base (CTE Grant) \$19,694</p>
<p>Action 6: Provide targeted support and resources to unduplicated students at the highest needs elementary sites: Blacow, Brier, Cabrillo, Durham, & Grimmer.</p> <ul style="list-style-type: none"> • Intervention teacher • Prep Specialist/Psychologist • Instructional paraeducator • Computers for targeted intervention programs • Intervention programs • Materials and supplies to support instructional strategies • Computer software • Parent workshops/engagement activities • Community liaison to increase parent engagement 	Elementary Sites	<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"/> Homeless Youth</p> <p><input type="checkbox"/> Other Subgroups</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 \$256,863</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$109,489</p> <p>Other Operating Expenditures 5000-5999: Services And Other</p>

<ul style="list-style-type: none"> Professional development Support for student basic needs Extended day activities Assemblies 			<p>Operating Expenditures Supplemental \$116,324</p> <p>Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$142,534</p> <p>Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$30,573</p>
<p>Action 7: Provide resources and support for the district's dual immersion language programs* to enable English Learners to attain biliteracy skills while meeting California standards and assessment targets.</p> <p>*Spanish Dual Immersion located at Blacow, Grimmer, Vallejo Mill and Mandarin Immersion Program at Azevada</p>	<p>Four (4) Elementary Sites</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</p>	<p>Resources and Materials for dual immersion programs 4000-4999: Books And Supplies Supplemental \$100,000</p>
<p>Action 8: Expand course offerings for secondary English Learners and establish department chair positions at each junior high and high school to assist students in gaining English proficiency.</p>	<p>Secondary Sites 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups</p>	<p>Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$35,028</p> <p>Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Supplemental \$7,513</p> <p>Additional 10 sections at junior high and high schools (2.13 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$191,055</p> <p>Additional 10 sections at junior high and high school benefits (2.13 FTE) 3000-3999: Employee Benefits Supplemental \$40,981</p> <p>ELD Materials & Supplies 4000-4999: Books & Supplies Supplemental \$5,000</p>

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

GOAL 4:	Establish partnerships with our families and community to increase academic success for all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _
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Identified Need :	<p><i>According to the 2016 data related to State Priority Areas 3 (Parental Involvement) and 6 (School Climate) Fremont Unified School District students need:</i></p> <ul style="list-style-type: none"> • Strong communication from the district and school sites in parent-friendly language(s) • 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><i>Supporting data includes:</i></p> <p><u>Communications:</u></p> <ul style="list-style-type: none"> • Parent Satisfaction survey Q8 (notice of academic progress): 82% satisfaction rate • Parent Satisfaction survey Q9 (school involvement): 78% satisfaction rate • Parent Satisfaction survey Q10 (well informed): 89% satisfaction rate <p>Website Yearly Traffic: Users 1,300,000; pageviews 11,600,000</p> <ul style="list-style-type: none"> • Overall 68% are returning users & 32% are new users <p><u>Discipline:</u></p> <ul style="list-style-type: none"> • Pupil suspensions: decreased from 2.9% in 2013-2014 to 2% in 2014-2015 • Pupil expulsions: maintained .01% rate (from 14 in 2013-2014 to 10 in 2014-2015) • Increased number of sites from 5 to 9 participating in Coordination of Services Team (COST) model • Parent Satisfaction survey Q16 (attendance & discipline): 77% satisfaction rate • Staff Satisfaction survey Q16 (attendance & discipline): 64% satisfaction rate <p><u>School Connectedness:</u></p> <p>2014-2015 California Healthy Kids Survey (CHKS) Student Responses to School Connectedness Questions:</p> <ul style="list-style-type: none"> • 5th Grade: 59% of students responded in the high category; 39% of students responded in the medium category=98% • 7th Grade: 60% of students responded in the high category; 35% of students responded in the medium category=95% • 9th Grade: 47% of students responded in the high category; 45% of students responded in the medium category=92% • Parent Satisfaction survey Q18 (support for getting along): 74% satisfaction rate • Staff Satisfaction survey Q14 (people get along): 89% satisfaction rate
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Goal Applies to:	Schools: All Schools LEA-wide
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Applicable Pupil Subgroups:

- Action 1: All Students
- Action 2: English Learners, Foster/Homeless Youth, Low Income
- Action 3: English Learners, Foster/Homeless Youth, Low Income
- Action 4: English Learners, Foster/Homeless Youth, Low Income
- Action 5: English Learners, Redesignated English Proficient
- Action 6: All Students
- Action 7: English Learners, Foster/Homeless Youth, Low Income
- Action 8: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Action 1	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Web analytics of traffic on district website, School Loop, & Bright Arrow	Users: 1,300,000 Pageviews: 11,600,000	Maintain or increase usage	Maintain or increase usage	Maintain or increase usage
% of Parent Satisfaction Survey results that have an approval rating for questions related to communications & parent outreach reach – Q8, Q9 & Q10	78%	80%	Maintain at 80%or above	Maintain at 80%or above
Action 2	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Introduce WEB at 5 out of 5 junior high schools with the intention of full implementation in the fall of 2017	Est. Baseline	TBD	TBD	TBD
Home visits & SARB meetings to connect parents to resources	Est. Baseline	TBD	TBD	TBD
Actions 3, 4, & 5	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Attendance at DELAC, District Advisory Committees, & PIQE	Est. Baseline	TBD	TBD	TBD
Participation rate of Students taking the PSAT	94%	96%	98%	Maintain at 98% or >
% of Parent Satisfaction Survey results that have an approval rating on student & parent engagement– Q9, Q10, & Q19	78%	80%	Maintain at 80% or >	Maintain at 80% or >
Action 6	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Pupil Suspension Rate	2%	1.5%	1%	Maintain at 1 % or <
Pupil Expulsion Rate	.01%	Maintain at .01% or <	Maintain at .01% or <	Maintain at .01% or <
Increase number of sites participating in Coordination of Services Team (COST) model	9	14	19	24
Action 7	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
% of Parent Satisfaction Survey results that have an approval rating related to school connectedness, safety, & climate – Q13, Q15, & Q17	57%	62%	67%	72%
% of California Healthy Kids Survey Results that have a medium or high rate of school connectedness	92% (5 th , 7 th , and 9 th grade survey)	90% (11 th grade survey)	94% (5 th , 7 th , and 9 th grade survey)	92% (11 th grade survey)
Action 8	2016 Baseline	Year 1: 2017 Target	Year 2: 2018 Target	Year 3: 2019 Target
Bullying Incident Reports – Violation of Ed Code 48900(r)	50	45	40	35
Pupil Suspension Rate	2%	1.5%	1%	Maintain at 1 % or <
Pupil Expulsion Rate	.01%	Maintain at .01% or <	Maintain at .01% or <	Maintain at .01% or <

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Utilize district-wide web-based notification and communication service(s) to update parents on relevant school and district information.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Secondary School Loop Subscription 5000-5999: Services And Other Operating Expenditures Base \$45,110</p> <p>Bright Arrow Subscription 5000-5999: Services And Other Operating Expenditures Base \$33,900</p>
<p>Action 2: Connect parents and unduplicated students to internal and external resources to increase engagement at school.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$82,412</p> <p>Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$14,628</p> <p>Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>
<p>Action 3: Increase participation of unduplicated students' parents by offering high interest workshops, trainings, and activities to support student learning.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Parent Workshops & Outreach 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000</p>
<p>Action 4: Provide parents and unduplicated students with information and education on expectations for college and career readiness.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Naviance license & training for secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental \$90,000</p>
<p>Action 5: Improve and increase effective communication with English Language Learner parents regarding school and district information through highly trained and supportive personnel.</p> <ul style="list-style-type: none"> • Hire staff to outreach, communicate and provide family engagement to unduplicated parents regarding the various programs that are available to support their students academically and socially/emotionally. • Hire Language Technicians who are fluent in Spanish, Mandarin and Farsi to support families with enrollment. • Hire bilingual personnel (Spanish and Mandarin) to assess 	<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</p>	<p>F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$216,036</p> <p>F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$95,272</p> <p>F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$225,321</p> <p>F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$50,796</p>

<p>students using multiple assessments to determine appropriate English Language Development (ELD) courses or placement.</p> <ul style="list-style-type: none"> • Provide written and oral translations in Spanish and Mandarin. 			<p>SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$182,966</p> <p>SSS Classified Burdens 3000-3999: Employee Benefits Supplemental \$46,214</p> <p>SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$31,000</p> <p>LAC Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$89,520</p> <p>LAC Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$345,661</p> <p>LAC Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$107,973</p> <p>LAC Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$42,130</p>
<p>Action 6: Implement the Coordination of Services Team (COST) model to provide wrap-around services for students in need of support.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$154,165</p> <p>Statutory Benefits 3000-3999: Employee Benefits Base \$27,364</p> <p>COST site coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental \$50,952</p> <p>COST site coordinator benefits 3000-3999: Employee Benefits Supplemental \$9,048</p>
<p>Action 7: Maintain or increase counselor positions at the secondary and elementary sites for unduplicated students' social-emotional and academic guidance.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$1,182,420</p> <p>Secondary Counselors (Benefits) - 13.0 FTE 3000-3999: Employee Benefits Supplemental \$209,880</p> <p>Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$588,000</p> <p>Elementary Counselors (benefits) - 7.0 FTE 3000-3999: Employee Benefits Supplemental \$104,370</p>
<p>Action 8: Explore restorative practices to improve school climate and encourage positive interpersonal relationships.</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"/> Homeless Youth <input type="checkbox"/> Other Subgroups</p>	<p>Restorative Practices Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Action 1	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Web analytics of traffic on district website, School Loop, & Bright Arrow	Users: 1,300,000 Pageviews: 11,600,000	Maintain or increase usage	Maintain or increase usage	Maintain or increase usage
% of Parent Satisfaction Survey results that have an approval rating related to communications & parent outreach reach – Q8, Q9 & Q10	80%	Maintain at 80% or above	Maintain at 80% or above	Maintain at 80% or above

Action 2	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Introduce WEB at 5 out of 5 junior high schools with the intention of full implementation in the fall of 2017	Baseline	TBD	TBD	TBD
Home visits & SARB meetings to connect parents to resources	Baseline	TBD	TBD	TBD

Actions 3, 4, & 5	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Attendance at DELAC, District Advisory Committees, & PIQE	Baseline	TBD	TBD	TBD
Participation rate of Students taking the PSAT	96%	98%	Maintain at 98% or >	Maintain at 98% or >
% of Parent Satisfaction Survey results that have an approval rating on student & parent engagement– Q9, Q10, & Q19	80%	Maintain at 80% or >	Maintain at 80% or >	Maintain at 80% or >

Action 6	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Pupil Suspension Rate	1.5%	1%	Maintain at 1 % or <	Maintain at 1 % or <
Pupil Expulsion Rate	.01%	Maintain at .01% or <	Maintain at .01% or <	Maintain at .01% or <
Increase number of sites participating in Coordination of Services Team (COST) model	14	19	24	28

Action 7	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
% of Parent Satisfaction Survey results that have an approval rating on school connectedness, safety, & climate – Q13, Q15, & Q17	62%	67%	72%	75%
% of California Healthy Kids Survey Results that have a medium or high rate of school connectedness	90% (11 th grade survey)	94% (5 th , 7 th , and 9 th grade survey)	92% (11 th grade survey)	95% (5 th , 7 th , and 9 th grade survey)

Action 8	2017	Year 1: 2018 Target	Year 2: 2019 Target	Year 3: 2020 Target
Bullying Incident Reports – Violation of Ed Code 48900(r)	45	40	35	30
Pupil Suspension Rate	1.5%	1%	Maintain at 1 % or <	Maintain at 1 % or <
Pupil Expulsion Rate	.01%	Maintain at .01% or <	Maintain at .01% or <	Maintain at .01% or <

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Utilize district-wide web-based notification and communication service(s) to update parents on relevant school and district information.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Secondary School Loop Subscription 5000-5999: Services And Other Operating Expenditures Base \$45,110 Bright Arrow Subscription 5000-5999: Services And Other Operating Expenditures Base \$33,900

		<input type="checkbox"/> Homeless Youth <input type="checkbox"/> Other Subgroups	
Action 2: Connect parents and unduplicated students to internal and external resources to increase engagement at school.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$83,648 Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$16,395 Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000
Action 3: Increase participation of unduplicated students' parents by offering high interest workshops, trainings, and activities to support student learning.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Parent Workshops & Outreach 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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000 Naviance license & training for secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental \$90,000
Action 5: Improve and increase effective communication with English Language Learner parents regarding school and district information through highly trained and supportive personnel. <ul style="list-style-type: none"> Hire staff to outreach, communicate and provide family engagement to unduplicated parents regarding the various programs that are available to support their students academically and socially/emotionally. Hire Language Technicians who are fluent in Spanish, Mandarin and Farsi to support families with enrollment. Hire bilingual personnel (Spanish and Mandarin) to assess students using multiple assessments to determine appropriate English Language Development (ELD) courses or placement. Provide written and oral translations in Spanish and Mandarin. 	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	F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$222,806 F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$114,781 F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$228,761 F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$57,254 SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$185,710 SSS Certificated Burdens 3000-3999: Employee Benefits Supplemental \$48,683 SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$31,000 LAC Certificated Salaries 1000-1999: Certificated Personnel

			<p>Salaries Supplemental \$85,260</p> <p>LAC Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$350,790</p> <p>LAC Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$110,968</p> <p>LAC Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$42,130</p>
Action 6: Implement the Coordination of Services Team (COST) model to provide wrap-around services for students in need of support.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	<p>Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$156,477</p> <p>Statutory Benefits 3000-3999: Employee Benefits Base \$30,670</p> <p>COST site coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental \$50,952</p> <p>COST site coordinator benefits 3000-3999: Employee Benefits Supplemental \$9,048</p>
Action 7: Maintain or increase counselor positions at the secondary and elementary sites for unduplicated students' social-emotional and academic guidance.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	<p>Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$1,200,156</p> <p>Secondary Counselors (Benefits) - 13.0 FTE 3000-3999: Employee Benefits Supplemental \$235,231</p> <p>Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$596,820</p> <p>Elementary Counselors (Salaries) - 7.0 FTE 3000-3999: Employee Benefits Supplemental \$116,977</p>
Action 8: Explore restorative practices to improve school climate and encourage positive interpersonal relationships.	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"/> Homeless Youth <input type="checkbox"/> Other Subgroups	<p>Restorative Practices Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Action 1	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
	Web analytics of traffic on district website, School Loop, & Bright Arrow	Users: 1,300,000 Pageviews: 11,600,000	Maintain or increase usage	Maintain or increase usage	Maintain or increase usage
	% of Parent Satisfaction Survey results that have an approval rating related to communications & parent outreach reach – Q8, Q9 & Q10	80%	Maintain at 80%or above	Maintain at 80%or above	Maintain at 80%or above
	Action 2	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
	Introduce WEB at 5 out of 5 junior high schools with the intention of full implementation in the fall of 2017	Baseline	TBD	TBD	TBD
	Home visits & SARB meetings to connect parents to resources	Baseline	TBD	TBD	TBD
	Actions 3, 4, & 5	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
	Attendance at DELAC, District Advisory Committees, & PIQE	Baseline	TBD	TBD	TBD
	Participation rate of Students taking the PSAT	96%	98%	Maintain at 98% or >	Maintain at 98% or >
	% of Parent Satisfaction Survey results that have an approval rating on student & parent engagement– Q9, Q10, & Q19	80%	Maintain at 80% or >	Maintain at 80% or >	Maintain at 80% or >
	Action 6	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
	Pupil Suspension Rate	1.5%	1%	Maintain at 1 % or <	Maintain at 1 % or <
	Pupil Expulsion Rate	.01%	Maintain at .01% or <	Maintain at .01% or <	Maintain at .01% or <
	Increase number of sites participating in Coordination of Services Team (COST) model	19	24	28	33
	Action 7	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
	% of Parent Satisfaction Survey results that have an approval rating related to school connectedness, safety, & climate – Q13, Q15, & Q17	67%	72%	75%	Maintain 75% or >
	% of California Healthy Kids Survey Results that have a medium or high rate of school connectedness	94% (5 th , 7 th , and 9 th grade survey)	92% (11 th grade survey)	95% (5 th , 7 th , and 9 th grade survey)	95% (11 th grade survey)
	Action 8	2018	Year 1: 2019 Target	Year 2: 2020 Target	Year 3: 2021 Target
	Bullying Incident Reports – Violation of Ed Code 48900(r)	40	35	30	<30
	Pupil Suspension Rate	1.5%	1%	Maintain at 1 % or <	Maintain at 1 % or <
Pupil Expulsion Rate	.01%	Maintain at .01% or <	Maintain at .01% or <	Maintain at .01% or <	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Utilize district-wide web-based notification and communication service(s) to update parents on relevant school and district information.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Secondary School Loop Subscription 5000-5999: Services And Other Operating Expenditures Base \$45,110 Bright Arrow Subscription 5000-5999: Services And Other

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth	Operating Expenditures Base \$33,900
Action 2: Connect parents and unduplicated students to internal and external resources to increase engagement at school.	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"/> Homeless Youth	Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$84,903 Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$18,212 Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000
Action 3: Increase participation of unduplicated students' parents by offering high interest workshops, trainings, and activities to support student learning.	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"/> Homeless Youth	Parent Workshops & Outreach 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"/> Homeless Youth	Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000 Naviance license & training for secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental \$90,000
Action 5: Improve and increase effective communication with English Language Learner parents regarding school and district information through highly trained and supportive personnel. <ul style="list-style-type: none"> Hire staff to outreach, communicate and provide family engagement to unduplicated parents regarding the various programs that are available to support their students academically and socially/emotionally. Hire Language Technicians who are fluent in Spanish, Mandarin and Farsi to support families with enrollment. Hire bilingual personnel (Spanish and Mandarin) to assess students using multiple assessments to determine appropriate English Language Development (ELD) courses or placement. Provide written and oral translations in Spanish and Mandarin. 	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	F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$224,075 F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$123,481 F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$232,192 F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$57,254 SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$188,496 SSS Certificated Burdens 3000-3999: Employee Benefits Supplemental \$53,665 SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$31,000 LAC Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$86,539 LAC Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$356,052 LAC Certificated and Classified Salaries 3000-3999: Employee

			Benefits Supplemental \$119,931
			LAC Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$42,130
Action 6: Implement the Coordination of Services Team (COST) model to provide wrap-around services for students in need of support.	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"/> Homeless Youth	Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$158,825 Statutory Benefits 3000-3999: Employee Benefits Base \$34,068 COST site coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental \$50,952 COST site coordinator benefits 3000-3999: Employee Benefits Supplemental \$9,048
Action 7: Maintain or increase counselor positions at the secondary and elementary sites for unduplicated students' social-emotional and academic guidance.	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"/> Homeless Youth	Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$1,218,159 Secondary Counselors (Benefits) - 13.0 FTE 3000-3999: Employee Benefits Supplemental \$261,295 Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$605,772 Elementary Counselors (Salaries) - 7.0 FTE 3000-3999: Employee Benefits Supplemental \$129,938
Action 8: Explore restorative practices to improve school climate and encourage positive interpersonal relationships.	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"/> Homeless Youth	Restorative Practices Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Provide an educational environment that is conducive to learning.		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 _
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:	<p>Action 1: Local Measures</p> <ul style="list-style-type: none"> 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) <p>Action 2: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <ul style="list-style-type: none"> 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% <p>Actions 3 & 4: The LCAP addresses the degree to which school facilities are maintained in good repair</p> <ul style="list-style-type: none"> 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 <p>Actions 5, 6, 7: Every pupil in the school district has sufficient</p>	Actual Annual Measurable Outcomes:	<p>Action 1:</p> <ul style="list-style-type: none"> 100% of certificated staff attended professional development on Professional Learning Communities (PLCs) Achieved 85% or above Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) Aug. 20th PLC Overview: 94% of district teachers attended; Evals for 8/20/15: 93.4% Satisfaction Rate PLC Conferences: 336 staff members attended PLC conferences from October 2015 - July 2016 In-District PLC workshops: 47 administrators attended 6 meetings during the 2015-2016 academic year 100% of site principals and elementary APs attended five PLC cohort trainings with Cognitive Solutions <p>Action 2:</p> <ul style="list-style-type: none"> Rate of Teacher Misassignments: Maintained at 0% Credentialed Teacher Rate: Maintained at 98% or above Credentialed Teachers Teaching Outside of Subject Area Rate: Maintained at 0% Teachers of English Learners Misassignment Rate: Maintained at 0%

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 10 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 3 & 4:

- 100% compliance on Williams Compliance Quarterly Reports
- 84% Good or Exemplary designations on the Facility Inspection Tool (FIT) - (7 out of 44 sites received an overall rating of Fair)

2016 Satisfaction Survey Results:

- Parent survey Q1 (Clean, safe, good repair): increased from 69% to 70% satisfaction
- Parent survey Q4 (Technology): decreased from 78% to 70% satisfaction
- Staff survey Q1 (Clean, safe, good repair): decreased from 56% to 54% satisfaction
- Staff survey Q2 (Technology/resources): increased from 70% to 72% satisfaction
- Staff survey Q3 (Facilities for learning): increased from 59% to 62% satisfaction

Actions 5, 6, 7:

- 100% compliance on Williams Compliance Quarterly Reports
- 100% of students had access to CCSS materials

Actions 8, 9, 10, 11:

- CSS Implementation Plan Quarterly Progress Reports conducted in Oct. 2015, February 2016, and May 2016: All actions were worked on
- CSS Self-Assessment Tool: Each of the 10 components increased by one band-- 5 reached Implementation Phase and 5 reached Transition Phase
- Maintained 95% or above teacher participation rates in CCSS professional development activities
- Staff Satisfaction survey Q4 (collaboration time): increased from 59% to 71% satisfaction rate
- Staff Satisfaction survey Q5 (standards implementation): increased from 57% to 71% satisfaction rate

Action 12:

- Increased from 34 to 78 teachers trained in GLAD strategies
- Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): Increased from 50.2% to 52.2%
- Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): Decreased from 62.4% to 61.5%
- Title III report (AMAO 2) English Learner Reclassification Rate: increased from 4% in 2013-2014 to 13.4% in 2014-2015
- Maintain or Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 119 teachers were GLAD trained.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1: Begin building Professional Learning Communities (PLCs)* equitably across the district to increase student learning.</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 collaborative school culture focused on learning.</p>	<p>District-wide Customized PLC Trainings (Title I Program Improvement) 5800: Professional/Consulting Services And Operating Expenditures Other \$113,750</p>	<p>Implementing a process and creating a culture across a district our size needs careful forethought, planning, and flexibility. FUSD has worked closely with FUDTA (teachers' association) to implement Professional Learning Communities equitably across the district.</p>	<p>District-wide Customized PLC Trainings (Title I Program Improvement) 5800: Professional/Consulting Services And Operating Expenditures Other \$113,750</p>
	<p>Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$40,000</p>	<p>Solution Tree provided a full day of professional development on the foundations of Professional Learning Communities (PLCs) for 40 schools in the district on 8/20/15. Twenty-five principals, the entire Curriculum & Instruction staff, and four teams from Title I schools were sent to "PLC at Work" conferences throughout the year.</p>	<p>Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other \$42,000</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>The PLC conference in San Jose in July 2016 will be attended by approximately another 200 teachers, paraeducators, and assistant principals.</p>	<p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$143,126</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>District purchased Learning By Doing for all certificated staff in May 2015. The books were used throughout the 2015-16 school year at the site level as a PLC building guide.</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>A Principal on Special Assignment position was created to work with principals for a three-year term to support site leaders in their development of professional learning communities at their sites. Additional support for principals included ongoing cohort trainings with Solution Tree and Cognitive Solutions consultants. Principal on Assignment provided 110 hours of individual coaching and 50</p>	

		<p>hours of cohort meetings for administrators regarding implementation of PLCs at sites and in district departments.</p> <p>All principals and five school teams attended two days of Janel Keating’s workshop “District-wide Collaboration for Teaching & Learning Success” through Alameda County Office of Education (ACOE). Janel Keating also visited the district in February for our Best Practices event and worked with over 150 teachers on collaboration skills.</p> <p>Principal on Special Assignment drafted a three-year PLC implementation plan that was shared with key stakeholders this spring and is linked to the LCAP.</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 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>Induction and PAR (Salaries) 1000-1999: Certificated Personnel Salaries Base \$613,835</p> <hr/> <p>Induction and PAR (Statutory Benefits) 3000-3999: Employee Benefits Base \$102,265</p>	<p>Principals were trained on effective evaluation methods and feedback in August 2015. They then participated in evaluation calibration and were provided additional training at a principals’ meeting in October 2015.</p> <p>Instructional coaches met regularly with new teachers to increase awareness of coaching support available.</p> <p>PAR meets monthly to provide support</p>	<p>Induction and PAR (Salaries) (Educator Effectiveness Block Grant) 1000-1999: Certificated Personnel Salaries Other \$613,835</p> <hr/> <p>Induction and PAR (Statutory Benefits) (Educator Effectiveness Block Grant) 3000-3999: Employee Benefits Other \$102,265</p>

		to participating teachers. Induction served 154 Participating Teachers who are either in Year 1 or 2 of the Induction Program. 119 Support Providers supported and mentored Participating Teachers.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
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OR:		OR:	
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Action 3: Provide adequate personnel and resources to effectively maintain facilities.	Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,925,583 Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$461,697	Adequate personnel and resources were provided to effectively maintain facilities.	Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,925,583 Maintenance, Operations, and Grounds Staff (Statutory Benefits) 3000-3999: Employee Benefits Base \$461,697
Scope of Service	LEA-wide	Scope of Service	LEA-wide
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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	Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental \$250,000	The Information Technology (IT) Department supported site based purchases of Chromebooks as well as implemented a hardware refresh cycle to move oldest devices out of service and replace with new hardware. The district's Technology Advisory	Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental \$250,000

<p>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>Committee (TAC) approved passing through supplemental funding to school sites for the purpose of purchasing technology. To allocate the money equitably, the technology department used each site's unduplicated enrollment count to calculate a percentage of the dollars allocated to the school. The TAC resolution designated that the site leadership or School Site Councils should determine what items would be purchased to support unduplicated students' academic success. Therefore, all items were accounted for in each school's Single Plan for Pupil Achievement (SPPA).</p> <p>Equally critical, Measure E Bond funds have been allocated to replace obsolete infrastructure and all sites will have upgraded wireless capability to support the influx of technology in the coming years.</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> <tr> <td colspan="2" style="text-align: center; padding: 2px;">----- All -----</td> </tr> <tr> <td colspan="2" style="padding: 2px;">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) </td> </tr> </table>	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 <input type="checkbox"/> Other Subgroups: (Specify)			<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> <tr> <td colspan="2" style="text-align: center; padding: 2px;">----- All -----</td> </tr> <tr> <td colspan="2" style="padding: 2px;">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) </td> </tr> </table>	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 <input type="checkbox"/> Other Subgroups: (Specify)		
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<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>Supplemental Math Materials--Ten Marks (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>	<p>Intervention math program TenMarks was approved by the board in June 2015 for use in all 6th grade classrooms, all 7th and 8th grade math classrooms, and 9th grade double-block math classes. Training took place for all 6th, 7th, 8th and 9th grade double-block teachers. Data were collected to</p>	<p>Supplemental Math Materials--Ten Marks (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>												

		<p>analyze use and effectiveness.</p> <p>Secondary math textbook adoption committee was formed to evaluate and recommend for adoption textbooks for algebra 1, geometry, and algebra 2. A second math adoption committee was formed to evaluate supplemental texts for use in the high school CC3 course.</p> <p>Math Expressions aligned mentor texts to supplement core curriculum.</p>	
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<p>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.</p>	<p>Supplemental English Language Arts Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>	<p>Intervention reading program Lexia was approved by the board in June 2015 for use at all 27 K-6 sites and 400 licenses were also purchased for secondary schools to support English Language Learners CELDT levels 1 and 2. Core Liaisons were trained in August 2015.</p> <p>Core Ready writing K-8: teachers modeled Writer's Workshop; Instructional Coaches provided PD: Writer's Workshop 101 and 102 and co-taught mini-lessons with participating teachers.</p> <p>Purchased mentor texts to supplement the Writer's Workshop process.</p>	<p>Supplemental English Language Arts Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>
<p>Scope of Service LEA-wide</p> <hr/>		<p>Scope of Service LEA-wide</p> <hr/>	

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<p>Action 7: Begin exploring materials to support the transition into the Next Generation Science Standards (NGSS).</p>	<p>NGSS Science materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</p>	<p>District team attended statewide Next Generation Science Standards (NGSS) Rollout training for two days in September 2015 at CSU East Bay where resources were identified and collaborative partnerships were formed. Resources included creating Professional Development plans and a tool for mapping curriculum for K-12 articulation.</p> <p>Members of C&I staff visited Cupertino Union School District to see how they implemented Full Option Science System (FOSS).</p> <p>New units were developed for the transition to NGSS and materials were purchased.</p>	<p>NGSS Science materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$200,000</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 8: Provide teacher collaboration time on formative assessments, vertical articulation, and academic literacy to support unduplicated students' achievement.</p>	<p>Collaboration Time for FUDTA unit members (16 hours per diem rate) salary 1000-1999: Certificated Personnel Salaries Supplemental \$2,235,728</p>	<p>Fremont Unified & the FUSD Teachers Association agreed to an MOU with 16 hours of paid collaboration time for the 2015-16 school year to support unduplicated students' achievement. The approved collaboration themes</p>	<p>Collaboration Time for FUDTA unit members (16 hours per diem rate) salary 1000-1999: Certificated Personnel Salaries Supplemental \$2,005,316</p>

	<p>Collaboration Time for FUDTA unit members (16 hours per diem rate) benefits 3000-3999: Employee Benefits Supplemental \$372,472</p>	<p>included:</p> <ul style="list-style-type: none"> • PLCs in practice (e.g. setting norms, SMART goals, collaborative culture, collective commitments) • Sharing student work samples on specific standards, analyzing results, planning interventions • Creating common formative and summative assessments • Creating common lessons and units based on essential standards • Aligning curriculum to California Standards • Department/grade level book study on grade level/department selected resource <p>Teachers spent time on grade level and content area teams unpacking standards, designing unit overviews, developing assessment tools, analyzing student data, discussing professional resources, and developing themselves into a functional PLC. Overall, teachers expressed satisfaction with having this additional time to work together on meaningful activities.</p>	<p>Collaboration Time for FUDTA unit members (16 hours per diem rate) benefits 3000-3999: Employee Benefits Supplemental \$381,964</p>
<p>Scope of Service LEA-wide</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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 9: Provide Common Core professional development opportunities for ALL staff who touch and influence instruction of unduplicated students.</p>	<p>Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$514,315</p> <p>Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$85,685</p>	<p>In June 2015, the Curriculum & Instruction Department developed a calendar of professional development opportunities for the 2015-2016 school year: http://www.fremont.k12.ca.us/Page/26076</p>	<p>Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$342,533</p> <p>Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$56,451</p>

	<p>Professional Development Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$316,251</p>	<p>There were additional offerings updated to the calendar throughout the year. Some of the trainings included Springboard math adoption, Algebra Readiness, intervention math support, NGSS Leadership, instructional shifts required by NGSS, formative assessment, differentiated instruction, and use of science notebooks to align with ELA literacy standards.</p> <p>Teachers and/or Coaches attended outside conferences with the purpose of bringing new strategies back to their staff (e.g., Daily 5 conference, Falling in Love with Close Reading, and Silicon Valley Math Initiative Summer Institute). C&I continues to build leadership capacity by providing opportunities to attend trainings and then facilitate their learning in Fremont Unified.</p> <p>In November 2015, the board approved the district's Educator Effectiveness Block Grant (EEBG) which is aligned to both the LCAP and the California Standards plan to continue to enhance professional learning throughout the district. We shifted the majority of the consulting resources into the EEBG.</p>	<p>Professional Development Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,251; Moved \$300,000 to other actions</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 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>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 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>Action 10: Provide TK-12 instructional coaches to support teachers'</p>	<p>Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-</p>	<p>The Instructional Services Department went through a reorganization process</p>	<p>Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-</p>

<p>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>1999: Certificated Personnel Salaries Supplemental \$786,440 <hr/> Curriculum & Instruction Department Coaches - 9.0 FTE (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$131,021</p>	<p>in spring 2015 as a result of LCAP "Year Two" development. The Curriculum & Instruction department converted teacher on assignment positions to instructional coach positions to provide more direct service to content area teachers in enhancing students' literacy skills. The 2015-16 staff included coaches in the following areas:</p> <p>The 2015-16 staff included coaches in the following areas:</p> <ul style="list-style-type: none"> • ELA (4-6) • ELA (K-3) • ELA (7-12) • Science (K-6) • Science (7-12) • 2 Elementary Math • Secondary Math (7-12) • 2 Strategic Intervention coaches (K-2) • Social Science Coach (7-12) • Instructional Technology Coach 	<p>1999: Certificated Personnel Salaries Supplemental \$880,139 <hr/> Curriculum & Instruction Department Coaches - 9.0 FTE (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$148,868</p>
<p>Scope of Service: LEA-wide</p> <hr/> <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>Scope of Service: LEA-wide</p> <hr/> <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>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>Stipends for Common Core Liaisons @41 sites 1000-1999: Certificated Personnel Salaries Supplemental \$212,612 <hr/> Statutory Benefits for Common Core Liaisons @41 sites 3000-3999: Employee Benefits Supplemental \$35,421</p>	<p>All K-12 sites were represented by a Common Core Site Liaison. They met nine times during the year on a monthly basis to plan professional development, site support plans, and instruction for unduplicated students. The 41 teacher leaders also were trained by Solution Tree associate Bill Ferriter on "Meaningful Teacher Collaboration" four days during 2015-16. Liaisons and</p>	<p>Stipends for Common Core Liaisons @41 sites 1000-1999: Certificated Personnel Salaries Supplemental \$212,612 <hr/> Statutory Benefits for Common Core Liaisons @41 sites 3000-3999: Employee Benefits Supplemental \$35,421</p>

		principals were also provided release time to work together on site planning.																																					
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<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>Guided Language Acquisition (GLAD) initial trainings and refreshers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$180,000</p>	<p>A cohort of 80 teachers and coaches from grades TK-12 received English Language Development (ELD) and English Language Arts (ELA) Common Core Standards training through Cognitive Solutions. The training consisted of three sessions where teachers learned specific teaching strategies to provide rich learning opportunities for ELL students in order to attain English proficiency and provide time to plan ELD lessons.</p> <p>Guided Language Acquisition Design (GLAD) provides professional development for classroom teachers to learn teaching strategies that support students in improving language acquisition and literacy skills. GLAD supports Common Core Standards, 21st Century Skills and State Standards that help English Language Learners to access core content area. Teachers who are new to FUSD get trained in GLAD. The GLAD model includes a 2-day training where teachers learn GLAD strategies and then attend a demonstration session (4 days) in an actual classroom where GLAD is modeled and observed with actual</p>	<p>Guided Language Acquisition (GLAD) initial trainings and refreshers 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000</p>																																				

		<p>students. Teachers who have been previously trained were invited to attend a refresher. One refresher focused on ELD while the other pertained to GLAD strategies.</p> <p>Federal & State Programs has conducted a review of all EL programs across the district and has made recommendations reflected in the 2016-17 LCAP to better instruct ELs so they can attain English mastery as well content area proficiencies in the secondary level.</p>					
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The following changes in actions, services, or expenditures will be made in 2016-17 as a result of reviewing data and past progress in Goal 1:</p> <p>Originally Actions 5, 6, & 7 were written with math, English, and science in mind. After working with the new Common Core Standards and the revised California Standards--which encompass much more than just those three subject areas--we decided to combine the three individual actions into one overarching action that covers more content areas for 2016-17. These actions resulted in multiple materials adoptions in secondary mathematics, secondary English, world languages, art, and elementary writing (Core Ready) as well as intervention programs such as Lexia (reading) and TenMarks (math). Unduplicated students will benefit from up-to-date materials and technology purchased in 2015-16 and we will continue to fund these resources in the next school year.</p> <p>Action 8: 2015-16 was the first year in Fremont Unified that collaboration time was formally provided for teachers. We bargained 16 hours of per diem pay for all Fremont Unified District Teachers Association (FUDTA) members. Based on feedback from staff, collaboration time is valuable and should be continued. The funding and/or structure of collaboration time may change for 2016-17 after FUDTA-FUSD bargaining.</p>						

Action 9: We did not spend the \$316,251 for professional services originally allocated. Instead we added an assistant principal position at the two highest needs' elementary schools (G3A7) and covered funding for the Naviance program training (G4A4). The funding from 2015-16 will be reduced from \$600,000 to \$400,000 in 2016-17; the reduced amount of \$200,000 for professional development will be covered by the Educator Effectiveness Block Grant (EEBG), which is focused on improving teacher effectiveness through training and support.

Action 11: In 2016-17, Principals and Liaisons will attend monthly meetings together for collaboration and planning of site Professional Development. Based on ongoing input from liaisons and site administrators, liaison roles may change to encompass new duties next year. After completing the data analysis from the Common Core implementation tool referred to in the metrics, liaisons will shift their focus to the actions and goals that did meet full implementation by June of 2016.

There are several **actions (1, 8-12)** that yielded high impact on student learning and will be continued into the 2016-17 school year. Fremont has significantly invested in Professional Learning Communities and building leadership capacity through professional development activities. Site administrators and teachers have worked intensively on PLC Essential Question #1: "What is it we expect students to learn?" by identifying priority standards, creating common learning targets, and have begun to delve in to Essential Question #2: "How will we know they have learned it?" by developing grade level and subject specific assessments. Next year, staff will continue working on Question #2 as they refine priority standards in all core content areas, design proficiency scales, and implement common formative assessments across the district. These data-driven practices directly support unduplicated students' achievement in that it makes expectations clear and visible for students and gives them the opportunity to also take charge of their own learning.

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

Original GOAL 2 from prior year LCAP:	Increase the academic achievement of all students through challenging and engaging instruction.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	<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>	
Expected Annual Measurable Outcomes:	<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 from 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 		<p>Actual Annual Measurable Outcomes:</p> <p>Actions 1 & 2: SBAC baseline data:</p> <ul style="list-style-type: none"> English Language Arts: 71% Met/Exceeded Standard Mathematics: 70% Met/Exceeded Standard <p>STAR/CAASPP Science Proficient or Advanced Rates:</p> <ul style="list-style-type: none"> 5th grade decreased from 86% in 2014 to 85% in 2015 8th grade increased from 82% in 2014 to 84% in 2015 10th grade decreased from 78% in 2014 to 73% in 2015 CAHSEE was suspended indefinitely; therefore this metric is discontinued Staff Satisfaction survey Q6 (assessment/data): increased from 74% to 76% satisfaction rate <p>Action 3:</p> <ul style="list-style-type: none"> CAHSEE has been suspended indefinitely; therefore this metric is discontinued Early Assessment Program (EAP): English College Ready Rate decreased from 47% to 44%; Conditionally Ready Rate 29%. Math College Ready Rate remained at 40%; Conditionally Ready Rate 19% <p>Action 4:</p> <ul style="list-style-type: none"> CSU/UC a-g completion rate: increased from 65.4% in 2013-2014 to 69% in 2014-2015 SAT Test Takers meeting the College Board's College and Career Readiness Benchmark: increased from 74% in 2014-2015 to 76% in 2015-2016 Staff Satisfaction survey Q9 (life after grad prep): decreased from

<p>rating</p> <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:</p> <ul style="list-style-type: none"> Increase student enrollment in the grade 4-6 after-school band program: Collect baseline data 	<ul style="list-style-type: none"> 83% to 82% satisfaction rate Parent Satisfaction survey Q12 (life after grad prep): increased from 68% to 69% satisfaction rate <p>Action 5:</p> <ul style="list-style-type: none"> Percent Attaining English Proficient Level (AMAO 2 <5 years): From 50.2% to 52.2% Percent Attaining English Proficient Level (AMAO 2 >5 years): From 62.4% 61.5% Title III report (AMAO 2) English Learner Reclassification Rate: From 4% in 2013-2014 to 13.4% in 2014-2015 <p>Action 6:</p> <ul style="list-style-type: none"> Percentage passed AP exam with 3 or higher: increased from 85% in 2013-2014 to 86% in 2014-2015 <p>Action 7:</p> <ul style="list-style-type: none"> Smarter Balanced Assessment Consortium (SBAC) English Language Arts: 71% Met/Exceeded Standard Mathematics: 70% Met/Exceeded Standard CAHSEE was suspended indefinitely; therefore this metric is discontinued <p>Action 8:</p> <ul style="list-style-type: none"> Baseline data on student enrollment in grades 4-6 for 2015-2016: Unduplicated =10%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p>	<p>Professional Development (salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$18,001</p> <p>Professional Development (benefits) 3000-3999: Employee Benefits Supplemental \$2,999</p>	<p>Core liaisons from each site attended a formative assessment training in August 2015 and then adapted the training for use at their own site. Ongoing formative assessment workshops were offered every month by Curriculum & Instruction.</p> <p>Interim formative assessments in English Language Arts and mathematics were developed and administered based on the essential standards which are woven throughout the district's instructional guides. The purpose of administering these</p>	<p>Professional Development (salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$18,001</p> <p>Professional Development (benefits) 3000-3999: Employee Benefits Supplemental \$2,999</p>

		<p>assessments was to gather data in order to find district-wide trends to best support schools and all student learning with an intensive focus on unduplicated students' achievement.</p> <p>Teacher leaders, with support from coaches, developed the assessments using an online bank of standards-aligned questions. These assessments will be revised in the coming year to align with the newly selected Priority Standards in ELA and math.</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 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>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 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>Action 2: Develop district-wide common summative assessments that are practical and useful, including unduplicated students, school, and district indicators of success.</p>	<p>Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$13,501</p> <p>Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,249</p>	<p>The summative math assessments in the district needed revising due to Common Core adoptions. Teachers were provided release time to revise and implement the common assessments.</p> <p>An elementary report card committee convened to research standards-based grading and report card designs to reflect Common Core Standards being taught in the district. The committee made short-term and long-term recommendations for summative grading practices for 2016-17 and beyond: 1) there will be no new elementary report card until the priority standards are in place; 2) more work needs to be done to establish</p>	<p>Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$7,839</p> <p>Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$1,493</p> <p>Cognitive Solutions 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2250</p>

		proficiency scales; 3) parents and students need to be involved in the development of a tool that best communicates student learning.					
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<p>Action 3: Select and purchase research-based intervention programs and/or resources to address remediation needs for unduplicated students' grades TK-12.</p>	<p>CAHSEE Support Materials 4000-4999: Books And Supplies Base \$157,000</p> <p>Intervention Support (\$3500 per school site) 1000-1999: Certificated Personnel Salaries Supplemental \$126,007</p> <p>Intervention Support (\$3500 per school site) 3000-3999: Employee Benefits Supplemental \$20,993</p>	<p>\$3,500 was passed through to each school site for intervention purposes. Principals submitted requests to the Director of Federal & State Programs for approval. Some of the programs included before or after school interventions, intervention support embedded during the school day or the purchase of intervention materials such as online subscriptions or curriculum. Next year this money will be folded into the new combined action related to intervention.</p> <p>Originally, we allocated \$157,000 of LCFF base grant funding to support CAHSEE administration. With the suspension of the high school exit exam, these general fund monies were reallocated to G1A9, G3A1, & G4A5.</p>	<p>Intervention Support (\$3500 per school site) 1000-1999: Certificated Personnel Salaries Supplemental \$126,007</p> <p>Intervention Support (\$3500 per school site) 3000-3999: Employee Benefits Supplemental \$20,993</p> <p>CAHSEE funds reallocated to G1A9, G3A1, & G4A5 4000-4999: Books And Supplies Base \$157,000</p>				
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<p>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.</p>	<p>Hourly Pay/Release Days (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$18,001</p> <p>Hourly Pay/Release Days (Statutory Benefits) 3000-3999: Employee Benefits Supplemental \$2,999</p>	<p>Directors of Secondary and Elementary Education formulated a work group to begin establishing TK-12 college/career readiness indicators. Elementary principals were surveyed and discussed college and career activities at their sites. Secondary principals compared similar activities and shared ideas at principals' meetings.</p> <p>Initial indicators may include: grades, standardized assessments, discipline reports, attendance, report card comments, involvement in extracurricular activities, participation in social/community organizations, course schedules, etc. Instructional Services will work on a more comprehensive plan in 2016-17.</p>	<p>Naviance Training for Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,560</p> <p>PSAT administration 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,603</p>				
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<p>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.</p>	<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$224,768</p> <p>Primary language support, translations, ELD professional</p>	<p>Each site was allocated funds based on the number of English Language. These funds helped support EL students by providing supplemental services that go above and beyond basic supports. EL staff support were hired to support students by managing, assessing and providing professional development and coaching to support EL's in mastering English. Funds were used as followed:</p>	<p>Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$224,768</p> <p>Primary language support, translations, ELD professional</p>				

	<p>development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$179,321</p>	<ul style="list-style-type: none"> • Hired classified and certificated staff to work with EL students • Supplemental books and curriculum • Materials and supplies were purchased to help EL acquire English proficiency • Purchased technology devices • Purchased online software • Purchased computer peripherals • Professional Development for staff members to attend conferences • Contracted with consultants to provide EL services to parents and staff • Utilized internet based publications to support EL in obtaining English proficiency • Postage to effectively communicate with EL families regarding student progress • EL family engagement workshops and nights • Release days for teachers to work on units, lessons and conduct data analysis for EL • Hired substitutes to cover classes for release days 	<p>development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental \$179,321</p>
	<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 (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 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>		<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>
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<p>Action 6: Implement the College Board Advanced Placement Potential Program to increase AP participation and achievement for unduplicated students.</p>	<p>Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Base \$5,000</p>	<p>The PSAT was offered on Oct. 14, 2015 to students in Fremont Unified. Supplemental funds were used to pay for all 10th grade students who opted to take the test. We increased participation rates to 94% by offering it during the school day and paying for all students to</p>	<p>PSAT fees for all 10th grade students in FUSD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40,603</p>
	<p>PSAT fees for all 10th grade students in FUSD 5800: Professional/Consulting Services</p>		<p>PSAT materials for site administration 4000-4999: Books And Supplies Base</p>

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<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.</p>	<p>Writing Support (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$250,000</p>	<p>Using SBAC blueprints, ELA essential standards were identified and communicated throughout district as focus areas for 2015-16 school year. Kindergarten through sixth grade teachers met and decided on priority standards in spring 2016.</p> <p>The Instructional Services Team developed a presentation overview of FUSD CA Standards Rollout Master Plan shared with key stakeholders.</p> <p>All science teachers have been taught the Claim Evidence Reasoning approach for literacy skills.</p> <p>Academic vocabulary development and discourse was modeled and emphasized at professional development workshops.</p>	<p>Writing Support (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$250,000</p>																																
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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.	Shared funding between FUSD & FEF 5000-5999: Services And Other Operating Expenditures Supplemental \$75,000	In collaboration with Fremont Education Foundation (FEF), the after-school band program operated at all of the elementary sites. The program provided opportunities for students to engage in the arts.	Shared funding between FUSD & FEF 5000-5999: Services And Other Operating Expenditures Supplemental \$75,000																																
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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?	<p>The following changes in actions, services, or expenditures will be made in 2016-17 as a result of reviewing data and past progress:</p> <p>Actions 1 & 2: In order to simplify the two assessment actions, we combined them into one action for 2016-17. The new action will also have a different funding source for next year--Educator Effectiveness Block Grant--since the focus of this action is primarily on providing professional development for staff on assessment theory, techniques, and applications.</p> <p>Action 3: There were three separate actions in the 2015-16 LCAP that addressed academic interventions. The Local Control Accountability Advisory Committee (LCAAC) suggested combining G3A2 and G3A5 into G2A3 with the goal of creating a comprehensive Multi-Tier System of Support district-wide. Instructional Services created a task force to develop a 5-year action plan in alignment with the LCAP.</p> <p>Action 8: Though unduplicated students were invited to participate in the After School Band program at each site, only 10% of participants were unduplicated. Next year, we need to strategize our outreach better. We will also change the funding source to the Base LCFF grant until we reach the point where we're principally serving unduplicated students.</p> <p>In 2016-17, two actions, 5 and 7, will pass through funding directly to sites; however, instead of each site receiving an equal amount, the funding will be distributed based on the percentage of unduplicated students at each school. This way we can ensure that the money is principally serving English Learners, low income, and foster/homeless youth. In addition, there will be a pre-approved menu of options that sites can use their allocation for to help</p>
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streamline the process and get services to students in a more effective and efficient manner.

Actions 4, 6, 7, and 8 are geared toward exposing students to rigorous, engaging educational activities within and outside of the school day. In FUSD, there are several avenues for GATE identified and other high achieving students to expand their learning. Within the classroom, teachers use differentiated instruction and provide challenge activities for their highest level students. Fremont students also participate in the Science Bowl, Spelling Bee, Young Authors, Young Composers, Art Show, Robotics, Odyssey of the Mind, and After School band to name a few. Some students also participate in extracurricular programs offered by The Gifted In Fremont (TGIF). At the junior high and high school, we offer accelerated math pathways, AP and Honors coursework along with a rigorous college prep (a-g) curriculum in every core subject area.

<p>Original GOAL 3 from prior year LCAP:</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 _</p>
<p>Goal Applies to: Schools: ALL</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>Action 1: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students Action 2: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students Action 3: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-risk students Action 4: English Learners, Redesignated English Proficient, Foster Youth, Low Income, At-Risk Students 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</p>
<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% 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 districtwide <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 	<p>Actual Annual Measurable Outcomes:</p> <p>Action 1:</p> <ul style="list-style-type: none"> UC/CSU Required Course Completion (a-g): From 65.4% in 2013-2014 to 69% in 2014-2015 In 2014, 59% of 4-year cohort students met A-G requirements Increased from 8 to 9 sites offering AVID sections; Increased from 463* gr. 7-12 in 2014-15 to 468 students enrolled in 2015-16 <p>*Data from 2014-2015 was incorrect because previous data included AVID tutors. The correct enrollment for 2014-2015 was 463 students.</p> <p>Actions 2 & 3:</p> <ul style="list-style-type: none"> Staff Satisfaction survey Q7 & Q10 (help for students): maintained 81% satisfaction rate Staff Satisfaction survey Q17 (high expectations): decreased from 83% to 82% satisfaction rate English Learners dropouts: 11.7% to 11% English Learners graduation: From 75.6% to 81.7% Socio-economically disadvantaged dropouts: From 8.9% to 8.1% Socio-economically disadvantaged graduation: From 79.8% to 85.6% Special Education dropouts: From 8% to 8.9% Special Education graduation: 68.1% to 71.4% <ul style="list-style-type: none"> Parent Satisfaction survey Q11 & Q13 (get help for students): maintained 57% satisfaction rate Parent Satisfaction survey Q20 (help for students): increased from 50% to 52% satisfaction rate Parent Satisfaction survey Q20 (high expectations): decreased from 59% to 58% satisfaction rate <ul style="list-style-type: none"> High School Summer School Completion: 1514 students passed

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

Action 6:

- 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%

Action 7: Programs and services developed and provided to unduplicated pupils

- School attendance rates: Maintain 90% or above ADA at each high needs elementary
- Student achievement data as measured by SBAC: Collect baseline data

and completed two courses and 200 students passed and completed one course in 2015

Action 4:

- Maintained 97%> ADA district-wide
- Chronic Truancy: 28%

Action 5:

- Student Achievement in the Opportunity Program: will not be available until June 2016.
- Middle School Drop-Out rates decreased from 8 to 0 students in 2015-16.

Action 6:

- 10th grade students who qualified for AP Potential during October 2015 PSAT administration: 1,233 of 2338 (53%) test takers
- Percentage passed AP exam with 3 or higher: increased from 85% in 2013-2014 to 86% in 2014-2015
- Participation rate of students taking the PSAT: increased 10th grade rate from 24% to 94%

Action 7:

- Maintained 95%> ADA at each high needs elementary
- Student achievement data as measured by SBAC:
 - Blacow: ELA - 37% of students met/exceeded standard. Math - 34% of students met/exceeded standard
 - Brier: ELA - 48% of students met/exceeded standard. Math - 45% met/exceeded standard.
 - Cabrillo: ELA - 39% of students met/exceeded standard. Math - 36% of students met/exceeded standard.
 - Durham: ELA - 50% of students met/exceeded standard. Math - 54% of students met/exceeded standard.
 - Grimmer: ELA - 46% of students met/exceeded standard. Math - 55% of students met/exceeded standard.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1: Expand the district's Advancement Via Individual Determination (AVID) program to prepare unduplicated students for college and career opportunities.	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	All secondary schools (10) were provided a minimum of .2 FTE to offer an AVID course at their site. The district also created a .6 FTE AVID coordinator to support the program implementation. Each AVID teacher was provided 10 release days throughout the school year to manage AVID business, set up field	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

	<p>Personnel Salaries Supplemental \$17,144</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>trips, and check on students on their caseload.</p>	<p>Personnel Salaries Supplemental \$17,144</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 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$58,064</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>								
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<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>Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>An application was sent out district-wide to gather participants for a Multi-Tier System of Support Task Force. A five year plan has been written and input has been received from the Task Force for the first year. The group met on a monthly basis.</p> <p>Principals attended PLC Institute and received information on Multi-Tier Systems of Support which will assist unduplicated students in reaching grade level standards.</p> <p>District and site teams attended Mike Mattos' Response to Intervention Training February 22-24, 2016.</p>	<p>Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$1,112</p>								

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)</p> <p>At-Risk Students in All Demographics</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)</p> <p>At-Risk Students in All Demographics</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>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>Summer school programs offered were Elementary Academy, Junior High Academy, Summer Math Academy, High School and Special Education Extended School Year (ESY).</p> <p>Summer school was offered to students in grades K-8 focusing primarily on English Language Arts and math. Students were invited to attend summer school based on student assessment data in order to help support students in becoming proficient in grade level standards. EL students from grades K-12 were invited to attend summer school as a means increase proficiency levels in English.</p> <p>Instructional Services will continue to reexamine summer school programs in the district to determine whether our current offerings are best addressing unduplicated pupils' learning goals.</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>
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At-Risk Students in All Demographics		At-Risk Students in All Demographics	
Action 4: Train site administrators, support staff and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	<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>	A training was held in September 2015 to look at our chronic absentee rate and what interventions would be appropriate to address the need. Reports are being shared with each site with next steps. A Child Welfare Attendance (CWA) person was hired to handle School Attendance Review Board (SARB) meetings and conduct home visits to address chronic truants.	No expenses; all embedded in the school day \$0
<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 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)</p> <p><u>At-Risk Students in All Demographics</u></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 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)</p> <p><u>At-Risk Students in All Demographics</u></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>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>	The district and the teachers' association collaborated in a work group in 2015-16 to evaluate the efficacy of the Opportunity program and determine recommendations for the 2016-17 school year and beyond. There were recommendations to increase intervention periods at each junior high to serve more students.	<p>Certificated Staffing - 2.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base \$232,091</p> <p>Statutory Benefits for 2.2 FTE 3000-3999: Employee Benefits Base \$39,212</p>
<p>Scope of Service Junior Highs 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 Junior Highs 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 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>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>Each of the 42 sites was provided \$2500 for services/supplies for their unduplicated students to attend assemblies, field trips, and career fairs. Some of the activities included school-wide math festivals, science lab materials and Next Generation Science field trips, college visits, and other extended learning opportunities.</p> <p>Mission Valley ROP and FUSD collaborated on a plan to expand Project Lead the Way STEM courses into the junior highs. FUSD paid salaries and benefits for a total of 1.0 FTE to teach one section of the "gateway" Robotics course at each junior high. MVROP paid for materials, room set-up, and training costs to implement the courses.</p>	<p>Field trips, career fairs, assemblies (\$2,500 x 40 schools) 5000-5999: Services And Other Operating Expenditures Supplemental \$47,600</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>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 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>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 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>Action 7: Provide targeted support and resources to unduplicated students at high needs elementary sites: Blacow, Brier, Cabrillo, Durham, Grimmer.</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>An allocation of resources was given to the five high needs elementary sites. Sites hired support personnel, purchased technology and materials/supplies, engaged parents through various means, provided professional development for the staff and employed extended day activities. The sites used funding for the following services/resources:</p> <ul style="list-style-type: none"> • Intervention teachers • Instructional paraeducators • Computers for targeted intervention programs 	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$700,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$344,788</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$206,979</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$109,985</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>	<ul style="list-style-type: none"> • Intervention programs • Online programs to support math and ELA proficiency • Science materials to help students transition into NGSS • Purchase Curriculum Associates and other programs to support students in meeting grade level standards • Materials and supplies to support focused instructional strategies • At-risk counselor • Parent workshops/engagement activities • Community liaisons to increase parent engagement • Professional development • Hire consultants to provide strategic trainings to support school goals • Support for student basic needs • Extended day activities • Develop programs to support attendance and positive behavior • 	<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> <p>Asst. Principal at Cabrillo & Blacow 1000-1999: Certificated Personnel Salaries Supplemental \$130,000</p>
<p>Scope of Service</p> <p>Elementary Sites LEA-wide</p> <hr/> <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)</p> <p><u>At-Risk Students in All Demographics</u></p>		<p>Scope of Service</p> <p>Elementary Sites LEA-wide</p> <hr/> <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)</p> <p><u>At-Risk Students in All Demographics</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The following changes in actions, services, or expenditures will be made in 2016-17 as a result of reviewing data and past progress:</p> <p>Action 1: The AVID budget will be increased to serve more students and fully support program implementation in 2016-17. AVID has been a very successful program to engage unduplicated students in a model that supports them academically and structurally. The tutors, AVID class period, field trips, and teacher guidance is critical in promoting college and career readiness for our unduplicated students. We plan to expand AVID each year to serve more students.</p> <p>Actions 2 & 5: There were three separate actions in the 2015-16 LCAP that addressed academic interventions.</p>		

The Local Control Accountability Advisory Committee (LCAAC) suggested combining G3A2 and G3A5 into G2A3 with the goal of creating a comprehensive Multi-Tier System of Support district-wide. Instructional Services created a task force to develop a 5-year plan. As part of the PLC process, creating an intervention system directly relates to Essential Questions 3 & 4: "What do we do when students don't learn it?" and "What do we do for those who already know it?"

Action 3: We are currently making some changes to elementary and junior high summer school programs to increase the number of students served and quality of program offered. This will be a multi-year plan to roll out changes based on baseline achievement data starting in summer 2016. Our district currently offers six different summer programs and we need to determine the impact on student learning and success more thoroughly.

Three **actions, 2, 6, & 7**, will pass through funding directly to sites; however, instead of each site receiving an equal amount, the funding will be distributed based on the percentage of unduplicated students at each school. This way we can ensure that the money is principally serving English Learners, low income, and foster/homeless youth. In addition, there will be a pre-approved menu of options that sites can use their allocation for to help streamline the process and get services to students in a more effective and efficient manner.

In order to bolster support for English Learners at the elementary and secondary levels, **two new actions**, were recommended for inclusion in the 2016-17 LCAP:

- Provide resources and support for the district's dual immersion language programs to enable English Learners to attain biliteracy skills while meeting California standards and assessment targets.
- Expand course offerings for secondary English Learners and establish department chair positions at each junior high and high school to assist students in gaining English proficiency.

<p>Original GOAL 4 from prior year LCAP:</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 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools LEA-wide</p> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> 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>Expected Annual Measurable Outcomes:</p>	<p>Actions 1 & 2: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school</p> <ul style="list-style-type: none"> • 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 <p>Actions 3, 4, 5: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs</p> <ul style="list-style-type: none"> • 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 <p>Action 6:</p> <ul style="list-style-type: none"> • 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 <p>Action 7: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Actions 1 & 2:</p> <p>Website Yearly Traffic: Users 1,300,000; pageviews 11,600,000</p> <ul style="list-style-type: none"> • Overall 68% are returning users & 32% are new users • Parent Satisfaction survey Q8 (notice of academic progress): increased from 76% to 82% satisfaction rate • Parent Satisfaction survey Q9 (school involvement): increased from 76% to 78% satisfaction rate • Parent Satisfaction survey Q10 (well informed): increased from 86% to 89% satisfaction rate <p>Actions 3, 4, 5:</p> <ul style="list-style-type: none"> • Attendance at DELAC, District Advisory Committees, and PIQE: Will start collecting baseline data in 2016 • Percentage of students who qualified for AP Potential versus fulfilled taking one or more AP tests: Will start collecting baseline data in 2016 • 10th grade students who qualified for AP Potential during October 2015 PSAT administration: 1,233 of 2338 (53%) test takers. • Participation rate of students taking the PSAT: increased 10th grade from 24% to 94% in October 2015. • Parent Satisfaction survey Q19 (culture, religion, race get along): increased from 79% to 82% satisfaction rate • Parent Satisfaction survey Q9 (school involvement): increased from 76% to 78% satisfaction rate • Parent Satisfaction survey Q10 (well informed): increased from 86% to 89% satisfaction rate <p>Action 6:</p> <ul style="list-style-type: none"> • Pupil suspensions: decreased from 2.9% in 2013-2014 to 2% in 14-15 • Pupil expulsions: maintained .01% rate (from 14 in 2013-2014 to 10 in 2014-2015)

<p>connectedness</p> <ul style="list-style-type: none"> California Healthy Kids Survey: All questions related to school connectedness, safety, and climate will have a 75% or higher approval rating Staff Satisfaction Survey Results: All questions related to school connectedness, safety, and climate will have a 75% or higher approval rating Parent Satisfaction Survey results: All questions related to school connectedness, safety, and climate will have a 75% or higher approval rating <p>Action 8:</p> <ul style="list-style-type: none"> Bullying incident reports: Collect baseline data 	<ul style="list-style-type: none"> Increased number of sites from 5 to 9 participating in Coordination of Services Team (COST) model Parent Satisfaction survey Q16 (attendance & discipline): increased from 74% to 77% satisfaction rate Staff Satisfaction survey Q16 (attendance & discipline): decreased from 67% to 64% satisfaction rate <p>Action 7: 2014-2015 California Healthy Kids Survey (CHKS) Student Responses to School Connectedness Questions:</p> <ul style="list-style-type: none"> 5th Grade: 59% of students responded in the high category; 39% of students responded in the medium category=98% 7th Grade: 60% of students responded in the high category; 35% of students responded in the medium category=95% 9th Grade: 47% of students responded in the high category; 45% of students responded in the medium category=92% <ul style="list-style-type: none"> Parent Satisfaction survey Q15 (student is positive): increased from 70% to 73% satisfaction rate Parent Satisfaction survey Q17 (respected & welcome): increased from 75% to 76% satisfaction rate Parent Satisfaction survey Q13 (how to get help): increased from 56% to 57% satisfaction rate <p>Action 8: Bullying incident reports:</p> <ul style="list-style-type: none"> 2014-2015: 50 incidents of violation of Education Code 48900(r) Parent Satisfaction survey Q18 (support for getting along): increased from 69% to 74% satisfaction rate Staff Satisfaction survey Q14 (people get along): maintained 89% satisfaction rate
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Action 1: Fund district-wide web-based notification and communication service(s).	Secondary School Loop Subscription 5000-5999: Services And Other Operating Expenditures Base \$45,110 Bright Arrow Subscription 5000-5999: Services And Other Operating Expenditures Base \$33,900	Fremont Unified upgraded the district website in September 2015 to better inform parents and the community. We continued to use the Bright Arrow auto-dialer and School Loop to send out messages to parents about student attendance, grades, and important school events.	Secondary School Loop Subscription 5000-5999: Services And Other Operating Expenditures Base \$45,110 Bright Arrow Subscription 5000-5999: Services And Other Operating Expenditures Base \$33,900
Scope of Service	LEA-wide	Scope of Service	LEA-wide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 2: Create a coordinated and comprehensive system for increased parent engagement representing all constituencies in Fremont Unified.</p>	<p>Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$67,503 Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$11,246</p>	<p>Two Program Managers were hired to coordinate parent engagement opportunities in the district. Parent focus groups have occurred before, during, and after school hours. Students' well-being has been the topic along with academic support. Instructional Services staff also held parent engagement meetings at all 17 schools with 40% or higher unduplicated students to gather input for the LCAP.</p>	<p>Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$78,749 Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base \$19,360</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Parent Workshops (PIQE) 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000</p>	<p>DELAC meetings occurred regularly where various relevant topics were discussed to increase the awareness and involvement of EL parents. Parent Institute for Quality Education (PIQE) operated nine week parent engagement programs to teach parents how to navigate the school system and promote meaningful interactions and partnerships between parents, schools, and educators and inform parents about post-secondary education and ways to</p>	<p>Parent Workshops (PIQE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$33,000</p>

		<p>help their student in reaching this goal. PIQE was conducted at Grimmer, Blacow, Durham, and Brier.</p>	
<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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><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>Action 4: Provide parents and unduplicated students with information and education on expectations for college and career readiness.</p>	<p>Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>The district renewed the Naviance license for secondary schools--a comprehensive college and career readiness solution for middle and high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes.</p> <p>The Directors of Secondary and Elementary Education are working to produce a pamphlet for all unduplicated elementary families that will summarize many of the standards around College and Career Readiness that are written in the High School Course Catalog.</p>	<p>Naviance license 5000-5999: Services And Other Operating Expenditures Supplemental \$77,982</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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><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>Action 5: Maintain personnel to support English Learner families including: community liaisons, language assessment techs, and EL administrative support.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$365,424</p> <p>Language Assessment and Translation 2000-2999: Classified Personnel Salaries Supplemental \$579,607</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$199,852</p>	<p>Personnel was hired in various capacities working at both the school and district level. Community Liaisons, ELD Coaches, Language Technicians and EL administrative personnel provided direct services to EL students and parents.</p> <p>Federal & State Programs supported EL students by providing technical assistance and supporting with the implementation of English Language Development programs district-wide. Staff helped sites with guidance in developing rigorous ELD programs, provided professional development for staff and ensured that state and federal mandates were followed.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$475,000</p> <p>Language Assessment and Translation 2000-2999: Classified Personnel Salaries Supplemental \$665,378</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$236,694</p> <p>Materials & Supplies to support EL families 4000-4999: Books And Supplies Supplemental \$17,311</p> <p>Operating Expenditures to support EL families 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <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>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <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 6: Implement the Coordination of Services Team (COST) model to identify and monitor interventions to decrease suspensions and expulsions.</p>	<p>Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$144,018</p> <p>Statutory Benefits 3000-3999: Employee Benefits Base \$23,993</p>	<p>Alameda County held a training on Sept 28, 2015 with the Student Support Services team on implementation of the COST model. Program Managers had meetings with admin and counselors at all sites to roll out the COST model.</p>	<p>Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base \$154,165</p> <p>Statutory Benefits 3000-3999: Employee Benefits Base \$42,029</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input 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>Scope of Service LEA-wide</p> <hr/> <p><input 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>	

<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-risk students in all demographics</u>		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <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>Secondary Counselors (Salaries) - 10.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$885,647</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$147,549</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 \$279,299</p> <p>Additional Secondary Counselors (Statutory Benefits) - 3.0 FTE 3000-3999: Employee Benefits Supplemental \$46,531</p>	<p>In 2015-16, FUSD increased secondary counselors by 3.0 FTE (.5 FTE at each: Washington High, Centerville Jr. High, American High, Thornton Jr. High, Irvington High, Horner Jr. High).</p> <p>FUSD increased counseling interns from 17 to 22 at the elementary sites; added 1 at the junior high level and maintained 4 at the high school level.</p> <p>We created a formula based on sites' unduplicated student counts to determine counseling FTE for elementary sites 2016-17. There are 14 sites that will be allocated a .5 FTE counselor each.</p>	<p>Secondary Counselors (Salaries) - 10.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$885,647</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$147,549</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 \$279,299</p> <p>Additional Secondary Counselors (Statutory Benefits) - 3.0 FTE 3000-3999: Employee Benefits Supplemental \$46,531</p>
<p>Scope of Service LEA-wide</p> <hr/> <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>Scope of Service LEA-wide</p> <hr/> <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>Action 8: Establish a task force to research current effective bullying prevention strategies.</p>	<p>Task Force meetings, information, and materials 4000-4999: Books And Supplies Base \$5,000</p>	<p>A Promoting Positivity task force was formed that included teachers, administrators and students. Community partner Fremont Unified Student Store (FUSS) donated money to purchase 10,000 "promoting positivity" wristbands that circulated throughout the district recognizing acts of kindness and people</p>	<p>Films with Impact project 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000</p>

		<p>standing up to bullying.</p> <p>“Films with Impact” project was created at two district high schools to reduce stigma around mental illness, increase awareness of available campus and community-based resources to support mental health and encourage students to seek out resources for their own mental well-being.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>At-risk students in all demographics</u></p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>At-risk students in all demographics</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The following changes in actions, services, or expenditures will be made in 2016-17 as a result of reviewing progress:</p> <p>Action 3: The Parent Institute for Quality Education (PIQE) has been well received and has been in high demand in the district for the past several years. This year we attempted to increase services to parents, however, PIQE was not able to fulfill all requests. We are currently researching additional parent education resources (such as Beyond the Locker) to add to this action to reach more parents of unduplicated students.</p> <p>Action 6: Coordination of Services Team (COST) will be expanded to additional sites each year with the goal of implementing it across the district in the next five years. It may be blended into the Multi-Tier System of Support model that is also being developed to systematize interventions in FUSD.</p> <p>Action 7: Similar to the PIQE situation in G4A3, the City of Fremont was not able to keep up with site demands for counseling interns. Based on feedback from parents, students, and staff, there was an enormous interest in hiring counselors to support students with academic and social-emotional needs. In response, LCAAC has recommended that a .5 FTE certificated counselor to be placed at all elementary sites with 40% or higher unduplicated students (14 sites total) in the district.</p> <p>Action 8: A task force convened in fall 2015 to discuss anti-bullying approaches for FUSD. The team considered</p>		

ideas including character education, promoting positivity, and restorative practices. Several schools will be piloting restorative practices in 2016-17 and reporting back to the task force its impact on improving school climate and student discipline.

Actions that have been successful and will be continued into 2016-17 include **1, 2, 4, and 5**--all of these relate to improving communications with our parent community. Helping parents of unduplicated students understand and access the school system and services, therein, is a crucial component to student success. By offering communications in parents' home languages will furthermore bring all parents into the loop on key information that will assist their children, socially, emotionally, behaviorally, and academically throughout their years in school. We will continue to improve our website, newsletters, social media presence, meetings, and events by developing parent-friendly methods of outreach and feedback to incorporate their expressed needs into our program planning.

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.

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	\$14,469,034
Fremont Unified has targeted the supplemental funds for both broad initiatives and direct support for the targeted populations: low income students, English Learners, Foster and Homeless Youth.	
<p>Goal 1 strives to provide an educational environment that is conducive to learning. Supplemental funds are used for six action items that impact all students. Five of these action items focus on improving teacher quality and one action provides increased technology access to support unduplicated students’ learning. Action 6 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 10 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. Therefore, Actions 8 and 9 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 California 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 2-5 provide supplemental funds for the work that needs to be done to build successful Professional Learning Communities that will improve outcomes for unduplicated students. 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. While Goal 1 Action 6 provides funding for collaboration time at school sites, Goal 2 Action 2 provides time for the teachers across school levels to collaborate on college/career readiness indicators. 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. Action 4 pays for 100% of all 10th grade students in the district to take the PSAT free of cost. Results from the PSAT, using the AP Potential tool, identifies underrepresented students who may be successful in AP coursework. Principals and counselors will use the results to reach out to ELs, Foster/Homeless Youth, and low income students and encourage them to enroll in higher level courses. All students will benefit from these actions but, without them, the targeted students may struggle and become disenfranchised. Additionally, Action 5, which is new this year, will increase resources in each school library—a place that is indisputably critical to students who may not have similar technologies, materials, and reading material at home. Content area literacy as well as the ability to decode the intricacies of informational text in a variety of subject areas is key to students’ success in K-12 education and beyond. Opening doors to college and career</p>	

opportunities start with students being able to understand complex texts and express what they mean, orally and in writing. No other alternatives were considered because research shows these important activities clearly support the unduplicated students.

Goal 3 is to implement strategies to involve students in their learning and interventions to eliminate barriers to success. All actions (except #4) are geared toward supporting unduplicated students with programs that will fill in knowledge and skills gaps as well as opening avenues to potential post-secondary options. Action 1, "Advancement Via Individual Determination (AVID) trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. The AVID system has always been inquiry-based, and it supports the tenets that are woven throughout the Common Core Standards; AVID teaches students to think critically as they solve problems and rise to educational challenges", which are essential elements for unduplicated students' access to meeting higher education goals. (<http://www.avid.org/common-core.ashx>). Action 2 establishes the beginning of a six-year comprehensive MTSS (Multi-Tier Systems of Support) plan to be implemented across the district with a focus on identification processes, assessment, data analysis, placement, and service delivery and structure. Our intention is to intervene with struggling students early, frequently, and embedded within the school day, which will decrease numbers of students entering Special Education unless they truly need it.

Fremont Unified School District has historically offered a variety of summer programs to support student progress and attainment of academic standards. While summer school is no longer required or directly funded by the State of California, Fremont Unified has continued to include summer school options for students under Action 3 with the intention of filling gaps and increasing engagement for our English Learners, low income, and Foster/Homeless Youth. Action 5 focuses on engaging our unduplicated students in their educational opportunities through real world experiences that connects school with real world careers. Each site receives proportional funds to provide these experiences for their students. Exposing students to a variety of work sites, listening to guest speakers, taking field trips to colleges, and/or hosting a career day will give our unduplicated students opportunities to see individuals interacting in professional settings. Fremont's five elementaries with the highest percentage (over 50%) of unduplicated students will continue to receive additional financial support to enhance their programs. With this pass-through funding, sites may hire support personnel, purchase technology and materials/supplies, engage parents through various means, provide professional development for the staff and employ extended-day activities. With a focus on supporting unduplicated students enrolled in English Learner and immersion programs, Actions 7 and 8, are new in 2016-2017. They provide resources and curriculum for Spanish and Mandarin Dual Immersion, create department English Language Development (ELD) chair positions, and add ELD sections at the secondary sites. In order to increase equity of program district-wide, we recognized a need to synthesize our support to students as they learn English and another language. No other alternatives were considered because these actions support the unduplicated students in multiple research-based ways.

The fourth and final goal is to establish partnerships with our families and community to increase academic success for all students. In Action 3, Parent Institute for Quality Education (PIQE) operates nine week parent engagement programs to teach parents how to navigate the school system and promote meaningful interactions and partnerships between parents, schools, and educators and inform parents about post-secondary education and ways to help their unduplicated students in reaching this goal. Personnel was hired in various capacities working at both the school and district level in Action 5. Community Liaisons, ELD Coaches, Language Technicians and EL administrative personnel provided direct services to EL students and parents. Federal & State Programs support EL students by providing technical assistance and supporting with the implementation of English Language Development programs district-wide. The supplemental funds, per Action 7, are used to provide counseling services for at-risk students across all grade levels. The seven new counselors in 2016-17 will be assigned to 14 elementary schools that have 40% or higher unduplicated students. 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 these high leverage manners 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.

5.58	%			
<p>Fremont Unified is providing increased and improved services to the targeted students: low income pupils; English Learners; and foster and homeless youth. The 2016 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. As indicated in the chart below, FUSD has increased services to unduplicated students and parents through district-wide, elementary, junior high, and high school programs:</p>				
Goal and Action	Services To:	2015-16	2016-17	Increase
3.1 - Expand AVID program	All Students, but Principally Serving Unduplicated	\$ 437,687	\$ 678,094	\$240,407
3.2 - Multi-tiered intervention support system	All Students, but Principally Serving Unduplicated	\$ 418,303	\$ 655,676	\$237,373
3.3 - Increase achievement through summer programs	All Students, but Principally Serving Unduplicated	\$ 926,735	\$ 1,161,142	\$234,407
3.7 - Support for Dual Immersion Programs	All Students, but Principally Serving Unduplicated	\$0	\$ 100,000	\$ 100,000
3.8 - EL Secondary Sections & Dept. Chair Stipend	Unduplicated Students	\$0	\$ 200,035	\$ 200,035
4.2 - Connect parents and students to external/internal resources	Unduplicated Students	\$ 78,749	\$ 147,040	\$68,291
4.6 - Implement Coordination of Services Team (COST) model	All Students, but Principally Serving Unduplicated	\$ 168,011	\$ 221,529	\$53,518
4.7 - Secondary & elementary counselors	All Students, but Principally Serving Unduplicated	\$ 1,512,926	\$ 2,084,674	\$571,748
4.8 - Restorative Practices implementation	All Students, but Principally Serving Unduplicated	\$0	\$ 75,000	\$ 75,000
Total Increases				\$1,780,779

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	17,238,513.00	17,030,010.00	19,922,466.00	20,382,176.00	20,856,295.00	61,160,937.00
Base	3,802,400.00	3,198,896.00	3,344,180.00	3,431,436.00	3,521,636.00	10,297,252.00
Other	1,170,722.00	1,888,821.00	1,858,241.00	1,873,896.00	1,904,400.00	5,636,537.00
Supplemental	12,265,391.00	11,942,293.00	14,720,045.00	15,076,844.00	15,430,259.00	45,227,148.00

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	17,238,513.00	17,030,010.00	19,922,466.00	20,382,176.00	20,856,295.00	61,160,937.00
1000-1999: Certificated Personnel Salaries	8,659,048.00	8,629,126.00	10,024,118.00	10,215,967.00	10,338,827.00	30,578,912.00
2000-2999: Classified Personnel Salaries	3,076,937.00	3,169,708.00	3,315,234.00	3,348,164.00	3,419,046.00	10,082,444.00
3000-3999: Employee Benefits	2,180,340.00	2,254,471.00	2,624,603.00	2,860,447.00	3,140,834.00	8,625,884.00
4000-4999: Books And Supplies	1,810,899.00	1,763,818.00	1,667,325.00	1,674,654.00	1,674,644.00	5,016,623.00
5000-5999: Services And Other Operating Expenditures	658,388.00	635,906.00	1,082,354.00	1,074,112.00	1,074,112.00	3,230,578.00
5800: Professional/Consulting Services & Operating Expenditures	852,901.00	576,981.00	1,208,832.00	1,208,832.00	1,208,832.00	3,626,496.00

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	17,238,513.00	17,030,010.00	19,922,466.00	20,382,176.00	20,856,295.00	61,160,937.00
1000-1999: Certificated Personnel Salaries	Base	1,002,152.00	465,005.00	530,603.00	551,488.00	545,523.00	1,627,614.00
1000-1999: Certificated Personnel Salaries	Other	143,127.00	756,961.00	784,441.00	796,208.00	808,150.00	2,388,799.00
1000-1999: Certificated Personnel Salaries	Supplemental	7,513,769.00	7,407,160.00	8,709,074.00	8,868,271.00	8,985,154.00	26,562,499.00
2000-2999: Classified Personnel Salaries	Base	1,925,583.00	1,925,583.00	1,968,287.00	1,983,784.00	2,027,779.00	5,979,850.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	41,458.00	42,080.00	42,712.00	126,250.00
2000-2999: Classified Personnel Salaries	Supplemental	1,151,354.00	1,244,125.00	1,305,489.00	1,322,300.00	1,348,555.00	3,976,344.00
3000-3999: Employee Benefits	Base	628,655.00	562,298.00	591,280.00	642,154.00	694,324.00	1,927,758.00
3000-3999: Employee Benefits	Other	23,845.00	126,110.00	149,710.00	152,976.00	170,906.00	473,592.00

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	Supplemental	1,527,840.00	1,566,063.00	1,883,613.00	2,065,317.00	2,275,604.00	6,224,534.00
4000-4999: Books And Supplies	Base	167,000.00	162,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	850,000.00	850,000.00	610,000.00	610,000.00	610,000.00	1,830,000.00
4000-4999: Books And Supplies	Supplemental	793,899.00	751,818.00	1,057,325.00	1,064,654.00	1,064,644.00	3,186,623.00
5000-5999: Services And Other Operating Expenditures	Base	79,010.00	79,010.00	154,010.00	154,010.00	154,010.00	462,030.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	11,632.00	11,632.00	11,632.00	34,896.00
5000-5999: Services And Other Operating Expenditures	Supplemental	579,378.00	556,896.00	916,712.00	908,470.00	908,470.00	2,733,652.00
5800: Professional/Consulting Services Operating Expenditures	Base	0.00	5,000.00	100,000.00	100,000.00	100,000.00	300,000.00
5800: Professional/Consulting Services Operating Expenditures	Other	153,750.00	155,750.00	261,000.00	261,000.00	261,000.00	783,000.00
5800: Professional/Consulting Services Operating Expenditures	Supplemental	699,151.00	416,231.00	847,832.00	847,832.00	847,832.00	2,543,496.00

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).