LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Fremont Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Fremont Unified School District (FUSD) serves nearly 35,000 students and employs 3,000 teachers and staff across forty-two schools. Our students come from diverse ethnic and linguistic backgrounds, including: Asian 59.3%; African American 2.6%; Filipino: 5.8%; Hispanic/Latino: 15.1%; White: 13.2%; 2 or more races; 3% and; Pacific Islander 0.6%. English Learners comprise 17% of our population, with over 30% being redesignated as Fluent English Proficient each year.

FUSD's school sites are teeming with vibrant libraries, activities, and programs to give students the best possible experience in and out of the classroom. In addition, the city of Fremont, California, is ranked among the nation's very best communities in which to live, learn, work and raise a family. As a community, we are committed to providing high-quality education that helps students prepare to become tomorrow's leaders. We value high academic standards and enriched educational experiences to build strong scholars and active citizens. The students who enter our classrooms each day come to us full of promise and hope. Together, we provide all students with educational experiences that will prepare them to excel today, tomorrow, and in the future. Fremont Unified's mission is to Inspire, Educate, and Challenge our students.

LCAP HIGHLIGHTS

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

Overview
The Local Control Funding Formula (LCFF) was enacted as a component of the Budget Act for 2013-2014 school year under Assembly Bill 97. It eliminated the Revenue Limit funding and most of the State categorical funds and established the new funding formula that provides the same base grant to all school districts. Supplemental funding is provided to address the needs of "unduplicated students". Eligible students include English Learners (EL), low income students, and foster youth. In 2017, approximately 28% of Fremont Unified's students were designated as "unduplicated", a four (4%) percent decrease from 2016.

The Local Control Accountability Plan (LCAP) is a critical part of the LCFF. Each school district must engage parents, students, employees, and the community in the development of the plan. The plan is designed to describe the district's vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAP document must focus on eight areas identified as state priorities over a three year period including:
- Basic Services
- Implementation of Common Core Standards
- Parental Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access
- Other Student Outcomes

Each district is required to hold two public meetings; the first is designed to receive feedback and the second public meeting is designated for adoption of the plan. The LCAP must be approved prior to the passage of the district budget each spring. It is then submitted to the Alameda County Office of Education prior to June 30th each year for final approval.

The Board of Trustees appoints an LCAP oversight committee comprised of parents, community members, teachers, employee group representatives, and administrators. Parent representatives comprise more than 50% of the membership. Fremont's LCAAC (Local Control Accountability Advisory Committee) meets approximately four-five times each year to reach out to constituent groups for feedback, analyze the current year's data, draft the annual update, recommend funding expenditures, and monitor the development of new goals and actions.

Annual Review & Analysis
For each goal in the prior year of the LCAP, stakeholder groups review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the original goal. The LCAAC looks at the district's data and budget and then describes any changes to the actions/services and expenditures needed to meet the goals as a result of the review and analysis.

Stakeholder Engagement
Fremont Unified School District utilizes multiple strategies to engage all stakeholders in the process to give input into the priorities and goals of the Local Control Accountability Plan (LCAP). Members of the school community, parents, teachers, administrators, staff, students, and employee groups are invited to learn more about LCFF and LCAP and to participate in activities that inform the planning process. Sites also use 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 meetings. This section provides an overview of the stakeholder engagement process used to inform the development of the LCAP as well as reflection on how community input impacted the LCAP goals and actions.

LCAP Priority Input: Common Themes from 2017 Outreach
- Maintain teacher collaboration time
- Professional development for all staff
- Support for California Standards implementation including professional development, coaching, and better materials and resources
- District-wide writing program
- Smaller class sizes
- Improved school facilities
- Updated technology devices and digital resources such as online databases, programs
- Equity of technology devices and access across the district
- More parent, student, and teacher support for the shifts in math and science instruction
- More consistency for teacher expectations, homework, and grading
- Support for students who need interventions including academic and social-emotional
- Variety of electives including art & music, STEAM, 21st century high interest courses
- Parent education opportunities and outreach
- More hands-on activities and learning opportunities inside and outside of the classroom
- AVID classes at junior and senior high
- Counseling support
- Bullying prevention and student safety
- Equity in after-school programs and activities at all schools

- Social Services and mental help for families
- Instructional coaches to support classroom teachers
- English and math support classes; summer school
- Supplemental curriculum to support English Learners

Goals, Actions, and Services
Based on the themes, priorities, and stakeholder input, the 2017 Local Control Accountability Plan increases and improves services to the unduplicated student groups: low income pupils; English Learners and; foster youth. The 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.

Fremont Unified is dedicated to ensuring that all students benefit from an engaging educational environment, challenging instruction, targeted interventions and supports, and healthy family partnerships. Four (4) overarching goals have been identified to serve Fremont Unified's unduplicated students. Each goal has corresponding actions that the district will take to improve educational outcomes. The State also requires over 30 progress indicators, or metrics, which include tools that will be used to measure how well students perform over the course of the three-year plan. An annual evaluation will inform necessary adjustments and revisions to the actions and services in the following years' plans.

Goal 1: Provide an educational environment that is conducive to learning. State Priorities: #1 Basic Services & #2: State Standards = 8 Actions
Goal 2: Increase the academic achievement of all students through challenging and engaging instruction. State Priorities: #4: Pupil Achievement & #8: Other Student Outcomes = 7 Actions
Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success. State Priorities: #7: Course Access & #5: Pupil Engagement = 8 Actions
Goal 4: Establish partnerships with our families and community to increase academic success for all students. State Priorities: #3: Parent Involvement & #6 School Climate = 6 Actions

Demonstration of Increased or Improved Services for Unduplicated Students
This section identifies describes how services provided for unduplicated pupils are increased or improved either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year and identifies each action/service being funded and provided on a school-wide or LEA-wide basis. The LCAP allocates LCFF Supplemental funding as well as utilizes several other sources such as Title I, Title II, Career Readiness Block Grant, Educator Effectiveness Block Grant, Career and Technical Education (CTE) grant and the LCFF Base Grant to support actions that either, a) improve or expand effective programs as determined in the annual update, or b) provide new programs or services as developed through stakeholder input.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Fremont Unified School District made gains on the following indicators on the California School Dashboard:

- Graduation Rates: All Students Performance: Blue
  - All subgroups increased or increased significantly
- English Language Arts: All Students Performance: Blue
- Increased
  - English Learners
  - Socioeconomically Disadvantaged
- Mathematics: All Students Performance: Blue
- Increased
  - English Learners
- Maintained

- Socioeconomically Disadvantaged

The academic growth is attributed in part to the school district's focus on Professional Learning Communities (PLCs), which is described in Goal 1 Action 1. Teams of teachers and administrators have been given multiple opportunities to receive training on PLCs at Work conferences and approximately 175 staff members attended the San Jose conference in July 2016. In July 2017, there will be another PLC at Work conference in San Jose and we will send an additional 50-100 staff for training. Overall, 100% of administrators have attended the conference and received training. In addition to this, all sites received training from Solution Tree in August 2016 and the survey results completed by staff at the conclusion of the training have been overwhelmingly positive with an average rating of 4.4 on a 5 point scale. The school district has continued to provide training on PLCs throughout the year and 99% of those surveyed reported the district-provided professional development to be of value. PLC training in the 2017-2018 school year will have a larger focus on the use of data analysis to determine evidence of student learning. All site administrators and Curriculum & Instruction Liaisons received training in Spring 2017 in this area. The continued focus on Professional Learning Communities, particularly in the area of data analysis, will further encourage positive academic growth for all subgroups of students.

Many actions highlighted in Goal 3 have contributed to the high graduation rate. Advancement Via Individual Determination (AVID) courses are now offered at all Fremont Unified School District junior high and high schools. 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. Another area of support for students is the addition of intervention sections at each junior high and high school. Each school has flexibility in determining the focus of these courses, allowing them to target the student groups in greatest need of intervention. An additional factor that assists students in meeting graduation requirements is the range of extended learning options for students that are offered over the summer. 95% of high school summer courses taken were passed during the 2016 summer program.

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

GREATEST NEEDS

The Fremont Unified School District did not have any state indicators in the "Red" or "Orange" performance categories on the Spring 2017 California School Dashboard. The Performance Gaps highlighted below are areas of focus, as the students in these subgroups were in the "Yellow" category and were two or more performance levels below the "all student performance":

- Graduation Rate
  - Students with Disabilities
- English Language Arts Achievement (Gr. 3-8):
  - Socioeconomically Disadvantaged
  - Students with Disabilities
  - African American, Hispanic, and Pacific Islander students
- Mathematics Achievement (Gr. 3-8):
  - Socioeconomically Disadvantaged
  - Students with Disabilities
  - African American, Hispanic, and Pacific Islander students

The student groups above are a continued area of focus for our district and drive many of our goals and actions. Primarily, we are looking to raise the academic achievement of all subgroups and increase the completion of college readiness indicators. Programs and supports have been

put into place to support these actions and close the achievement gap. Further study of best practices at schools within the district, such as Grimmer Elementary School, is continuing. Grimmer Elementary continues to strive forward and their mathematics achievement on the California School Dashboard shows all student groups in the blue performance category, despite being one of the top two schools in the district with the highest unduplicated counts (64%).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORM- ANCE GAPS

According to the Spring 2017 California School Dashboard, Fremont Unified School District identified performance gaps of two or more performance levels below the "all student" performance in the following areas:

- Graduation Rate: Students with Disabilities
- English Language Arts Achievement (Gr. 3-8):
    - Socioeconomically Disadvantaged
    - Students with Disabilities
    - African American, Hispanic, and Pacific Islander students
- Mathematics Achievement (Gr. 3-8):
    - Socioeconomically Disadvantaged
    - Students with Disabilities
    - African American, Hispanic, and Pacific Islander students

The identified student groups are areas of focus throughout the 2017-18 LCAP and the needs of these student groups drive many of the LCAP goals and actions. Some examples include increasing representation of these student subgroups in AVID courses, specific actions to increase college readiness indicators, and increasing the academic achievement of all indicated subgroups.

One of the actions to increase academic achievement is through the work of the district Professional Learning Communities (PLCs) which were implemented district-wide in August of 2015 (Goal 1 Action 1). Increased teacher collaboration via PLCs, which is highlighted in in Goal 1 Action 6, will also help to eliminate these performance gaps. In the spring of 2017, all site administrators received training on the use of data analysis as a means to narrow the achievement gap as part of their PLC training. In the fall of 2017, the school district is transitioning to a new assessment system, Illuminate Education's Data and Assessment (DnA) platform, which will provide additional tools to teachers and administrators to appropriately assess evidence of student learning. The system will house all student data and will provide more ways to monitor the progress of student groups (Goal 2 Action 1).

Many actions are in place to promote the college readiness of the subgroups indicated above. Fremont Unified is continuing to partner with the Parent Institute for Quality Education (PIQE), an organization that provides families and students with the knowledge and skills to improve the academic success of their students. We are continuing to see more families successfully complete the program and we continue to strive to increase this number (Goal 4 Action 3). Many college readiness tests are made available to students free of charge to ensure all students have access. The PSAT will continue to be offered to all 10th grade students and the college readiness indicators will be shared with high schools to ensure students are appropriately placed in courses where they have shown college readiness indicators (Goal 3 Action 7).

The African American Achievement Task Force was created in the fall of 2016 due to the achievement gaps identified through the 2016 CAASPP English language arts and mathematics summative assessment results. This committee will make recommendations to the district in the spring of 2017 which will help to guide further supports for our African American students.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

As mentioned in previous sections, Fremont Unified School District aims to increase and improve services for our English Learners, low income students, and foster youth in multiple ways. In Goal 2, Action 5 we are striving to implement district-wide strategies to increase literacy and use of academic language across all subject areas by extending library and computer lab hours and hiring additional staff to help students who may not have technology or other educational resources at home. Knowing that academics isn't everything that makes a child successful, we're also developing a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions for struggling students via Goal 3 Action 2.

Additionally, College readiness tests are made available free of charge to all students to increase students' post-high school options (Goal 3 Action 7). This continued focus will help to identify unduplicated students who show indicators of college readiness so that schools can provide additional support and guidance to these students. School counselors are now located on more campuses with a focus on supporting all student groups, particularly low-income, English Learners, and foster youth(Goal 4 Action 6). Summer school continues to be offered allowing students to meet graduation and A-G requirements. The 2016 high school summer program served 422 socioeconomically disadvantaged students and 164 English Learners and had an overall course pass rate of 95% (Goal 3 Action 3). An assistant principal position continues to serve unduplicated students at Brier Elementary School where 47% of students are socioeconomically disadvantaged and 44% are English Learners (Goal 3 Action 6).

Specific supports for English Learners include providing resources for students enrolled in Spanish and Mandarin dual-immersion programs in Goal 2 Action 7. Furthermore, Goal 3 Action 5 allocates resources and staff to each school site to assist English Learners in becoming proficient in English. This is done through increased staffing and provision of classroom materials. English Language Development (ELD) department chair positions have been established at all secondary schools to enable English Learners to meet or exceed graduation requirements. ELD course offerings have also been streamlined across the secondary sites to ensure there are equitable course offerings for all students (Goal 3 Action 8). Finally, we have trained upwards of 60 teachers a year to learn GLAD (Guided Language Acquisition Design) strategies to engage our English Learners in Goal 1 Action 8.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$367,288,761
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$19,590,518

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All expenditures are listed in the Adopted Budget. All human resources, facilities, operations, services and supplies for all students are part of the Base program. See below for the list of expenditure categories:

Certificated Salaries: $196,421,035
Classified Salaries: $57,707,580
Employee Benefits: $55,677,878
Books and Supplies: $11,330,824
Services and Operating Expenditures: $27,885,921
Capital Outlay: $13,875,559
Other Outgo: $4,387,964

$286,369,194	Total Projected LCFF Revenues for LCAP Year

[Annual Update]{.underline}   **LCAP Year Reviewed: 2016-17**

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

Goal 1	Provide an educational environment that is conducive to learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED	**ACTUAL**
Action 1: Local Measures • 100% of certificated staff attend professional development on Professional Learning Communities (PLCs) • 94% Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) Action 2: Teachers are appropriately assigned and fully credentialed in the subject area and pupils they are teaching • Rate of Teacher Misassignments: Maintain at 0% • Credentialed Teacher Rate: Maintain at 98% or above • Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0% • Teachers of English Learners Misassignment Rate: Maintain at 0% Actions 3 & 4: The LCAP addresses the degree to which school facilities are maintained in good repair • 100% compliance on Williams Compliance Quarterly Reports • 86% Good or Exemplary designations on the Facility Inspection Tool (FIT) • Parent & Staff Satisfaction Survey results: All questions related to facilities will have a 58% or higher approval rating Actions 5: Every pupil in the school district has sufficient access to the standards-aligned instructional materials • 100% compliance on Williams Compliance Quarterly Reports • 100% of students have access to CCSS materials	Action 1: Local Measures • % of certificated staff attended professional development on Professional Learning Communities (PLCs): 100% • % Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale): 99% of those surveyed reported the district provided professional development to be of value. On a scale of 1-5 with 5 being very satisfied, the average survey score from August PLC staff development was 4.4. Action 2: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching • Rate of Teacher Misassignments: 0% • Credentialed Teacher Rate: 100% • Credentialed Teachers Teaching Outside of Subject Area Rate: 0% • Teachers of English Learners Misassignment Rate: 0% Actions 3 & 4: The LCAP addresses the degree to which school facilities are maintained in good repair • % compliance on Williams Compliance Quarterly Reports: 100% • % Good or Exemplary designations on the Facility Inspection Tool (FIT): 84% • Parent & Staff Satisfaction Survey results: All questions related to facilities had a 70% approval rating Actions 5: Every pupil in the school district has sufficient access to the standards-aligned instructional materials • % compliance on Williams Compliance Quarterly Reports: 100% • % of students had access to CCSS materials: 100%

- Increase number of students using TenMarks math intervention from 8,373 to 10,000
- Increase number of students using Lexia reading intervention from 18,621 to 20,000

Actions 6, 7, 8, 9: The implementation of state board adopted academic content and performance standards for all students
- CCSS Self-Assessment Tool: Increase number of components in "Implementation Phase" or increase to "Continuous Improvement Phase": 5 of 7
- Maintain 95% or above teacher participation rates in CCSS professional development activities
- Smarter Balanced Assessment Consortium (SBAC) results: In mathematics, 72% of students will meet or exceed the standard. In English Language Arts, 73% of students will meet or exceed the standard.
- STAR/CAASPP Science Proficient or Advanced Rates: In 5th grade, 87% of students will score proficient or advanced; 8th grade: 86% of students will score proficient or advanced; 10th grade: 75% of students will score proficient or advanced
- API has been eliminated and will not be used as a metric

Action 10: 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 Making Annual Progress in Learning English (AMAO 1): 78%
- Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): 54%
- Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): 64%
- Title III report (AMAO 2) English Learner Reclassification Rate: 14%
- Maintain or Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): maintain or increase 119 teachers

- Increased number of students using TenMarks math intervention from 8,373 to 8,773
- Decreased number of students using Lexia reading intervention from 18,621 to 16,673

Actions 6, 7, 8, 9: The implementation of state board adopted academic content and performance standards for all students
- CCSS Self-Assessment Tool: 5 components are in "Implementation Phase"
- Maintained 95% or above teacher participation rates in CCSS professional development activities
- Smarter Balanced Assessment Consortium (SBAC) results: In mathematics, 71% of students met or exceeded the standard. In English Language Arts, 75% of students met or exceeded the standard.
- STAR/CAASPP Science Proficient or Advanced Rates: 5th and 8th grade: 83% of students scored proficient or advanced; 10th grade: 74% of students scored proficient or advanced.

Action 10: 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 Making Annual Progress in Learning English (AMAO 1): discontinued
- Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): discontinued
- Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): discontinued
- Title III report (AMAO 2) English Learner Reclassification Rate: 35.2%
- Maintain or Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 180

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Action 1: Build Professional Learning Communities (PLCs) equitably across the district.	Action 1: Build Professional Learning Communities (PLCs) equitably across the district.

Expenditures

BUDGETED	ESTIMATED ACTUAL
District-wide PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other $156,000	District-wide PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other $100,130
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 (principal cohort coaching) (Title II, Part A) 5800: Professional/Consulting Services And Operating Expenditures Other $12,000
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) 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	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 And Supplies Supplemental $180,000	PLC resources & materials 4000-4999: Books And Supplies Supplemental $20,000

Action 2

Actions/Services

PLANNED	ACTUAL
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.	Action 2: Provided 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.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Induction and PAR (Salaries) (EEBG) 1000-1999: Certificated Personnel Salaries Other $623,043	Induction and PAR (Salaries) (EEBG) 1000-1999: Certificated Personnel Salaries Other $423,729
Induction and PAR (Staturory Benefits) (EEBG) 3000-3999: Employee Benefits Other $110,590	Induction and PAR (Staturory Benefits) (EEBG) 3000-3999: Employee Benefits Other $80,001
Consulting & Services (EEBG) 5000-5999: Services And Other Operating Expenditures Other $11,632	Consulting & Services (EEBG) 5000-5999: Services And Other Operating Expenditures Other $18,000
	Materials, Supplies, Training (EEBG) 5000-5999: Services And Other Operating Expenditures Other $50,700

Action 3

Actions/Services

PLANNED	ACTUAL
Action 3: Provide adequate personnel and resources to effectively	Action 3: Provided adequate personnel and resources to effectively

	maintain facilities.	maintain facilities.
Expenditures	**BUDGETED** 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	**ESTIMATED ACTUAL** 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

Actions/Services	**PLANNED** Action 4: Purchase technologies (hardware, software, digital applications) for all schools to ensure equity for unduplicated students and decrease the digital divide.	**ACTUAL** Action 4: Purchased technologies (hardware, software, digital applications) for all schools to ensure equity for unduplicated students and decrease the digital divide.
Expenditures	**BUDGETED** Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental $250,000	**ESTIMATED ACTUAL** Purchases towards supplemental technology equipment at sites 4000-4999: Books And Supplies Supplemental $713,570

Action 5

Actions/Services	**PLANNED** Action 5: Identify, evaluate, and purchase supplemental materials to support students' achievement of California standards.	**ACTUAL** Action 5: Identified, evaluated, and purchased supplemental materials to support students' achievement of California standards.
Expenditures	**BUDGETED** Supplemental Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other $600,000	**ESTIMATED ACTUAL** Supplemental Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other $485,000

Action 6

Actions/Services	**PLANNED** Action 6: Provide teacher collaboration time on instructional strategies, assessments, and lesson development to increase unduplicated students' achievement.	**ACTUAL** Action 6: Provided teacher collaboration time on instructional strategies, assessments, and lesson development to increase unduplicated students' achievement.
Expenditures	**BUDGETED** Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental $2,355,479 Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental $418,098	**ESTIMATED ACTUAL** Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental $2,209,979 Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental $404,492

Action 7

Actions/Services	**PLANNED** Action 7: Provide meaningful and high quality professional development opportunities for all instructional staff who serve unduplicated students.	**ACTUAL** Action 7: Provided meaningful and high quality professional development opportunities for all instructional staff who serve unduplicated students.

Expenditures	**BUDGETED** Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $339,703 Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental $60,297 Consulting & Services (EEBG) 5800: Professional/Consulting Services And Operating Expenditures Other $95,000	**ESTIMATED ACTUAL** Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $275,000 Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental $48,814 Consulting & Services (EEBG) 5800: Professional/Consulting Services And Operating Expenditures Other $93,000

Action 8

Actions/Services	**PLANNED** 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.	**ACTUAL** Action 8: Provided instructional coaches to support mathematics, English Language Arts, social science, and science instruction with a specific focus on improving unduplicated students' content area skills.
Expenditures	**BUDGETED** Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $894,645 Curriculum & Instruction Department Coaches - 9.0 FTE (Benefits) 3000-3999: Employee Benefits Supplemental $158,159	**ESTIMATED ACTUAL** Curriculum & Instruction Department Coaches - 9.0 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $894,645 Curriculum & Instruction Department Coaches - 9.0 FTE (Benefits) 3000-3999: Employee Benefits Supplemental $158,159

Action 9

Actions/Services	**PLANNED** 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.	**ACTUAL** Action 9: Trained a curriculum & instruction liaison from every site to plan and present standards-based professional development and support to teachers of unduplicated students.
Expenditures	**BUDGETED** C&I Liaisons (Stipend) 1000-1999: Certificated Personnel Salaries Supplemental $215,801 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental $38,305 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 $201,832	**ESTIMATED ACTUAL** C&I Liaisons (Stipend) 1000-1999: Certificated Personnel Salaries Supplemental $195,000 Professional Development (Statutory Benefits) 3000-3999: Employee Benefits Supplemental $31,316 Release Time & Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental $40,000 Contingency for Professional Development Needs 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0

Action 10

Actions/Services	**PLANNED** Action 10: Provide professional development for teachers to support English Learners in mastering English Language Development (ELD)	**ACTUAL** Action 10: Provided professional development for teachers to support English Learners in mastering English Language

	annual growth and mastery goals and meeting English Language Arts (ELA) standards.	Development (ELD) annual growth and mastery goals and meeting English Language Arts (ELA) standards.
Expenditures	BUDGETED Consulting & Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $215,000	ESTIMATED ACTUAL Consulting & Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $180,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Action 1: The July 2016 PLC at Work conference in San Jose was attended by approximately 175 teachers, paraeducators, and assistant principals. 100% of all administrators in the district have now attended the conference. In July 2017, there will be another PLC at Work conference in San Jose and we will send 50-100 additional staff for training. Solution Tree provided professional development on Professional Learning Communities (PLCs) for all schools in the district on 8/25 & 8/26/16. Principals worked closely with their assigned Solution Tree associate to customize an agenda for their school, which was followed up by a 3-hour practical application session by teachers in their content area or grade level PLC teams. In October 2016 and March 2017, the Alameda County Office of Education (ACOE) funded Solution Tree's Bill Ferriter to provide two-day sessions of professional development on differentiated support for PLC teams and use of unit overview sheets. Attendees included all site principals and assistant principals, Curriculum & Instruction coaches, site liaisons, and Instructional Services directors, and teachers. Beginning in December 2016, Title I secondary sites Instructional Leadership Teams (ILT's) were coached by Solution Tree associates for a total of 4 days each to provide facilitation strategies for school leaders to support PLC teams. In February 2017, 30 teachers and administrators attended a 2-day training by Mike Mattos on PLCs and RTI. The Principal on Special Assignment worked with principals for the second year of 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. The Principal on Assignment provided over 100 hours of individual coaching and over 100 hours of cohort meetings for administrators regarding implementation of PLCs at sites and in district departments. Action 2: Principals were trained on effective evaluation methods and feedback in August and October 2016. Instructional coaches met regularly with new teachers to increase awareness of coaching support available and improve practice. Peer Assistance and Review (PAR) met monthly to provide support to participating teachers. Induction served 188 Participating Teachers who were either in Year 1 or 2 of the Induction Program. 143 Support Providers supported and mentored Participating Teachers. Action 3: Adequate personnel and resources were provided to effectively maintain facilities. With the passage of our Measure E bond in 2014, maintenance, grounds, and operations staffing and services have been increased to remodel, repair, and build new school facilities. With growing enrollment, there has been increased wear and tear on our existing school sites and we are focused on keeping up with both basic cleaning and maintenance as well as structural improvements at the district's 41 sites. Action 4: The Local Control and Accountability Advisory Committee (LCAAC) and Technology Advisory Committee (TAC) approved passing through $250,000 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). Many schools used their allocations on hardware such as Chromebooks/carts and projectors or software licensing for digital instructional tools. With $463,570 carryover Supplemental funding from 2015-16, the Local Control Accountability Advisory Committee (LCAAC) and Technology Advisory Committee (TAC) approved the purchase of LCD

projectors and/or document cameras for all classrooms in the district without these technologies. Every classroom in the district is now equipped with both an LCD and document camera, which ensures a basic standard for classroom technology and increased equity across the district.

Action 5: The Curriculum & Instruction Department continued to identify, evaluate and purchase supplemental materials to support student attainment of California State Standards. Lexia (reading program) professional development for teachers was increased and student access to the program was offered after school and also embedded into the school day. Lexia was also highly used in our district's summer school programs. Data were shared with each site and showed students' usage, in addition to giving the site administrators capability to see individual classroom usage. Instructional coaches and TenMarks representatives provided professional development in classrooms, at school site professional development days, and after school for teachers. Mystery Science was purchased for K-6 grade teachers to supplement the educational shifts in science. Investigating and Questioning Our World through Science and Technology (IQWST) was purchased for grades 7-8. IStation was purchased as a supplemental program for the elementary Spanish Immersion classes with the initial professional development held on October 6, 2016. Istation was used to develop literacy skills in Spanish for grades K-3.

Action 6: Fremont Unified School District (FUSD) & Fremont Unified District Teachers Association (FUDTA) agreed to a Memorandum of Understanding (MOU) with 26 hours of paid collaboration time for each certificated staff member to improve practices for and strategies to support unduplicated students' achievement. The 4 essential questions of a Professional Learning Community (PLC) were addressed by collaborative teams:
- What do we expect our students to learn? (Standards-based objectives)
- How will we know when each student has learned it? (Common Formative Assessments)
- How will we respond when some students do not learn it? (Intervention)
- How will we respond when some already know it? (Extension)

Teacher teams met throughout the school year on an almost-weekly basis to collaborate on instruction, common formative assessments, data analysis, intervention strategies, and extension activities for their students. This was the second year of PLC implementation in the district and teachers are learning ways to collaborate with each other for the goal of increased student learning across their grade levels, departments, and sites. Site administrators and Curriculum & Instruction (C&I) liaisons oversaw on-site PLC-related staff development to assure teachers' focused use of PLC collaboration time. C&I coaches supported PLC teams with meeting facilitation and embedded professional development.

Action 7: In June 2016, the Curriculum & Instruction Department developed a calendar of professional development opportunities for the 2016-2017 school year to build teacher capacity to meet the needs of unduplicated students. There were additional offerings updated to the calendar throughout the year. Some of the trainings included:
- Core Ready Writing Program
- Writers Workshop
- Formative Assessment
- Strategies to Teach the Next Generation Science Standards (NGSS)
- Increasing Student Engagement
- Intervention Strategies

The district has been consistently seeking feedback and refining our professional development offerings to teachers to increase participation and implementation of adopted curriculum. Teachers were surveyed and provided evaluation forms at the end of each workshop to determine efficacy. From this feedback, we learned that more site-based PD is desired, so we are working on shifting our model for the 2017-18 school year.

Action 8: The 2016-17 staff included coaches in the following areas:

- English Language Arts (4-6th)
- English Language Arts (K-3)
- Science (K-6)
- Science (7-12)
- 2 Elementary Math
- Secondary Math
- Social Science (K-12)
- Technology (K-12)
- 2 Strategic Intervention coaches (K-2)

Coaches worked with teachers directly in the classroom by modeling lessons, team teaching, or observing instruction. They also provided district and site-based professional development trainings, facilitated meetings, and worked with leadership teams. Coaches collaborated together on their own PLC teams and determined district-wide strategies to improve instruction across the school sites. The Instructional Services Department reviewed research on different coaching models and a made recommendation to the Board in February 2017 for changes in 2017-18.

Action 9: All TK-12 sites were provided a stipend for a Curriculum & Instruction (C&I) Site Liaison. They met nine times during the year 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" in October 2016 and March 2017 and by Corwin Press in November 2016 on Common Formative Assessments. Liaisons and principals were also provided release time to work together on site planning. We are interested in exploring expanding the liaison model by adding more liaisons at each site in 2017-18.

Action 10: A cohort of 90 teachers and coaches spanning 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 EL students in order to attain English proficiency and provide time to plan rigorous ELD lessons.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 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 students. Teachers who have been previously trained were invited to attend a two day refresher. One refresher focused on ELD while the other pertained to GLAD strategies. As a district, the number of English learners who have been reclassified has increased significantly. We met out outcome and we attribute this to the quality professional development and training we have provided our teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions related to Goal 1: "Provide an educational environment that is conducive to learning" are clustered around State Priorities 1 & 2--Basic Services and Implementation of State Standards. There is a strong emphasis on personnel development and professional learning as a means to actualize this goal (actions 1, 2, 6, 7, 8, 9, 10). John Hattie's (2016) research consistently shows that teacher efficacy has the single greatest effect size on student learning; therefore, the actions affiliated with Goal 1 support staff learning through Professional Learning Communities (PLC's), Induction and PAR programs, teacher collaboration time, and professional development workshops. District local indicators show that the increased offerings, provision of differentiated opportunities, and capacity building of teacher leadership at sites will positively impact student learning. We will continue to focus on improving our modes of staff development to fully realize this goal. Actions 3, 4 & 5 focus on Basic Services such as facilities upkeep, technology distribution, and adoption of textbook/digital resources

for the implementation of California Standards. Increasing staffing to clean, maintain, and manage the school site environment results in physical spaces that are more conducive to learning. The Measure E bond, additionally, has expedited long-needed repairs, improved infrastructure, and campus beautification efforts. Students and families deserve happy, healthy environments to learn in and the improvements focused on in Goal 1 have supported those changes. Furthermore, the addition of new devices (such as Chromebook carts, LCD projectors, and document cameras) spread more equitably across the district benefits students--especially unduplicated students--with more frequent access to equipment and digital learning experiences. Many of the textbook adoptions coordinated through the Curriculum & Instruction Department also have online components and technology-based lessons, so we have to ensure that students will be able to access all components of these curricular tools while at school, regardless of their access at home.

The chosen metrics to evaluate the progress on these 10 actions indicate that we have strengths in the areas of credentialing, professional development, and instituting PLCs across the district. Our Smarter Balanced (SBAC) data also show incremental increases in student achievement, with the exception of a decline in science across the grade levels. This was expected as we've shifted to the Next Generation Science Standards in our instruction and the CST in science doesn't measure the same learning targets. In 2017-18, we will establish a new metric with a TBD baseline to more accurately assess student performance in science. While we didn't meet our target for SBAC mathematics, we did see a 1% increase, which will reset the metric in 2017-18. We also have a ways to go in parent and staff satisfaction on the quality of our facilities, which are slowly being addressed by the Measure E bond.

Another area where we didn't meet our expected outcomes was in Lexia usage, which declined by 1948 students since our adoption of the reading intervention program in the 2015-16 school year. This implementation dip has been analyzed by school site to determine how we can better support student progress through the program. What we've found is that many high achieving schools began using Lexia last year and then discontinued use because their students' skills exceeded what the program could offer. Though the was decline in the number of users overall, those that were regularly using the program had increased their frequency of use and we will adjust the metric for 2017-18 to better reflect this. Though the TenMarks math intervention program did not meet the expected measurable outcomes of 10,000 student users, we did see 400 additional users in 2016-17. The original metric may have been too ambitious as we didn't provide as much professional development or exposure of the program to new teachers. Next year, we will remove this metric and replace it with something more applicable since TenMarks is not a required program and number of users doesn't actually tell the story of impact on student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In August 2017, there was approximately an $800,000 carryover from unspent Supplemental funds. The Local Control Accountability Advisory Committee (LCAAC) voted to use those remaining monies on increasing the equity of technology access across the district. The Board approved this recommendation and bids were put out for LCD projectors and document cameras. By October, we confirmed that approximately 400 fewer students had enrolled in the district than projected and that we also had a 4% decrease in unduplicated students, from 32% to 28%, Thus, Fremont Unified was faced with making almost $1,000,000 in cuts to our Supplemental funding in 2016-17. Since the technology decision had already been made and was underway, LCAAC evaluated other actions that we could reallocate funding from. Therefore, there are items in the document that indicate low or no spending, which were reduced to make up the deficit and balance the budget.

Action 1: Budgeted Books & Supplies $180,000; Spent $20,000
Actions 2-3, 6, 8 Budgeted for Salaries & benefits: Minor changes (<2%) to reflect salary and step & column increases
Action 4: Budgeted technology purchases (pass through to sites): $250,000; Estimated Actuals: $713,470 LCD projectors and document cameras at all sites without them
Action 5: Budgeted $600,000; Spent $485,000 (Lottery funds are diminishing, so we decided to reduce in this area)
Action 9: Budgeted $201,832; Spent $0
Actions 7, 10: Total budget for Professional Development=$710,000; Estimated Actuals: $600,000

Having learned from previous years after adopting the LCAP in June, prior to bargaining groups having settled salary and benefit negotiations, the 2015-16 LCAAC decided to build in some contingency budgeting for step and column and/or salary increases. These monies were allocated to Actions 1 & 9 and were ulitimately swept when we learned our unduplicated count went down as well as our overall enrollment.

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

Actions 1, 2, and 3, which align with State Priority 1, remain unchanged, as they are effectively serving student and staff needs. The district's three-year roll-out of Professional Learning Communities (PLCs) gained ground in Year Two (2016-17) and we have made necessary adjustments based on frequent outreach to teachers and administrators. In December 2016, we issued a survey to teachers on the pacing, format, and logistics of the implementation to see how people were feeling and found two areas to be of concern: paperwork requirements and scheduling of meetings. The district and teachers' association collaborated on solutions and will continue to respond to feedback appropriately to ensure success.

The Induction and PAR programs have grown this year and the new Induction Coordinator has made many teacher-friendly changes to the program to streamline processes and create a path for new teachers to complete their credentialing requirements. We have increased teacher participation in Peer Assistance and Review (PAR) and continue to work on changing the perception of the program from punitive to supportive. In fact, we added more than a dozen new Special Education teachers to the PAR support list so they could get additional help from seasoned teachers with their sometimes challenging assignments.

Action 3 addresses the basic cleanliness and maintenance of our schools sites. Our aging sites have many needs, but the responsiveness of our Maintenance, Operations, and Grounds (MOG) Department has improved with increased staffing, strong leadership, and focus on efficiency. Measure E bond projects are also widespread throughout the district and we've seen great improvements in technology infrastructure, new facilities, and repairs.

Action 4 will be suspended for one year in 2017-18 for three reasons: 1) we ended up spending a total of $713,570 on technology devices instead of the planned $250,000 in the LCAP when we learned we'd have carryover in August 2016; 2) all sites are now fully equipped with LCD projectors and document cameras; and 3) we have purchased so many Chromebook carts that the sites are beginning to be maxed out for internet capacity. Once all sites are upgraded with new wiring (estimated to be completed in fall 2017), we will be able to add more carts to the network.

Action 5, which aligns with State Priority 2, was implemented largely as planned in the LCAP. In addition to the many supplemental materials purchased (Lexia, TenMarks, IQWST, IStation), the district made several major adoptions of mathematics and English Language Arts textbooks. By 2017-18, we had planned to embark upon other adoptions to support the implementation of California State Standards such as AP European history, psychology, anatomy, AP calculus, Spanish 4, English Language Development, pre-calculus, trigonometry, business math, and geometry. However, due to the Governor's January budget, we will not proceed with any high dollar amount adoptions during the school year. In the past three years, we have made several large-scale adoptions and teachers are still adjusting to the new curriculum; therefore, taking a one year break from adoptions will only give us more time to provide the needed professional development on those materials before moving forward with new ones. The Curriculum & Instruction Department has developed a master plan for future adoptions to ensure that we have a road map as we bring in new materials to the sites in 2018-19 and beyond. As mentioned above in the analysis section, the district will no longer cover the nearly $300,000 Lexia license to serve the entire district. Instead, site intervention funds will be increased and each school site will determine with their School Site Council whether or not to continue with Lexia at their site based on their student populations' needs.

Actions 6, 7, 8, 9, & 10 address both the implementation of state standards and basic services. Professional Development (PD) has been an intense focus in the past few years in Fremont Unified with the establishment of a Curriculum & Instruction Department in 2014-15. Action 6 dovetails with the work we are doing in Action 1 with instituting Professional Learning Communities in the district. Fremont has not historically had any collaboration time embedded in the school schedule for professionals to get together and hone their craft. In 2016-17, we increased from 16 hours of collaboration time to 26 hours. There were (and are) some scheduling issues we need to work out through negotiations in the spring of 2017 to make the process smoother for next year. In order to correspond two actions more closely to student achievement, Action 8 will move to Goal 2 Action 3 and Action 9 will move to Goal 2 Action 2 in 2017-18.

Actions 7 & 10 also pertain to Professional Development (PD) in the realm of formal workshops and trainings in all curricular areas.

We continue to struggle with the "when", "where", and "how" of reaching staff for effective PD. After-school workshops tend to be under-enrolled and people aren't as interested in attending on weekends or during the summer either. Next year, we are considering ways to embed PD at each site or through digital means so that participation will increase. This shift impacts actions 8 & 9--our instructional coaches and curriculum & instruction liaisons. The Instructional Services Department recommended a reorganization of these roles to create a more defined and effective "training of trainers" model. The Board approved changing content area coaches into interdisciplinary grade-span coaches (K-6, 7-8, 9-12) and expanding C&I liaisons from 1 to up to 3 per site to meet our goal of increasing teacher-leadership capacity at each school.

As indicated in the chart below, two actions (8 & 9) will be located in Goal 2 in the future. The reason for moving the instructional coaches and C&I liaisons is because the LCAAC felt that the individuals in these roles were more aligned to "Increase the academic achievement of all students through challenging and engaging instruction" than this goal which is more closely related to environment, personnel development, and implementation of state standards.

For the actions where we didn't meet our expected measurable outcomes for certain metrics (3-9), next year's metrics will be adjusted accordingly to anticipate more accurate gains. Action 5 will have new metrics entirely since we are changing our implementation plan from district-based to site-based for Lexia. Actions 6-9 will also have a new metric to measure science achievement of Next Generation Science Standards (NGSS).

Finally, as a result of the new California data dashboard release, which includes disaggregrated data for our subgroups in an easy to read format, we have added several metrics to this goal and others to include the student groups with performance gaps in more than one area: English Learners, African American, Pacific Islander, Latino, Socio-Economically Disadvantaged, and students with IEPs. These subgroups have been included in new metrics for 2017-18 under the following goals and actions: Goal 1 Action 1, Goal 1 Action 6, Goal 1 Action 7, Goal 2 Action 1, Goal 2 Action 2, Goal 2 Action 3, Goal 2 Action 4, Goal 3 Action 1, Goal 3 Action 4, Goal 3 Action 7, & Goal 4 Action 1.

Annual Update Changes for 2017-18

Goal 1: Provide an educational environment that is conducive to learning. *State Priorities: Basic Services (1) and State Standards (2)*	Minor Edits	Content Change	Moved from 16-17
Action 1: Build Professional Learning Communities (PLCs) across the district.			
Action 2: Provide new teacher induction and Peer Assistance and Review (PAR) to retain highly qualified teachers and train site administrators on effective supervision and evaluation methods.	X		
Action 3: Maintain school facilities with needed staffing and supplies.	X		
Action 4: Invest in computers and other technologies to increase student access.	X	Suspend Funding for 17-18	
Action 5: Purchase instructional materials to support the implementation of California State Standards.	X		
Action 6: Provide collaboration time for teachers to work together on their content standards, common assessments, intervention strategies, and enrichment activities.	X		
Action 7: Create a variety of professional development opportunities for all instructional staff.	X		
Action 8: Prepare teachers to use the most effective practices to instruct English Learners.	X		G1A10

Current for 2016-17	Move to 2017-18 and out years
G1A8: 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.	G2A3: Reconfigure core content areas coaches into grade-level specific instructional coaches to train teachers at the elementary, junior high, and high schools.
G1A9: Train a curriculum & instruction liaison from every site to plan and present standards-based professional development and support to teachers of unduplicated students.	G2A2: Train 1-3 lead teachers at every site to deliver professional development that will increase student achievement at their school.
G1A10: Provide professional development for teachers to support English Learners in mastering the English Language Development (ELD) and English Language Arts (ELA) standards.	G1A8: Prepare teachers to use the most effective practices to instruct English Learners.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2	Increase the academic achievement of all students through challenging and engaging instruction.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Action 1: Statewide assessments • Smarter Balanced Assessment Consortium (SBAC) results: In mathematics, 72% of students will meet or exceed the standard. In English Language Arts, 73% of students will meet or exceed the standard. • STAR/CAASPP Science Proficient or Advanced Rates: In 5th grade, 87% of students will score proficient or advanced; 8th grade: 86% of students will score proficient or advanced; 10th grade: 75% of students will score proficient or advanced • Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program: 46% of students will show college readiness by exceeding the standard in English Language Arts and 42% will exceed the standard in mathematics. • Smarter Balanced Assessment Consortium (SBAC) results: 83% of 3rd grade students will perform near or above standards in the Reading Claim. • Smarter Balanced Assessment Consortium (SBAC) results: 70% of 8th grade students will meet or exceed the standard in mathematics Action 2: 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 • CSU/UC a-g completion rate: 71% • SAT Test Takers meeting College and Career Readiness	Action 1: Statewide assessments • Smarter Balanced Assessment Consortium (SBAC) results: In mathematics, 71% of students met or exceeded the standard. In English Language Arts, 75% of students met or exceeded the standard. • STAR/CAASPP Science Proficient or Advanced Rates: 5th and 8th grade: 83% of students scored proficient or advanced; 10th grade: 74% of students scored proficient or advanced. • Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program: 49% of students were considered 'Ready' and 29% were considered 'Conditionally Ready' in English Language Arts. 41% of students were considered 'Ready' and 20% of students were considered 'Conditionally Ready' in mathematics. • Smarter Balanced Assessment Consortium (SBAC) results: 84% of 3rd grade students performed near or above standards in the Reading Claim. • Smarter Balanced Assessment Consortium (SBAC) results: 71% of 8th grade students met or exceeded the standard in mathematics. Action 2: 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 • CSU/UC a-g completion rate: 66% • SAT Test Takers meeting College and Career Readiness Benchmark: Evidence-Based Reading and Writing - 94%: Math - 87% • Parent & Staff Satisfaction Survey results: All questions related to College and Career readiness had an 80% approval rating

Benchmark: 78%
- Parent & Staff Satisfaction Survey results: All questions related to College and Career readiness will have a 78% or higher approval rating

Action 3:
Percentage of English learner pupils who make progress toward English proficiency as measured by CELDT
- Percent in Cohort Attaining Making Annual Progress in Learning English (AMAO 1): 78%
- Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): 54%
- Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): 64%
- Title III report (AMAO 2) English Learner Reclassification Rate: 14%
- Smarter Balanced Assessment Consortium (SBAC) results: 39% of English Learners will meet or exceed the standard in English Language Arts.

Action 4:
- Percentage of unduplicated students who have passed an Advanced Placement examination with a score of 3 or higher: 9% of students who scored a 3 or higher were unduplicated
- Percentage of unduplicated students who qualified for AP Potential versus fulfilled taking one or more AP tests: Est. Baseline

Action 5: If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable
- English Language Arts Smarter Balanced Assessment Consortium (SBAC): 73% of students will meet or exceed the standard
- Rates of Lexia Usage: Increase to 20,000 users

Action 6: Local Measures:
- Unduplicated student enrollment in the grade 4-6 after-school band program: 13%

Action 3:
Percentage of English learner pupils who make progress toward English proficiency as measured by CELDT
- Percent in Cohort Attaining Making Annual Progress in Learning English (AMAO 1): discontinued
- Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years): discontinued
- Percent in Cohort Attaining English Proficient Level (AMAO 2 >5 years): discontinued
- Title III report (AMAO 2) English Learner Reclassification Rate: 35.2%
- Smarter Balanced Assessment Consortium (SBAC) results: 24% of English Learners met or exceeded the standard in English Language Arts.

Action 4:
- Percentage of unduplicated students who have passed an Advanced Placement examination with a score of 3 or higher: 9% of test takers who scored 3 or higher were unduplicated students
- Percentage of unduplicated students who qualified for AP Potential versus fulfilled taking one or more AP tests: 29% of unduplicated students met AP Potential

Action 5: If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable
- Smarter Balanced Assessment Consortium (SBAC) results: In English Language Arts, 75% of students met or exceeded the standard.
- Decreased number of students using Lexia reading intervention from 18,621 to 16,673

Action 6: Local Measures:
- Unduplicated student enrollment in the grade 4-6 after-school band program: 14%

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Action 1: Establish a practical and useful district-wide assessment system that delivers meaningful information to teachers, parents, and students about academic growth.	ACTUAL Action 1: Established a practical and useful district-wide assessment system that delivers meaningful information to teachers, parents, and students about academic growth.
Expenditures	BUDGETED Professional Development (EEBG) 1000-1999: Certificated Personnel Salaries Other $18,271 Professional Development (EEBG) 3000-3999: Employee Benefits Other $3,243 Books & Supplies (EEBG) 4000-4999: Books And Supplies Other $10,000	ESTIMATED ACTUAL Professional Development (EEBG) 1000-1999: Certificated Personnel Salaries Other $30,000 Professional Development (EEBG) 3000-3999: Employee Benefits Other $5,556 Books & Supplies (EEBG) 5800: Professional/Consulting Services And Operating Expenditures Other $7,500

Action **2**

Actions/Services	PLANNED Action 2: Create collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.	ACTUAL Action 2: Created collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success.
Expenditures	BUDGETED Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $13,704 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental $2,432	ESTIMATED ACTUAL Release Time (Salaries) 1000-1999: Certificated Personnel Salaries Other $0 Release Time (Statutory Benefits) 3000-3999: Employee Benefits Supplemental $0

Action **3**

Actions/Services	PLANNED Action 3: Provide supplemental services and personnel to support Newcomers, 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.	ACTUAL Action 3: Provided supplemental services and personnel to support Newcomers, 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.
Expenditures	BUDGETED 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-	ESTIMATED ACTUAL Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Certificated Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $208,691 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Classified Salaries) 2000-2999: Classified Personnel Salaries Supplemental $140,926 Primary language support, translations, ELD professional development, interventions, materials, and EL classes/sections (Statutory Benefits) 3000-

3999: Employee Benefits Supplemental $91,102	3999: Employee Benefits Supplemental $72,250
Primary language support, books, technology and materials 4000-4999: Books And Supplies Supplemental $232,665	Primary language support, books, technology and materials 4000-4999: Books And Supplies Supplemental $168,975
EL Conferences, Professional Development and software licensing 5000-5999: Services And Other Operating Expenditures Supplemental $100,000	EL Conferences, Professional Development and software licensing 5000-5999: Services And Other Operating Expenditures Supplemental $52,387

Action 4

Actions/Services

PLANNED	ACTUAL
Action 4: Implement the College Board Advanced Placement Potential Program to increase unduplicated students' AP participation and achievement.	Action 4: Implemented the College Board Advanced Placement Potential Program to increase unduplicated students' AP participation and achievement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Supplemental $10,000	Advanced Placement Potential Program data analysis & outreach 4000-4999: Books And Supplies Other $10,000
PSAT Administration 5000-5999: Services And Other Operating Expenditures Supplemental $40,000	PSAT Administration 5000-5999: Services And Other Operating Expenditures Other $34,000

Action 5

Actions/Services

PLANNED	ACTUAL
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.	Action 5: Developed 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.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Library funding for sites: $10 per unduplicated student 4000-4999: Books And Supplies Supplemental $107,500	Library funding for sites: $10 per unduplicated student 4000-4999: Books And Supplies Supplemental $107,500

Action 6

Actions/Services

PLANNED	ACTUAL
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.	Action 6: Maintained the elementary after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support student engagement in the arts.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Shared funding between FUSD & Fremont Education Foundation 5000-5999: Services And Other Operating Expenditures Base $75,000	Shared funding between FUSD & Fremont Education Foundation 5000-5999: Services And Other Operating Expenditures Base $75,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Action 1: Interim formative assessments in English Language Arts and mathematics were developed and administered based on the priority standards which are woven throughout the district's instructional guides. The purpose of administering these assessments is 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. Teacher leaders, with support from coaches, developed the assessments using an online bank of standards-aligned questions. Results were shared with teachers so they could analyze the data in their Professional Learning Communities (PLC) teams and make instructional decisions to provide intervention or extension of learning activities. Action 2: Originally the action was to create collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success. This did not happen until spring 2017 and was done through electronic means instead of release days. The document will be published in fall 2017. Action 3: Each site was allocated funds based on their number of English Learners. 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. Action 4: Per the College Readiness Block Grant (CRBG) plan area (1) Increase exposure and access to college, the PSAT was offered on Oct. 19, 2016 to students in Fremont Unified. Supplemental funds were used to pay for all 10th grade students who opted to take the test. Additionally, some funds were used to pay for unduplicated students' standardized tests (AP, SAT, ACT) to enable them to apply for college. Action 5: The Local Control Accountability Advisory Committee (LCAAC) approved passing through supplemental funding to school sites for the purpose of purchasing library resources including: technology, books, periodicals, digital resources, subscriptions, extended library hours, and support personnel. To allocate the money equitably, we used each site's unduplicated enrollment count to calculate a percentage of the dollars allocated to the school. The site leadership, school librarians/library techs and School Site Councils determined 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). Additionally, with carryover funding from 2015-16, LCD projectors and document cameras were purchased for all classrooms in the district without these equipment. Action 6: In collaboration with Fremont Education Foundation (FEF), the after-school band program operated at a majority of the elementary sites. The program provided opportunities for students to engage in the arts by learning new musical instruments and participating in band.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Goal 2 intends to "Increase the academic achievement of all students through challenging and engaging instruction" and is centered around State Priorities 4 & 8 related to student achievement. The metrics to measure the effectiveness of this goal include Smarter Balanced Assessment Consortium (SBAC) data, English Learner proficiency rates, college and career readiness benchmarks such as CSU/UC a-g requirements, SAT and AP scores, and local indicators on adopted intervention programs like Lexia (Reading) and TenMarks (math). Upon reflection, the Local Control Accountability Advisory Committee (LCAAC), Instructional Services Department, and site leaders recognized that there is some mismatch between the goal's articulated intention and the actions attached to it. The actions themselves are solid, but they don't necessarily fit in this category. Therefore, several have been moved to other goal sections or combined with other existing actions to streamline the focus (see chart below).

The actions in this goal ran the gamut of establishing a meaningful assessment system to college and career readiness to after-school band to library funding to support for English Learners. Those that will remain under this goal are directly correlated with student achievement, along with several actions from goals 1 and 3 that are better aligned to this goal.

As noted in the metrics for this goal, we saw improvement in student achievement in the areas evaluated by the California Assessment of Student Performance and Progress (CAASPP) System. Student scores in English Language Arts (ELA) and mathematics exceeded the state and county averages as well as maintained high achievement (as seen with math) or improved (as seen with ELA). The number of SAT test takers, students who pass Advanced Placement (AP) exams and satisfy UC/CSU requirements all remain exceptional. However, we need to further break down these metrics in the future to disaggregate by student groups to determine whether our English Learners, low income, and foster youth, as well as all ethic groups are achieving at the same high rates. We know that based on the spring 2016 Smarter Balanced Assessment Consortium (SBAC) results, our African American students, students with disabilities, and English Learners (EL) subgroups indicated a wide achievement gap that must be directly, intentionally, and strategically addressed by the District. In order to meet our metric of 39% of English Learners meeting or exceeding standards on the SBAC, we will continue to provide strategic intervention classes for our Long Term English Learners (LTEL's) at the secondary level as our data shows that this subgroup of EL's needs more intensive support. We have also expanded our English Language Development (ELD) course offerings to have smaller class size in these classes and provide teachers with ELD professional development. The newly formed ELD Curriculum Council has made a huge impact in our district at the secondary level. We are able to meet with Department Chairs on a monthly basis to look at achievement scores, school/district data, instructional practices and programs to better serve our EL students. As a result, we have experienced a 5% increase in the number of EL students who are now Reclassified Fluent English Proficient. To support our elementary sites, the professional development will focus on Guided Language Acquisition Design (GLAD) to support our young EL's in becoming proficient in English. We have plan to address these learning needs by improving our intervention programs, increasing social emotional learning strategies, selecting culturally relevant pedogogies and approaches to instruction, and seeking greater input from families on what supports are needed to improve achievement.

We did not see any appreciable gains in our unduplicated student participation in the afterschool band program, Action 6, which led the LCAAC to seriously examine whether this goal is having any effect on student learning or engagement. Since the band program is not available at every school site, and there are competing interests such as after-school homework clubs or child care, we've found that there are some unavoidable barriers to enrollment and retention of unduplicated students in the music programs. Finding little direct or indirect correlation to improved student achievement, the committee decided to reformulate this action to reach a broader span of students with a variety of inquiry-based learning activities during the school day for 2017-18.

Another area where we need more intense focus is in the College/Career Readiness arena. As we were waiting for state indicators to be released, we haven't done a lot to accomplish this action. Our Directors of Elementary and Secondary Education have recently begun working with principals to develop a district "college readiness indicator" tool to share with students and parents. Progress has picked up this spring and we plan to have a product to share in fall 2017. We also now have access to additional money from the College Readiness Block Grant (CRBG). Since we just received the funding in December, sites are still working on their spending plans with their School Site Council.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between the budgets created for each action and the estimated actuals. Where there is some discrepency in a few items (<$10,000), it is primarily due to increases in salary or step and column for certificated and/or classified staff.

Action 1: Budgeted: $31,514; Est. Actuals: $43,056
Action 2: Budgeted: $15,000; Est. Actuals: $0
Action 3: Budgeted: $858,767; Est. Actuals: $643,229
Action 4: Budgeted: $50,000; Est. Actuals: $44,000
Action 5: Budgeted: $107,500; Est. Actuals: $107,500
Action 6: Budgeted: $75,000; Est. Actuals: $75,000

Action 2 was not completed as intended. Instead of using release time for teachers and counselors to create college and career readiness indicators, the Directors of Secondary and Elementary Education worked with principals during meeting times and with counselors during their curriculum council meetings to develop indicators. Therefore, the funding was not needed. Next fall, however, the College Readiness Block Grant (CRGB) will pay for the publication of the final document and have it distributed to parents and students.

Action 3 passes through funding to sites based on their English Learner population. Schools do not always use their funding by the deadline for purchases and the money is returned to the LCAP the following year for re-allocation. We are considering new ways to direct Site Councils' options for spending their pass through funds to more effectively purchase materials and services that improve English Learner achievement since they often express not knowing what to use the money for. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Action 1: With our Student Information System (SIS) Illuminate's acquisition of Online Assessment & Data Systems (OARS) earlier this year, Instructional Services made a decision to pilot Illuminate's Data & Assessment system (DnA) with 9th grade Algebra teachers across the district and at two elementary schools to see how the functionality compares. There will be an evaluation of the pilot in spring to determine next steps and consider switching to a new assessment system for 2017-18 and beyond. Instructional Services also recommended a new position to the Board for a Data & Assessment coach for the district. The current Assessment & Accountability department only has one certificated member (the Director), and we believe that having an additional person that can conduct teacher trainings, guide PLC work, and vet district benchmarks would be an asset to increasing unduplicated students' performance.

Actions 2 & 4: After the establishment of TK-12 college and career indicators, the next step is to expand communication and understanding of those indicators with students and families. With the College Readiness Block Grant (CRBG) funding, we have been able to increase student access to tools and resources that will inform and prepare them for post-secondary choices. The CRBG is divided into three goals: 1) Increase exposure and access to college; 2) Provide interventions to close academic gaps; and 3) Build capacity of parents and staff. The funding will allow Fremont Unified to add courses and extended day programs, offer study trips and college visits, and pay for standardized entrance test fees for unduplicated students. In 2017-18, these two actions will be combined and relocated into Goal 3 Action 7. A correction is noted for the CSU/UC A-G completion rate. The 2016 baseline of 69% was based on estimates and is corrected to 67% based on 14-15 data from DataQuest. Therefore, the EAMO is corrected to 69%.

Action 3: The pass-through funding to sites for English Learners will remain the same as the previous year. Sites will continue to provide supplemental services and personnel to support Newcomers, Long Term English Learners and Redesignated Fluent English Proficient students to help them become proficient in English and access core content standards. This action will be shifted to Goal 3 Action 5 in 2017-18 as it falls more directly into interventions than general student achievement. |

Action 5: School libraries will continued to be funded at the same level as in 2016-17 to purchase additional staffing, books, computers, periodicals, digital resources, and other resources that will support unduplicated students' achievement and access to a rich variety of materials they may not have at home.

Action 6: Fremont Education Foundation (FEF) and Fremont Unified have partnered together for the past two years, contributing $75,000 each, to run an after-school band program at our elementary schools. After the first year of using supplemental funding and conducting outreach to unduplicated students, we determined that we needed to identify a different funding source due to low enrollment of unduplicated students in the band programs. In 2016-17, we shifted the funding to the Base grant, while continuing to reach out to underserved populations. The success was limited and the Local Control Accountability Advisory Committee (LCAAC) recommended broadening the action to include other types of experiential learning activities that could be embedded during the day and better serve more students in our 2017-18 LCAP. After-school band will continue in our schools, but has been eliminated from future years' LCAPs.

For the actions where we didn't meet our expected measurable outcomes for certain metrics (1, 2, 3, 5), next year's metrics will be adjusted accordingly to anticipate more accurate gains. Math score expectations will be decreased slightly, NGSS assessments will be established, and Lexia will be discontinued and replaced with SBAC scores in English Language Arts.

Annual Update Changes for 2017-18

Goal 2: Increase the academic achievement of all students through challenging and engaging instruction. *State Priorities: Pupil Achievement (4) and Other Student Outcomes (8)*	Minor Edits	Content Change	Moved from 16-17
Action 1: Establish a district-wide assessment system that delivers information about students' academic growth.	X		
Action 2: Train a lead teacher at every site to deliver professional development that will increase student achievement at their school.		X	G1A9
Action 3: Reconfigure core content areas coaches into grade-level specific instructional coaches.	X	X	G1A8
Action 4: Generate opportunities for students to connect with real world careers.	X		G3A5
Action 5: Implement district-wide strategies to increase literacy and use of academic language across all subject areas.	X		
Action 6: Explore ways to increase hands-on and inquiry-based learning activities in our classrooms.	X	X	
Action 7: Help English Learners (EL's) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.	X		G3A7

Current for 2016-17	Move to 2017-18 and out years
G2A2: Create collaboration opportunities between elementary, junior high, and high schools to establish college and career readiness indicators that support unduplicated students' success. G2A4: Implement the College Board Advanced Placement Potential Program to increase unduplicated students' AP participation and achievement.	Combine G2A2 (DELETE) & G2A4 into G3A7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.
G2A3: Provide supplemental services and personnel to support English Language Learners at each school site to help students become proficient in English and access core content standards.	G3A5: Provide resources and staff at each school site to assist English Learners become proficient in English.
G2A6: Maintain the elementary after-school band program in partnership with Fremont Education Foundation (FEF) and other community organizations to support unduplicated students' engagement in the arts.	G2A6: Explore ways to increase hands-on and inquiry-based learning activities in our classrooms.
G3A5: Generate opportunities for students to connect with real world careers.	G2A4: Generate opportunities for students to connect with real world careers.
G3A7: 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.	G2A7: Help English Learners (EL's) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Implement strategies to involve students in their learning and interventions to eliminate barriers to success.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Action 1: A broad course of study including courses described under sections 51210 and 51220(a)-(i): • UC/CSU Required Course Completion: 69% • AVID rates at secondary sites: Increase from 8 to 10 sites offering AVID sections; Increase to 640 gr. 7-12 student enrollment Actions 2 & 3: High school dropout and graduation rates for subgroups: • Number of students reported as middle school dropouts: 7 • English Learners dropout rate: 10% • English Learners graduation rate: 84% • Socio-economically disadvantaged dropout rate: 7% • Socio-economically disadvantaged graduation rate: 87% • Special Education dropout rate: 7% • Special Education graduation rate: 73% • Summer School Completion Rates: 97% or > high school courses passed during summer school • Students with Special Needs attendance rates at Extended School Year (ESY) program: Est. Baseline Action 4: School attendance rate • District truancy (chronic absentee) rate: 26% • District-wide ADA: maintain at 97% or > Action 5: • Naviance career interest inventory for secondary students: 83% of high school students will complete inventory • Number of elementary schools that hold at least one career	Action 1: A broad course of study including courses described under sections 51210 and 51220(a)-(i): • UC/CSU Required Course Completion: 66% • AVID rates at secondary sites: 10 sites offering AVID sections; 467 gr. 7-12 student enrollment Actions 2 & 3: High school dropout and graduation rates for subgroups: • Number of students reported as middle school dropouts: 0 • English Learners dropout rate: 8% • English Learners graduation rate: 82% • Socio-economically disadvantaged dropout rate: 7% • Socio-economically disadvantaged graduation rate: 87% • Special Education dropout rate: 5% • Special Education graduation rate: 75% • Summer school completion rate: 95% of high school courses passed during summer school • Students with Special Needs maintained 84% attendance rates at Extended School Year (ESY) program Action 4: School attendance rate • District truancy (chronic absentee) rate: TBD • District-wide ADA: TBD Action 5: • Naviance career interest inventory for secondary students: 82% of high school students completed inventory • Number of elementary schools that hold at least one career readiness activity:

readiness activity: establish baseline
- GATE-identified students participation in college/career activities: establish baseline

Action 6: Programs and services developed and provided to unduplicated pupils
- School attendance rates: Maintain 95% or above ADA at each high needs elementary
- Smarter Balanced Assessment Consortium (SBAC) results in mathematics: Increase % meeting or exceeding standards to 72%
- Smarter Balanced Assessment Consortium (SBAC) results in English Language Arts:Increase % meeting or exceeding standards to 73%

Action 7:
- STAMP assessment results in Spanish: Est. Baseline
- % of students enrolled in dual-immerson programs proficient on Interim Assessments in Spanish & English: Spanish Language Assessment: 58%; ELA Assessment: 41%; Math Assessment (in English): 76%; Math Assessment (in Spanish): 39%
- 45% of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP English Language Arts summative assessment
- 50% of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP mathematics summative assessment

Action 8:
- Increase number of secondary course sections for English Learners to 56
- % of English Learners who meet or exceed the standard on the CAASPP English Language Arts summative assessment: 7th grade: 20%, 8th grade: 21%, and 11th grade: 19%
- % of English Learners who meet or exceed the standard on the CAASPP mathematics summative assessment: 7th grade: 21%, 8th grade: 29%, and 11th grade: 24%
- Long Term English Learner rate - Percent in Cohort Attaining English Proficient Level (AMAO 2 > 5 years): 64%
- Title III report (AMAO 2) English Learner Reclassification Rate: 14%

100%
- 100% of GATE-identified students participated in college/career activities at elementary schools

Action 6: Programs and services developed and provided to unduplicated pupils
- School attendance rates: ADA at each high needs elementary: Blacow - 96%: Brier - 97%: Cabrillo - 96%: Durham - 97%: and Grimmer - 96%
- Smarter Balanced Assessment Consortium (SBAC) results in mathematics: 71% met or exceeded standards
- Smarter Balanced Assessment Consortium (SBAC) results in English Language Arts:75% met or exceeded standards Smarter Balanced Assessment Consortium (SBAC) results in mathematics for high needs elementary schools: Blacow - 38%: Brier - 49%: Cabrillo -37 %: Durham - 56%: and Grimmer - 64%
- Smarter Balanced Assessment Consortium (SBAC) results in English Language Arts for high needs elementary schools: Blacow - 47%: Brier - 49%: Cabrillo - 41%: Durham - 67%: and Grimmer - 56%

Action 7:
- STAMP assessment results in Spanish: 7th grade results: 6.2 Reading, 4.8 Writing, 6 Listening, and 4.4 Speaking
- Interim Assessments in Spanish & English: TBD
- 63% of students enrolled in dual-immersion programs met or exceeded the standard on the CAASPP English Language Arts summative assessment
- 67% of students enrolled in dual-immersion programs met or exceeded the standard on the CAASPP mathematics summative assessment

Action 8:
- Number of secondary course sections for English Learners at each secondary site: 56
- % of English Learners who met or exceeded the standard on the CAASPP English Language Arts summative assessment: 7th grade: 12%, 8th grade: 12%, and 11th grade: 16%
- % of English Learners who met or exceeded the standard on the CAASPP mathematics summative assessment: 7th grade: 20%, 8th grade: 21%, and 11th grade: 15%
- Long Term English Learner rate - Percent in Cohort Attaining English Proficient Level (AMAO 2 > 5 years): discontinued
- Title III report (AMAO 2) English Learner Reclassification Rate: 35.2%

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Action 1: Expand the district's Advancement Via Individual Determination (AVID) program to prepare unduplicated students for college and career opportunities.	Action 1: Expanded the district's Advancement Via Individual Determination (AVID) program to prepare unduplicated students for college and career opportunities.

Expenditures

BUDGETED	ESTIMATED ACTUAL
AVID Sections at secondary sites: teachers and district coordinator 4.53 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $402,553	AVID Sections at secondary sites: teachers and district coordinator 4.53 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $430,096
Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental $17,144	Release Time for Coordinators x 10 sites 1000-1999: Certificated Personnel Salaries Supplemental $10,000
Statutory Benefits for 4.53 FTE and Release Time Coordinators 3000-3999: Employee Benefits Supplemental $78,342	Statutory Benefits for 4.53 FTE and Release Time Coordinators 3000-3999: Employee Benefits Supplemental $81,674
AVID National Membership Fees & Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental $112,485	AVID National Membership Fees & Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental $84,670
Tutoring 5000-5999: Services And Other Operating Expenditures Supplemental $18,000	Tutoring 5000-5999: Services And Other Operating Expenditures Supplemental $10,000
Resources, Materials & Field Trips 4000-4999: Books And Supplies Supplemental $14,569	Resources, Materials & Field Trips 4000-4999: Books And Supplies Supplemental $15,000
AVID Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental $8,493	AVID Coordinator Stipends 1000-1999: Certificated Personnel Salaries Supplemental $10,000
AVID Coordinator Benefits 3000-3999: Employee Benefits Supplemental $1,508	AVID Coordinator Benefits 3000-3999: Employee Benefits Supplemental $1,852
Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental $25,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental $13,000

Action 2

Actions/Services

PLANNED	ACTUAL
Action 2: Create a coordinated and multi-tier system of supports (MTSS) that provides a spectrum of academic, behavioral, and social-emotional interventions for unduplicated students.	Action 2: Created a coordinated and multi-tier system of supports (MTSS) that provides a spectrum of academic, behavioral, and social-emotional interventions for unduplicated students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental $5,000	Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental $3,000
Intervention sections at each Jr. High 1.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $101,911	Intervention sections at each Jr. High 1.2 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $101,911
Intervention sections at each Jr. High 1.2 FTE (Benefits) 3000-3999: Employee Benefits Supplemental $18,089	Intervention sections at each Jr. High 1.2 FTE (Benefits) 3000-3999: Employee Benefits Supplemental $18,089

Planned	Actual
Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $250,000	Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $250,000
Testing Materials 4000-4999: Books And Supplies Supplemental $45,000	Testing Materials 4000-4999: Books And Supplies Supplemental $22,000
Intervention sections at each Jr. High 2.4 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base $203,822	Intervention sections at each Jr. High 2.4 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Base $203,822
Intervention sections at each Jr. High 2.4 FTE (Benefits) 3000-3999: Employee Benefits Base $36,178	Intervention sections at each Jr. High 2.4 FTE (Benefits) 3000-3999: Employee Benefits Base $36,178
Intervention sections at each High School 1.93 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $172,922	Intervention sections at each High School 1.93 FTE (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $172,922
Intervention sections at each High School 1.93 FTE (Benefits) 3000-3999: Employee Benefits Supplemental $30,704	Intervention sections at each High School 1.93 FTE (Benefits) 3000-3999: Employee Benefits Supplemental $30,704

Action **3**

Actions/Services

PLANNED	ACTUAL
Action 3: Increase unduplicated students' achievement of core content standards by providing high quality summer school programs.	Action 3: Increased unduplicated students' achievement of core content standards by providing high quality summer school programs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Sec Ed Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $403,378	Sec Ed Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $386,675
Sec Ed Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $19,795	Sec Ed Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $12,373
Sec Ed Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental $76,599	Sec Ed Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental $69,726
Sec Ed Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $10,476	Sec Ed Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $17,072
F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $229,076	F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $224,532
F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental $4,479	F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental $9,734
F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $41,792	F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $40,570
F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $119,060	F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $110,908
C&I Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $96,582	C&I Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $96,582
C&I Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $4,479	C&I Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $4,479
C&I Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $18,275	C&I Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $18,275
C&I Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $76,041	C&I Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $75,250

Transportation 5000-5999: Services And Other Operating Expenditures Supplemental $50,000	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental $0
Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental $8,926	Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental $12,326
Summer School Nurse Benefits 3000-3999: Employee Benefits Supplemental $1,584	Summer School Nurse Benefits 3000-3999: Employee Benefits Supplemental $2,071

Action 4

Actions/Services

PLANNED	ACTUAL
Action 4: Train site administrators, support staff, and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.	Action 4: Trained site administrators, support staff, and counselors on effective interventions for unduplicated students exhibiting early truancy patterns.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Child Welfare Attendance salary (75% Alameda County funding) 2000-2999: Classified Personnel Salaries Other $41,458	Child Welfare Attendance salary (75% Alameda County funding) 2000-2999: Classified Personnel Salaries Other $41,808
Child Welfare Attendance benefits (75% Alameda County funding) 3000-3999: Employee Benefits Other $10,472	Child Welfare Attendance benefits (75% Alameda County funding) 3000-3999: Employee Benefits Other $10,183
Child Welfare Attendance Salary (25% LCFF Base) 2000-2999: Classified Personnel Salaries Base $13,820	Child Welfare Attendance Salary (25% LCFF Base) 2000-2999: Classified Personnel Salaries Base $13,936
Child Welfare Attendance Benefits (25% LCFF Base) 3000-3999: Employee Benefits Base $3,491	Child Welfare Attendance Benefits (25% LCFF Base) 3000-3999: Employee Benefits Base $1,459

Action 5

Actions/Services

PLANNED	ACTUAL
Action 5: Generate opportunities for unduplicated students to experientially connect with the real world of careers throughout their TK-12 education.	Action 5: Generated opportunities for unduplicated students to experientially connect with the real world of careers throughout their TK-12 education.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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	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
1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) (CTE Grant) 1000-1999: Certificated Personnel Salaries Base $90,204	1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) (CTE Grant) 1000-1999: Certificated Personnel Salaries Base $90,204
1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) (CTE Grant) 3000-3999: Employee Benefits Base $15,960	1 section (.2 FTE) at each Junior High School for ROP Gateway Course (Robotics) (CTE Grant) 3000-3999: Employee Benefits Base $15,960

Action 6

Actions/Services

PLANNED	ACTUAL
Action 6: Provide targeted support and resources to unduplicated students at the highest needs elementary sites: Blacow, Brier, Cabrillo, Durham, & Grimmer.	Action 6: Provided targeted support and resources to unduplicated students at the highest needs elementary sites: Blacow, Brier, Cabrillo, Durham, & Grimmer.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $714,027	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $702,779
Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $337,788	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $283,676
Statutory Benefits 3000-3999: Employee Benefits Supplemental $212,058	Statutory Benefits 3000-3999: Employee Benefits Supplemental $205,191
Materials and Supplies 4000-4999: Books And Supplies Supplemental $102,591	Materials and Supplies 4000-4999: Books And Supplies Supplemental $122,450
Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $116,324	Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $81,714
Additional Support for Prop 49 (ASES) Afterschool Programs 5000-5999: Services And Other Operating Expenditures Supplemental $30,000	Additional Support for Prop 49 (ASES) Afterschool Programs 5000-5999: Services And Other Operating Expenditures Supplemental $15,000
Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental $138,352	Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental $126,827
Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental $24,557	Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental $23,348

Action 7

Actions/Services

PLANNED	ACTUAL
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. *Spanish Dual Immersion located at Blacow, Grimmer, Vallejo Mill and Mandarin Immersion Program at Azevada	Action 7: Provided 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. *Spanish Dual Immersion located at Blacow, Grimmer, Vallejo Mill and Mandarin Immersion Program at Azevada

Expenditures

BUDGETED	ESTIMATED ACTUAL
Resources and Materials for dual immersion programs 4000-4999: Books And Supplies Supplemental $100,000	Resources and Materials for dual immersion programs 4000-4999: Books And Supplies Supplemental $72,690

Action 8

Actions/Services

PLANNED	ACTUAL
Action 8: Expand course offerings for secondary Newcomers 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.	Action 8: Expanded course offerings for secondary Newcomers 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.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental $34,000	Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Base $34,000
Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Supplemental $6,035	Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Base $6,035
Additional 10 sections at junior high and high schools (2.13 FTE) 1000-1999:	Additional 10 sections at junior high and high schools (2.13 FTE) 1000-

Certificated Personnel Salaries Supplemental $185,450	1999: Certificated Personnel Salaries Supplemental $121,833
Additional 10 sections at junior high and high school benefits (2.13 FTE) 3000-3999: Employee Benefits Supplemental $32,920	Additional 10 sections at junior high and high school benefits (2.13 FTE) 3000-3999: Employee Benefits Supplemental $21,426
ELD Materials and Supplies 4000-4999: Books And Supplies Supplemental $5,000	ELD Materials and Supplies 4000-4999: Books And Supplies Supplemental $5,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| Describe the overall implementation of the actions/services to achieve the articulated goal. | Action 1: All secondary schools (10) were provided 0.4 FTE to offer an AVID course at their site. The district also supported a 0.6 FTE AVID coordinator for program implementation. Each AVID teacher was provided 10 release days throughout the school year to manage AVID business, set up field trips, and check on students on their caseload. Per the College Readiness Block Grant (CRBG) plan area (2) provide interventions to close academic gaps, we are identifying ways to expand AVID strategies/supports to students not enrolled in the AVID program.

Action 2: A multi-tier system of supports (MTSS) Task Force was formed under the Curriculum & Instruction Advisory Committee to develop a long-term MTSS plan. Walters, Horner, Thornton, and Centerville Junior High Schools were allocated 0.8 FTE and Hopkins Junior High was allocated 0.4 FTE for intervention purposes. The five high schools were allocated 0.4 FTE each. Depending on site demographics, achievement, and behavior data, principals worked with their leadership teams to determine how these FTE would be assigned. All sites created support sections for: additional ELD, core subject area, and/or study skills courses. Per the College Readiness Block Grant (CRBG) plan area (2) provide interventions to close academic gaps, the high schools provided:
• Credit recovery opportunities for students before/after school
• Placement test preparation for students prior to enrolling in community college
• Writing center/math tutoring offerings

Additionally, All 42 sites in the district were allocated funding to support on-site interventions within and outside of the school day. $250,000 was distributed using a formula per unduplicated student. Each school documented their intervention plans within their Single Plan for Pupil Achievement. Three sites were given the "green light " to move forward with a multi-tier system of supports (MTSS) pilot program: Centerville, Robertson, and Cabrillo. Universal Screeners were piloted at Centerville (AimsWeb) and Cabrillo (Easy CBM). Staff evaluated the programs to determine which might be best for district-wide use in the future.

Action 3: Fremont Unified School District has historically offered a variety of summer programs to support student progress and attainment of academic standards. For many years, Fremont Unified has offered the following summer school programs for students in need of academic support:
• High School Summer School for credit recovery (LCAP Supplemental Funds)
• Irvington High School Contract Program (LCFF General Fund)
• Robertson High School Program for credit recovery (Title I Funding)
• Extended School Year (ESY) for Special Education Students at the preschool, elementary and secondary levels (Special Education Funding)
• Federal & State Programs: Elementary Summer Academy & Junior High Summer Academy for English Learners, Migrant students, Low Income, Foster/Homeless Youth and other identified at-risk students (LCAP Supplemental Funds & Migrant |

Funds)
As part of the new Common Core Math Pathways adoption and revisions to the plan between 2014 and 2016, per staff recommendation, the Board additionally approved:

- A Summer Math Academy to prepare students to take 'at-grade-level' Algebra I in the 9th grade (LCAP Supplemental Funds)
- An additional access point for the accelerated pathway at junior high: Students who were borderline for accelerated placement in junior high may qualify for a Summer Bridge class for 7th grade CC2 and 8th grade CC3/Algebra 1 Accelerated Path if they have earned an A in both semesters of CC2 and scored 90% in all CC2 benchmarks (LCFF General Fund)
- A Geometry summer school course between 8th and 9th grade years, for the most highly qualified students (LCFF General Fund)

Action 4: All Administrators, counselors, secretaries, attendance clerks and registrars received an "Every Day Counts" toolkit, which provides strategies to effectively problem-solve issues related to truancy. The toolkit includes conducting a needs assessment, prioritizing truancy efforts, the use of data to drive targeted interventions and strategies to create/develop an inclusive school-wide attendance program. Student Support Services further supported training and data-driven strategies by providing monthly chronic absence reports. In addition, Student Support Services scheduled site visits to provide customized support to meet school site needs and ongoing training at District-sponsored professional development. Having hired a Child Welfare Assistance (CWA) coordinator has helped immensely with the families who are identified for SARB (School Assistance Review Board). The CWA and program managers from the Student Support Services department visited every site with a list of students who had three or more absences in the first semester at each school. They met with the principal, counselor, and parents to find strategies to improve attendance and offer wrap around services for support. This has been an effective approach in keeping our attendance rates at 97% or above.

Action 5: Each of the 42 sites were provided supplemental funding 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 Standards-related field trips, college visits, and other extended learning opportunities. Site leadership and School Site Councils determined what would be purchased to support unduplicated students' career and college readiness. Therefore, all items were accounted for in each school's Single Plan for Pupil Achievement (SPPA). 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 1.0 FTE to teach one section of the "gateway" Robotics course at each junior high. MVROP paid for materials, room setup, and training costs to implement the courses.

Action 6: An allocation of resources was given to the five highest 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. Some of the services/resources included:

- Intervention teacher
- Instructional coach
- Instructional paraeducator
- Computers for targeted intervention programs
- Intervention programs
- Materials and supplies to support focused instructional strategies
- At-risk counselor
- Parent workshops/engagement activities
- Community liaison to increase parent engagement
- Professional development

- Support for student basic needs
- Extended day activities

Action 7: Funding was used to strengthen the Immersion Programs to support English Learners in becoming biliterate and bilingual. The activities included:
- Purchased STAMP (STAndards-based Measurement of Proficiency) assessment to access target language in 3rd-7th grades
- Entered into a consultant agreement with a UC Berkeley professor to assist with identifying priority standards in the Mandarin program
- Offered release days for teachers to work on priority standards
- Completed the Immersion Master Plan in spring 2017
- Improved literacy skills by purchasing authentic literature to enhance libraries
- Supplied Spanish & Chinese dictionaries for student use
- Bought tablets to support students in Chinese writing

Action 8: Secondary sites expanded their class offerings for English Learners by adding several courses to provide targeted support for Long Term English Learners (LTEL). Five courses of English 3D class were added for LTEL's. English 3D is an English language development program designed to help struggling students accelerate English language proficiency and develop the academic language skills they need for success in college and career. The program builds students' competence and confidence through consistent instructional routines for academic vocabulary, discussion, writing, and more. Six classes of sheltered history were offered to support English Learners with content area scaffolds and supports. Moreover, the creation of ELD Department Chairs were established at all eleven secondary school sites to provide leadership, uniformity and guidance for English Learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Goal 3 was created to "Implement strategies to involve students in their learning and interventions to eliminate barriers to success" and is linked to State Priorities 5 & 7: pupil engagement and access to a broad course of study. The actions under this umbrella include increased services for English Learners (EL's), summer school for remediation, funding to support our highest needs elementary schools, attendance strategies, and site-based interventions. Though Fremont Unified is considered a high achieving district in the San Francisco Bay Area, there exists similar achievement gaps as the rest of the state, particularly with our English Learners, ethnic subgroups, students with IEPs, and low income students. The Instructional Services Department is in the second year of implementing Professional Learning Communities (PLC's) to address the needs of every student. While we have mainly been focused on Essential Questions 1 & 2: "What do we want our students to learn?" and "How will we know if they've learned it?", we will begin to systematically address Questions 3 & 4: "How do we intervene for those who haven't learned it?" and "How do we extend learning for those who already know it?"--which directly pertain to this goal in 2017-18. Actions 1, 2 & 3 provided interventions during and after the school day and summer school. These programs directly align to the goal as we attempt to eliminate barriers to success. Like other districts in the state, we have begun exploring ways to implement a district-wide Multi-Tiered System of Support (MTSS) plan. We have developed a six-year plan to start with classroom-based, then school-based, and eventually district-based interventions. This year, we spent time evaluating our summer school programs to assess their effectiveness and identified the following areas of success in 2016: • Majority of sites served LCAP unduplicated students (Foster/homeless, English Learners, low income) • Academic gains in English Language Arts across the board; gains in mathematics in Summer Math Academy, Geometry; high school credit recovery • Strong attendance rates • High completion rates

- Engaging STEM instruction through Camp Invent
- All programs were able to serve 100% of students who applied (except Summer Math Academy which had a 95% acceptance rate and Elementary Fed & State which served 93% of the eligible students invited)
- Summer Math Academy was particularly successful as was our traditional high school summer program as measured by grades, credits earned, and attendance rates.
- The Federal & State Programs elementary program also had high attendance rates which indicated success; however, we need to develop stronger data collection and evaluation techniques to truly draw more accurate conclusions about the impact on student achievement.

Furthermore, Actions 2 & 3 showed great increases in our metrics related to graduation and dropout rates. We met or exceeded expected outcomes for every subgroup except for English Learners which slightly decreased from 82-84%.

Action 4 was created to increase attendance in the district. While our overall Average Daily Attendance rates are very high (97%+), we can always look for ways to remove the barriers that might stand in the way of unduplicated students' attendance. Since we do have so few chronic truants, we were able to create a top ten (or twenty) list of students by name at each school that the Child Welfare Attendance coordinator met with along-side the school's Coordination of Services Team (COST) to bring in outside resources to families in need.

The $100,000 pass through funding to sites to increase students' exposure to careers in Action 5 was difficult to measure as there is little we can quantify. School Site Councils (SSC) at each school decided how to allocate the funding in their Single Plan for Student Achievement (SPPA) and covered a wide variety of activities. While the activities were approved by both SSC and the Director of Federal & State Programs, the effectiveness is purely qualitative and anecdotal. Due to Supplemental funding decreases in 2017-18, we decided to suspend this pass through monies to the sites partly due to the lack of evidence that it helped unduplicated students in any high leverage way. Once we develop a more comprehensive approach to career education and preparation, we will consider bringing this action back with specific directions for appropriate uses. In the meantime, this funding will remain suspended in favor of other higher leverage actions that we can directly correlate to improved student outcomes.

Actions 6-8 clearly supports in specifically focusing on sites with the highest percentage of unduplicated students as well as English Learners across the district's secondary schools and dual immersion programs. Action 6 data showed that attendance rates at the five elementary schools continues to be a strength as they all met the threshold of 95% or higher. Overall, math continues to be an area of strength for the high need schools, while ELA continues to be a focus area. The implementation of strong Professional Learning Communities (PLCs) with weekly collaboration has served these schools well, as we continue to see unduplicated students making academic growth.

Our dual-immersion programs continues to improve and strengthen the program for English learners as is indicated in Action 7. The addition of a primary assessment will allow staff to analyze and determine EL students' strengths and specific areas of growth to help with the transferring of skills from the primary language to English. In analyzing the immersion achievement data, English Learners need to continue to receive additional supports in mastering English.

The expansion of secondary ELD classes per Action 8 has provided English learners with a variety of classes that supports their diverse academic needs. With the addition of support classes, staff focused on improving academic language and targeting reading and writing skills specifically for our Long-Term English Learners. Our reclassification data shows that we have increased our reclassification rate by 5% at the secondary level. Furthermore, with the implementation of ELD Specialists at three secondary sites has proven to be beneficial for EL students as they have doubled the number of EL students who have been reclassified.

For the actions where we didn't meet our expected measurable outcomes for certain metrics, next year's metrics will be adjusted accordingly to anticipate more accurate gains. We did not meet our EAMOs for EL performance on CAASPP ELA and Math and there are actions throughout all of the goals to address this. We will continue to measure this and have adjusted the EAMOs based on the decrease in performance. Additionally, we have added the English Learner Progress Indicator throughout next year's LCAP. We are continuing many of the actions that are supporting ELs such as training teachers in GLAD strategies, maintaining AVID sections at each secondary school, continuing work on data analysis in Professional Learning Communities, and using a new assessment system to better track student achievement throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between the budgets created for each action and the estimated actuals. Where there is some discrepency in a few items (<$10,000), it is primarily due to increases in salary or step and column for certificated and/or classified staff. Action 1: Budgeted: $678,094; Est. Actuals: $656,292 Action 2: Budgeted: $863,626; Est. Actuals: $TBD Action 3: Budgeted: $1,005,716; Est. Actuals: $TBD Action 4: Budget: $69,241; Est. Actuals: $67,386 Action 5: Budget: $206,164; Est. Actuals: $206,164 Action 6: Budget: $1,660,697; Est. Actuals: $1,560,985 Action 7: Budget: $100,000; Est. Actuals: $72,690 Action 8: Budget: $263,405; Est. Actuals: $TBD
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Actions 1 & 2 will remain largely the same in the upcoming year's LCAP. AVID funding and MTSS funding will be static until we fully implement a comprehensive district-wide intervention program, which we anticipate in the future. Action 4 has also been an effective model for reducing chronic truancy, so we do not anticipate making any changes there either. A correction is noted for the EAMO for AVID student enrollment. The 2016 baseline included students enrolled as AVID tutors and was corrected to reflect the EAMO of 500 students who are enrolled in actual AVID courses. Action 3: Instructional Services created a Summer School Task Force (SSTF) to evaluate the summer school programs in the district to determine whether our current offerings best address unduplicated pupils' learning needs and goals. The task force goals are to: • Conduct research on best summer school practices • Clearly define purpose and goals for programs • Recommend curriculum & instruction approaches and resources • Address facilities, site locations, transportation, organizational components • Plan for assessments & quality data collection • Discuss staffing needs and considerations • Examine alternatives to traditional summer school (e.g., year-long interventions, online courses, hybrid programs, independent study, mastery contracts, etc.) The SSTF recommended a few minor programmatic changes for summer 2017, which include offering hybrid social studies classes at the high school level with some onsite seat-time and some online components; and to create a two-week junior high "summer success academy" that reaches out to unduplicated students that might struggle with the transition from elementary to junior high. The program will cover study skills and AVID strategies, introduce digital tools such as Google Apps and School Loop, and involve parents in the program. Finally, the Task Force agrees that we should be investing more in intervention programs within the school year and not relying on summer school as a catch-all. Therefore, more funding will be allocated to this action in 2017-18.

Action 5, which passed through funding to the sites for college & career activities and paid for 1.0 FTE for Robotics at the five junior highs will be changed in 2017-18. Instead of passing through $100,000 to the 42 sites, we will reduce the total funding to only cover the 1.0 FTE for Robotics and add 0.4 FTE at Irvington and Washington High schools to support their Careers Partnership Academies. As the pass through funding was not significant enough to really impact students and with the budget shortfall in 2017-18, we decided to suspend this pass-through in favor of other actions. This action will also be moved to Goal 2 Action 4 as it fits better in that arena.

Action 6 funding will decrease by approximately 4% to reflect the changes in our unduplicated student population from 32% to 28% in the 2017-18 school year. The CAASPP metrics for English Language Arts and Mathematics were expanded to include data for high needs elementary schools which is reflected in the annual update which is a stronger measurement of the action.

Action 7 will be moved to Goal 2 Action 7 since it is not an intervention, but part of the regular academic program and should be categorized under the State Priorities related to student achievement. Action 8 remains unchanged as it is in the first year of implementation and we need to give it time to take root before recommending any alterations.

Annual Update Changes for 2017-18

Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success. *State Priorities: Course Access (7) and Pupil Engagement (5)*	Minor Edits	Content Change	Moved from 16-17
Action 1: Prepare students for college and career opportunities through the district's Advancement Via Individual Determination (AVID) program.			
Action 2: Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions.			
Action 3: Increase achievement of core content standards by providing extended learning options for students during summer, after school, and/or the school day.	X	X	
Action 4: Advise staff on effective interventions for students with early truancy patterns.	X		
Action 5: Provide resources and staff at each school site to assist English Learners become proficient in English.	X		G2A3
Action 6: Target additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Durham, & Grimmer).			
Action 7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.	X	Combine G2A2 & G2A4	G2A2
Action 8: Enable English Learners to meet or exceed graduation requirements by maintaining ELD (English Language Development) courses and department chair positions at the secondary schools.	X		

Current for 2016-17	Move to 2017-18 and out years
G3A5: Generate opportunities for students to connect with real world careers.	G2A4: Generate opportunities for students to connect with real world careers.
G3A7: 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.	G2A7: Help English Learners (EL's) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

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

Goal 4	Establish partnerships with our families and community to increase academic success for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

<u>ANNUAL MEASURABLE OUTCOMES</u>

EXPECTED

Action 1: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site
- Web analytics of traffic on district website, School Loop, and Bright Arrow: Maintain or increase 11,600,000 pageviews.
- Parent Satisfaction Survey results: All questions related to communications and parent outreach will have an average of 80% or higher approval rating

Action 2:
- Introduce WEB at 5 out of 5 junior highs with the intention of full implementation in the fall of 2017
- Track home visits and SARB meetings to connect parents to resources as of March 1, 2017: 200

Actions 3, 4, 5: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs
- Attendance at DELAC, District Advisory Committees,and PIQE: Maintain or increase attendance: DELAC average attendees: 56, PIQE graduates: 100; C&I Committee average attendees: 16
- Participation rate of students taking the PSAT: 96%
- Parent Satisfaction Survey results: All questions related to student and parent engagement will have an average of 80% or higher approval rating

Action 6:
- Pupil suspension rate: 1.5%
- Pupil expulsion rate: maintain or decrease .01% rate

ACTUAL

Action 1: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site
- Web analytics of traffic on district website, School Loop, and Bright Arrow: 41,483,841 pageviews
- Parent Satisfaction Survey results: All questions related to communications and parent outreach have an average of 84% approval rating.

Action 2:
- Introduced WEB at 5 out of 5 junior highs with the intention of full implementation in the fall of 2017
- Home visits and SARB meetings to connect parents to resources as of March 1, 2017: 210 visits

Actions 3, 4, 5: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs
- Attendance at DELAC, District Advisory Committees,and PIQE: PIQE - 270 graduates, DELAC average attendance: 28 participants: C&I Committee: N/A
- Participation rate of students taking the PSAT: 92%
- Parent Satisfaction Survey results: All questions related to student and parent engagement have an average of 84% approval rating

Action 6:
- Pupil suspension rate: 1.8% as reported by CA School Dashboard
- Pupil expulsion rate: 0%
- 26 sites participating in Coordination of Services Team (COST) model

Action 7: Other local measures, including surveys of pupils, parents, and teachers

- Increase number of sites from 9 to 14 participating in Coordination of Services Team (COST) model

Action 7: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
- Staff Satisfaction Survey Results: All questions related to school connectedness, safety, and climate will have a 80% or higher approval rating
- Parent Satisfaction Survey results: All questions related to school connectedness, safety, and climate will have an average 62% or higher approval rating
- California Healthy Kids Survey Results that have a medium or high rate of school connectedness: 90% (11th grade survey)

Action 8:
- Bullying incident reports - Violation of Ed Code 48900(r): 45 incidents
- Pupil suspension rate: 1.5%
- Pupil expulsion rate: maintain or decrease .01% rate

on the sense of safety and school connectedness
- Staff Satisfaction Survey Results: All questions related to school connectedness, safety, and climate had an average of 85% approval rating
- Parent Satisfaction Survey results: All questions related to school connectedness, safety, and climate had an average of 70% approval rating
- California Healthy Kids Survey Results: Survey was not administered in 2016-17; it will resume in 2017-18

Action 8:
- Bullying incident reports - Violation of Ed Code 48900(r): As of March 1, 2017: 25 incidents
- Pupil suspension rate: 1.8% as reported by CA School Dashboard
- Pupil expulsion rate: 0%

ACTIONS / SERVICES

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

Action 1

PLANNED	ACTUAL
Action 1: Utilize district-wide web-based notification and communication service(s) to update parents on relevant school and district information.	Action 1: Utilized district-wide web-based notification and communication service(s) to update parents on relevant school and district information.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Secondary School Loop Subscription 5000-5999: Services And Other Operating Expenditures Base $45,110	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	Bright Arrow Subscription 5000-5999: Services And Other Operating Expenditures Base $33,900

Action 2

PLANNED	ACTUAL
Action 2: Connect parents and unduplicated students to internal and external resources to increase engagement at school.	Action 2: Connected parents and unduplicated students to internal and external resources to increase engagement at school.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base $82,412	Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base $90,582
Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base $14,628	Student Services Personnel (Statutory Benefits) 3000-3999: Employee Benefits Base $15,797
Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental $50,000	Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental $50,000

Action 3

PLANNED	ACTUAL
Action 3: Increase participation of unduplicated students' parents by offering high interest workshops, trainings, and activities to support student learning.	Action 3: Increased participation of unduplicated students' parents by offering high interest workshops, trainings, and activities to support student learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Parent Workshops & Outreach 5000-5999: Services And Other Operating Expenditures Supplemental $60,000	Parent Workshops & Outreach 5000-5999: Services And Other Operating Expenditures Supplemental $60,000

Action 4

PLANNED	ACTUAL
Action 4: Provide parents and unduplicated students with information	Action 4: Provided parents and students with information and

	and education on expectations for college and career readiness.	education on expectations for college and career readiness.

Expenditures	**BUDGETED** 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	**ESTIMATED ACTUAL** Information and materials at parent outreach events (CRBG) 4000-4999: Books And Supplies Other $0 Naviance license & training for secondary schools (CRBG) 5000-5999: Services And Other Operating Expenditures Other $83,904

Action **5**

Actions/Services	**PLANNED** Action 5: Improve and increase effective communication with English Language Learner parents regarding school and district information through highly trained and supportive personnel. • Hire staff whose job duties are to outreach, communicate and provide family engagement to unduplicated parents regarding the various programs that are available to support their students in academics social and emotional needs. • 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.	**ACTUAL** Action 5: Improved and increased effective communication with English Language Learner parents regarding school and district information through highly trained and supportive personnel. • Hired staff whose job duties are to outreach, communicate and provide family engagement to unduplicated parents regarding the various programs that are available to support their students in academics social and emotional needs. • Hired Language Technicians who are fluent in Spanish, Mandarin and Farsi to support families with enrollment. • Hired bilingual personnel (Spanish and Mandarin) to assess students using multiple assessments to determine appropriate English Language Development (ELD) courses or placement. • Provided written and oral translations in Spanish and Mandarin.
Expenditures	**BUDGETED** F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $216,036 F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $95,272 F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $225,321 F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $50,796 SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $182,966 SSS Classified Burdens 3000-3999: Employee Benefits Supplemental $46,214 SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental $31,000 LAC Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $89,520 LAC Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $345,661 LAC Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $107,973	**ESTIMATED ACTUAL** F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $207,957 F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $124,425 F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $339,313 F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental $15,731 SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $178,909 SSS Classified Burdens 3000-3999: Employee Benefits Supplemental $43,417 SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental $17,000 LAC Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $309,085 LAC Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental $345,661 LAC Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental $107,973

LAC Operating Expenditures 4000-4999: Books And Supplies Supplemental $42,130	LAC Operating Expenditures 4000-4999: Books And Supplies Supplemental $16,713

Action 6

Actions/Services

PLANNED	ACTUAL
Action 6: Implement the Coordination of Services Team (COST) model to provide wrap-around services for students in need of support.	Action 6: Implemented the Coordination of Services Team (COST) model to provide wrap-around services for students in need of support.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base $154,165	Coordinator of Student Support Services (Salaries) 1000-1999: Certificated Personnel Salaries Base $157,248
Statutory Benefits 3000-3999: Employee Benefits Base $27,364	Statutory Benefits 3000-3999: Employee Benefits Base $27,401
COST site coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental $50,952	COST site coordinator stipend 1000-1999: Certificated Personnel Salaries Supplemental $39,000
COST site coordinator benefits 3000-3999: Employee Benefits Supplemental $9,048	COST site coordinator benefits 3000-3999: Employee Benefits Supplemental $9,376

Action 7

Actions/Services

PLANNED	ACTUAL
Action 7: Maintain or increase counselor positions at the secondary and elementary sites for unduplicated students' social-emotional and academic guidance.	Action 7: Maintained and increased counselor positions at the secondary and elementary sites for unduplicated students' social-emotional and academic guidance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental $1,182,420	Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental $1,182,420
Secondary Counselors (Benefits) - 13.0 FTE 3000-3999: Employee Benefits Supplemental $209,880	Secondary Counselors (Benefits) - 13.0 FTE 3000-3999: Employee Benefits Supplemental $209,880
Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental $588,000	Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental $588,000
Elementary Counselors (benefits) - 7.0 FTE 3000-3999: Employee Benefits Supplemental $104,370	Elementary Counselors (benefits) - 7.0 FTE 3000-3999: Employee Benefits Supplemental $104,370

Action 8

Actions/Services

PLANNED	ACTUAL
Action 8: Explore restorative practices to improve school climate and encourage positive interpersonal relationships.	Action 8: Explored restorative practices to improve school climate and encourage positive interpersonal relationships.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Restorative Practices Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental $75,000	Restorative Practices Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental $75,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| Describe the overall implementation of the actions/services to achieve the articulated goal. | Action 1: 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.

Action 2: School Attendance Review Board (SARB) meetings occur bi-weekly from September through May to address barriers to daily attendance. The SARB is an interdisciplinary panel comprised of district staff, community based organizations, and site representatives to collaboratively problem-solve truancy and chronic absenteeism with families. A contract is established with each SARB family. The SARB Panel follows-up with SARB families to meet SARB agreements and support school site efforts to improving attendance. We also prepared for the launch of Where Everybody Belongs (WEB) at all five junior high schools in fall 2017: Teacher leaders were trained at each junior high; 8th grade students applied and were trained in the spring of 7th grade to be "WEB Leaders" and; incoming 7th graders were invited to WEB Day in August for a half-day of team building with fellow students

Every Day Counts (EDC) is a City-wide effort to improve attendance and reduce chronic absenteeism rates in all TK-12 schools in Fremont Unified School District (FUSD). In partnership with FUSD, the City of Fremont, Tri-City Health Center, and the Fremont Police Department School Resource Officers Division, Every Day Counts supports every student, in school, on time, every day. EDC strategies included official launch of EDC to school stakeholders in August 2016, school attendance reports, attendance toolkits, transit ads, Community Conversations, presentations to school stakeholders, promoting September as National Attendance Awareness Month, customizing schoolwide attendance initiatives, home visits, community canvassing, training, consultation with school sites, and a proclamation by the City of Fremont.

Action 3: The District English Learners Advisory Committee (DELAC) meetings occurred on a regular basis where various relevant topics were discussed to increase the awareness and involvement of EL parents. DELAC membership increased this year and leadership capacity tripled with the nomination of three parents to share the chairperson position and serve as liaisons to the Local Control Accountability Advisory Committee (LCAAC). Additionally, the 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 student in reaching this goal. PIQE was conducted at Millard, Patterson, Brookvale, Vallejo Mill, Green, Warwick and Azevada elementary schools this year.

Action 4: Per the College Readiness Block Grant (CRBG) area (3) build capacity of parents and staff, 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.The Directors of Secondary and Elementary Education have drafted a poster and pamphlet to share with unduplicated families that summarizes the district's TK-12 College and Career Readiness indicators developed by administrators, teachers, and counselors, which will be completed and shared in August 2017.

Action 5: Personnel was hired in various capacities at both the school and district level. Community Liaisons, ELD Coaches, Language Technicians and EL administrative support provided direct services to EL students and parents. 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. Student Support Services provided oral translations for parent meetings, IEP meetings, parent-teacher conference and student behavior meetings. The student handbook and notice of rights and responsibilities were translated in Spanish and Chinese--our two largest language groups outside of English.

Action 6: Student Support Services program managers held meetings with administrators and counselors at all sites to roll out the Coordination of Services (COST) model. A COST coordinator meeting was held in September 2016. During the meeting handouts and referral processes were shared. Sites met with their own teams throughout the school year. There were two additional large group meetings to collect data and evaluate progress in the winter and spring. The launch of Every Day Counts (EDC) is a comprehensive approach to addressing truancy. School sites were provided attendance data, training, tools, and consultation to addressing attendance through a tiered system of support. Students/families who required strategic/intensive intervention(s) were eligible for family meetings, home visits, letters home to share attendance tracking,School Attendance Review Board (SARB) referrals, and "warm handoffs"/referrals to outside services meeting student/family needs. The most severe truancy cases were forwarded for support from the Alameda County Truancy Court.

Action 7: In 2016-17, FUSD maintained the same level of secondary counselors and added 7.0 FTE elementary counselors to serve 14 sites that have 35% or higher unduplicated students. The impact of increased counselors at our sites resulted in more classroom presentations, increased student groups, participation at COST, Student Study Team (SST) or Individualized Education Plans (IEP) meetings and assistance for teachers who have students with social-emotional issues. Parents, staff, and students overwhelmingly reported that having counseling on site at the elementary level has had an immensely positive effect on academics, mental health, attendance, decision-making, and interpersonal relationships.

Action 8: Restorative Practices programs were piloted at Durham, Irvington and Robertson for the 2016-2017 school year. The three staffs received Professional Development (PD) from Circle-Up education during the school year. The trainings were site-specific. The district committee had meetings on the second Monday of each month. Circle-Up education provided the PD throughout the year. After evaluating program effectiveness, a decision was made in spring 2017 to expand the pilot to two-three additional sites in 2017-18.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Goal 4 aims to "Establish partnerships with our families and community to increase academic success for all students" and encompasses the state priorities on school climate and parent involvement. The actions, therein, support families with counseling services, connections to county and city resources, district and site personnel who are culturally competent and multi-lingual, a variety of communication tools, and parent education opportunities. These actions are closely aligned to both the priorities and the stated goal and have improved parent and student connectedness to school.

Two actions (2 & 6) that were expanded from previous years' LCAPs have improved services to students and families greatly. The increase of site COST coordinators from 9 to 26, the addition of a Child Welfare Attendance coordinator, and focused SARB meetings, along with partnerships with the City of Fremont and Alameda County, have improved the safety net for our unduplicated students. Fremont has really begun to embrace the concept of "wrap around services" that address students' physical health, emotional well being, and behaviors in addition to their academic needs. We will be expanding the existing relationships and building new ones in the next year's LCAP.

Out of all the goals and actions in the LCAP, the expenditures on extra counseling at the secondary sites and new counselors at 14 of our elementary sites with 35% or higher unduplicated student counts, is by far the most valued. Principals, teachers, parents, and students all express gratitude for the individual, group, academic, and crisis counseling offered by our counselors. |

There is also a lot of enthusiasm for the fledgling Restorative Practices work being done at the three pilot sites and the Board and community have been supportive of expanding this work. Having personnel with language and cultural backgrounds that reflect our families' diversity in Fremont is a significant asset to increasing parent involvement in their childrens' education. Being able to access resources within the district as well as in the local county and city additionally supports student learning. As a district we participated in a pilot program to build capacity with our families with the LCAP. We worked with Families In Schools were they provided technical assistance and support to assist us in our efforts to engage our unduplicated families in the LCAP process. Additionally, we sent a team of administrators, teachers and support staff to Alameda County Office of Education to join the Families Engagement Network. Our team has supported our efforts in building relationships with our families to support student learning and achievement. Overall, the multi-pronged approach seen in this goal attempts to address not only the "whole child", but the "whole family" unit as well.

For the actions where we didn't meet our expected measurable outcomes for certain metrics (3-5), next year's metrics will be adjusted accordingly to anticipate more accurate gains. DELAC attendance will continue to be tracked with a goal of increasing participants. In order to increase participation, further outreach including personal phone calls and email reminders will be sent to all members in their primary language. Furthermore, we will continue to partner with our DELAC co-chairs to facilitate and lead discussions with our parents regarding topics that pertain to English learners and our district-wide services and programs. A new metric has been added that looks at the completion rate of the parent satisfaction survey in Spanish and Chinese to ensure we are tracking and increasing the participation of all parent groups. Another area where we didn't meet our EAMO was in the participation rate of the PSAT. In October 2015 the PSAT was mandatory and it became optional in 2016 which led to the slight decrease in participants. We will adjust the EAMO to reflect that the PSAT is no longer required of all students. In addition, we will continue to track the number of unduplicated students who show AP potential as reflected by the PSAT and continue to share these results with high schools for proper course placement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no material differences between the budgets created for each action and the estimated actuals. Where there is some discrepency in a few items (<$10,000), it is primarily due to increases in salary or step and column for certificated and/or classified staff. Action 1: Budget: $79,010 Est. Actuals: $79,010 Action 2: Budget: $147,040 Est. Actuals: $156,379 Action 3: Budget: $60,000 Est. Actuals: $60,000 Action 4: Budget: $95,000 Est. Actuals: $83,904 Action 5: Budget: $1,390,759 Est. Actuals: $TBD Action 6: Budget: $241,529 Est. Actuals: $233,025 Action 7: Budget: $2,084,670 Est. Actuals: $2,084,670 Action 8: Budget: $75,000 Est. Actuals: $68,000
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Several changes were made to content, funding, metrics and organization in Goal 4 to improve and increase services for unduplicated students. Action 1 will be deleted in the 2017-18 LCAP because it doesn't directly support unduplicated students. Since it is funded out of the Base Grant and is considered a basic operating expenditure, we felt that it wasn't necessary to have as an action, in and of itself. Rather, communications will be embedded and employed in all of the actions in the LCAP. Especially in order to meet Goal 4, a variety communication methods will be used to engage parents and students, but won't exist as its own line item.

We determined that Actions 2 and 6 had significant overlap and were redundant in practice. Therefore, we combined the two actions into a newly worded Goal 4 Action 2 in 2017-18. Furthermore, the COST coordinator stipend will be discontinued and sites will use their "40 hours" extra duty time to cover the coordinator's duties.

Actions 3 and 4 will have the same funding in the future year's LCAP, including offering high interest parent workshops and using the career inventory Naviance program to guide students in the post-secondary planning. We will, however, be developing more accurate metrics to measure effectiveness of these actions. The attendance for the C&I Committee is no longer being reported because attendance is a reflection of committee members which is predetermined.

Action 5 was rephrased for 2017-18 but will contain the same funding and resources to the Federal & State Programs and Student Support Services Departments.

Though there has been widespread support for adding even more counseling in Action 7, we were not able to recommend increases because of the decrease in both Supplemental funding and Base Grant projections. Staffing will remain frozen at the current level until we are able to secure additional dollars.

In December 2016, the Office of Civil Rights (OCR) presented Fremont Unified with a report that was conducted over nearly four years on the school experiences of our Muslim and Sikh population. Though they did not have any official findings or violations of Title VI law, we entered into a proactive resolution agreement with OCR to remedy some concerns. We are using the results of their data collection to determine appropriate strategies to further support Muslim and Sikh students and families however, these strategies will not be limited to Muslim and Sikh students but will extend to all student subgroups as appropriate. The resolution includes training, parent and student outreach, and policy changes. Staff recommended to the Board that we create a new position in the district titled Educational Equity Coordinator (EEC) to be funded out of the LCAP (Goal 4 Action 1 which will replace Action 8) in 2017-18. The Local Control Accountability Committee (LCAAC) discussed and approved adding $225,000 to next year's budget to expand Restorative Practices and provide a budget for the EEC to conduct training of all staff on equity issues.

Annual Update LCAP Changes for 2017-18

Goal 4: Establish partnerships with our families and community to increase academic success for all students. *State Priorities: Parent Involvement (3) and School Climate (6)*	Minor Edits	Content Change	Moved
~~Action 1: Utilize district-wide web-based notification and communication service(s) to update parents on relevant school and district information.~~		Deleted action	
Action 1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district.	X	X	G4A8
Action 2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.	X	G4A2 & A6	
Action 3: Offer parent workshops on academics, life skills, and social-emotional supports for students.	X		
Action 4: Inform students and parents about college and career expectations.	X		
Action 5: Hire bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners.	X		
Action 6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.	X		G4A7

Current for 2016-17	Move to 2017-18 and out years
G4A1: Utilize district-wide web-based notification and communication service(s) to update parents on relevant school and district information	DELETE
G4A2: Connect parents and unduplicated students to internal and external resources to increase engagement at school. G4A6: Implement the Coordination of Services Team (COST) model to provide wrap-around services for students in need of support.	Combine G4A2 & G4A6 into G4A2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.
G4A7: Maintain or increase counselor positions at the secondary and elementary sites for unduplicated students' social-emotional and academic guidance.	G4A6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.
G4A8: Explore restorative practices to improve school climate and encourage positive interpersonal relationships.	G4A1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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 provide feedback on the 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 meetings to gather input.

In addition to in-person meetings, the district maximized electronic resources to gather input from stakeholders who preferred to submit their feedback digitally. This approach allowed people to participate when and where they were able to and still have their voices heard. We issued messages through School Loop and Bright Arrow (both electronic messaging systems) as well as made 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.

FUSD was also invited to join a pilot study in partnership with Alameda County Office of Education (ACOE). ACOE along with Santa Clara & San Mateo County Office of Education were chosen to participate in a 1-year pilot project fully funded by the Californians Dedicated to Education (CDE) Foundation and Hewlett Foundation. The desired outcome of the project is to provide sustainable capacity-building for long-term district improvement to: 1) Increase the number of families engaged; 2) Improve the quality of family engagement in LCAP development and; 3) Improve family engagement outcomes included in district LCAPs. We worked with Families in Schools (FIS) to deepen our work around parent engagement in order to foster partnerships with schools, families and communities to maximize and support student learning. FUSD was grateful for the opportunity to work with these organizations to improve our outreach efforts. Through our work with FIS, we have learned that we need to embed our LCAP engagement meetings with established school events to have optimal parent participation. Another lesson learned was creating a clear and compelling message to parents about LCAP participation. As a result, we refined our actions to make them concise and clear to our school community and created a LCAP graphic that highlights services and programs that have been funded by the LCAP. In addition with our work with FIS, we began building capacity in family engagement by sending school and district staff to ACOE to attend Family Engagement Network (FEN). These pragmatic monthly meetings discussed a variety of methods and strategies to assist in family engagement. Staff learned about the latest research on family engagement and how a district can apply this to build a collaborative partnership with our families to support student success.

Local Control Accountability Advisory Committee (LCAAC) meetings October 2016-April 2017
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 three parents as co-chairs to represent English learners our largest unduplicated group in FUSD 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 2016-17 school year to complete the Annual Update and write the 2017-18 LCAP. 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 32 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.

District English Language Advisory Committee (DELAC) represents our English learners and functions as an advisory board where the committee provides feedback to the LCAAC in ways supplemental funds can be used to support English learners. Parent input sessions occurred at each DELAC meeting this school year. DELAC was held on October 24, 2016, January 23, 2017 and March 27, 2017.

DELAC met to discuss programs, services, EL district data, and review the new California data dashboard. Each meeting, DELAC spent a portion of their time to reviewing the District's current 16-17 LCAP, analyzing data pertaining to English learners and providing input on ways to continually support EL's with the 17-18 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 2017-18 LCAP.

- Additional English Language Development Specialists at school sites
- Professional development for staff on cultural competency
- Technology programs to support EL's in progressing in English
- Support the socio-emotional needs for EL's
- College presentations beginning in elementary school
- Provide transitional support for students moving into junior high/middle school prior to the transition
- Teach students about career opportunities in the summer
- More opportunities for parents to participate in Parent Institute for Quality Education (PIQE)
- Increase school counselors

SURFBoardE Meetings:

SURFBoardE is a student group comprised of 14 students from the five high schools in the Fremont Unified School District. Five students on SURFBoardE are Redesignated English Proficient students. 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 2016-17 LCAP. SURFBoardE also developed a student friendly survey of thirteen questions to gather input from the student body on various topics. The purpose of the survey was to hear directly from students about their perspectives on life as a student in FUSD. Two surveys were developed and tailored for elementary and secondary students. The electronic survey was distributed to all of the high schools, junior highs and upper grade elementary students (4th-6th) as a means to compile input. A total of 10,186 students took the SURFBoardE survey with the breakdown of 5,874 secondary students and 4,312 elementary students responding to the survey. The results were the following:

- Improved lunches
- Need for additional bathrooms at school sites
- Finals to coincide with Winter Break

Staff Satisfaction Survey January-March 2017

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 March 2017. 976 employees completed the survey which was an increase from the previous year of an additional 83 employees. All employee groups including management, SEIU, FUDTA (teachers' association), and CSEA (classified employees) took the Staff Survey. Below outline the areas of strength and growth based on the results of the Staff Survey.

Staff reported positively in regards to the following:

- Staff have effective communication tools to reach parents
- Know how to assist families in helping their students
- Feel prepared to teach skills and knowledge to prepare students for life and graduation
- Comfortable in implementing content standards and instructional strategies
- Competent using a variety of assessment measures and using data to inform instruction

Areas where staff reported areas where the District could grow are in the areas of facilities, professional development and additional social emotional support for students. The major themes were the following:

- Outdated facilities
- Need additional bathrooms
- Increased student population has put a strain on current school configurations
- More options for classified professional development offerings
- Need for more secondary professional development
- Address the needs of students with special needs
- Next Generation Science Standards training
- Additional counselors at all school sites
- Need to address student attendance and discipline

Parent Satisfaction Survey January-March 2017
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 Chinese and was distributed electronically via School Loop, Bright Arrow, Twitter, 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. A total of 3,376 parents responded to the survey, including special outreach to all schools (17 schools) that have 35% or more unduplicated students. A summary of responses indicated below where parents/guardians reported areas of strength and growth for the district.
Areas of Strength

- Students access to technology
- Parents are aware of the skills and content their child is learning in school
- School communicates about their child's academic progress that is understandable and timely
- Effective school communication about events and meetings

Areas of Growth

- Support families with students who are struggling academically or need more of a challenge
- Struggling students need more assistance
- Instructional materials and resources need to reflect the varied backgrounds, cultures, or ethnicites of FUSD students
- Need to have high expectations for all students including those with different learning styles
- Encourage all students to enroll in challenging courses
- Additional counselors to provide social-emotional support for students

LCAP Dollars at Work Graphic January 2017
The LCAAC developed the idea to create a visual graphic that would help parents, staff and community members have a better understanding of how the LCAP supplemental funds support unduplicated students within the district. The graphic was developed and incorporated each of the District's four overarching LCAP goals which included the total dollar amount spent on each respective goal. The poster was divided into four quadrants which then allowed us to highlight certain actions which included photos that demonstrated how the supplemental funds supported staff and/or students. The graphic was reproduced onto a large poster and translated into Spanish and Chinese. All 42 schools received the posters along with the District office and posted them in high traffic areas for the school community to view them.

Principals' Meetings and Principals' Advisory Committee (PAC) meetings December 1 & 13, 2016
The Asst. Superintendent of Instruction and Associate Superintendent presented the 2016 Annual Update and 2017 draft goals and actions at the principals' meetings in December. 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.

Targeted LCAP Parent Engagement Meetings at Schools with 35% or more unduplicated students--February-March 2017

A team of bilingual district personnel conducted LCAP Parent Engagement Meetings at schools with 35% 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 2016-17 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. Embedded within the LCAP engagement meeting, staff discussed the purpose and interpretation of the California data dashboard.   Below are the major themes of the parent input:

- Parent workshops on various topics including childcare and food
- Tutoring/Intervention
- Parent Institute for Quality Education (PIQE)
- Additional support staff for English learners and struggling students
- Organizational skills for the transition between elementary and junior high
- After school programs
- Nutrition classes
- Extra curriculum activities and programs
- Teacher training on technology, Special Ed, intervention, English learners
- Apps and software for EL's
- Cultural/Diversity training
- Field trips related to careers
- College and Career activities
- Exposure to Science,Technology, Engineering and Mathematics (STEM)

LCAP Dollars at Work PowerPoint (Ongoing)

Based on the highly successful graphic that was developed for our school community. A power point was developed using the same concept of the LCAP Dollars at Work poster into a power point presentation. This power point presentation utilizes varies visual graphics along with parent friendly language to explain how LCFF and LCAP work. Furthermore, it demonstrates to our community how the LCAP supplemental funds directly impacts unduplicated students. The power point presentation was translated into Spanish and Chinese. All of these presentations are available on our District's main website to enable community members to explore and learn more about our LCAP.

African American Achievement Task Force October-April 2017

The newly established African American Achievement (AAA) Task Force was formulated to improve the achievement levels of African American students. After reviewing District level achievement data there was a need to focus on our African American subgroup as for two consecutive years the achievement data has been stagnant. The task force is comprised of administrators, teachers, support staff, current students, parents, alumna, community members and one Board Member. This group met on a regular basis to review and analyze ways to support African American students. On March 20, 2017 a parent outreach event was held by the AAA inviting all parents of African American students to participate and voice their opinions on how FUSD can support their students. At this meeting, LCAP was discussed and parents were given a forum to provide input in how LCAP supplemental funds can support the achievement of their students. Below are the ideas that were formulated by the parents:

- Provide cultural sensitivity and diversity training to all teaching staff, in order for staff to understand unique needs and customs of African American students
- Provide more overall training for all teachers regarding modifications and accommodations for students with special needs
- Purchase curriculum and books by African American authors
- Encourage Black Student Unions, guided by mentors who can motivate, take students on college tours, incentive and educate students about Black history
- Individual schools host African American Family and Community events
- Create a challenging curriculum and allow time for re-teaching and questions
- Find ways for the FUSD African American community to network together

Migrant Program LCAP Presentation March 20, 2017
Fremont Unified receives Title 1 Part C funding that is specially designed to support migrant students. As a result, parents of migrant students met on a regular bases to discuss academic needs for their students and ways families can support their children. At the March 20, 2017 meeting, the Migrant Coordinator discussed LCFF and LCAP and how it impacts migrant students. Nineteen parents whose children are in the Migrant program attended the LCAP meeting and provided feedback on actions within goals 1-4 as to what they feel will benefit their students for the upcoming 17-18 LCAP. Their comments are summarized below:

Goal 1
- More English training for Immersion teachers & students
- Increase training for people at school sites to provide Spanish support
- Train teachers to be bilingual
- Train teachers on differentiation and working 1:1 w/students in big classes

Goal 2
- Provide workshops in Spanish even if not a 15% school
- Add student groups to support each other (EL secondary)
- Summer transitional programs for students and parents

Goal 3 & 4
- Information should be sent home to parents in Spanish even if not a 15% school
- Support the transition to Peachjar for parents who do not have email (online flyer program)

LCAP Presentation at Native American Studies Program (PAC Meeting) April 5, 2017
The Native American Studies Program was developed to support students who are identified as Native American. Students in this program benefit from both academic and cultural supports where they meet weekly at the Native American Studies room at the Adult School. The PAC meets monthly as a requirement of the Native American grant to review both the academic and cultural programs. The PAC consists of parents who students are in the Native American Studies Program, community members, Native American Community Liaison, Program Manager and elders to help shape and expand the Native American Studies Program in FUSD. At the April 5, 2017 PAC meeting, PAC members provided feedback on the LCAP as many of the students in the Native American Studies Program are unduplicated students.
Goal 1: Provide cultural awareness training to teachers especially under the lens of Native Americans
Goal 2: Field trips to colleges
Goals 3 & 4: Offer workshops at multiple times with childcare

School Attendance Review Boards (SARB) Meetings: September 2016 -March 2017
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. A total of 38 SARB meetings were held where both FUSD and community based organizations staff meet to provide support and services to parents who are in need. Below are the major services that families need to support their children:
- Behavior supports
- Mental Health
- Physical Health
- Transportation
- Support for separated families

Board Presentation on Annual Update March 2017
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 on areas for further development.

LCAP Public Hearing Outreach: June 2017
To notify the public of the June 7, 2017 public hearing and Board adoption meeting on June 28, 2017, 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.

Overall Summary of Stakeholder Engagement:

SURVEYS Conducted: 3(Parent Satisfaction Survey; Staff Satisfaction Survey; SURFBoardE Student Survey)

WORKSHOPS Held: 69 (4 LCAAC meetings; 3 DELAC meetings; 2 Students United for the Representation to the Board of Education (SURFBoardE) meetings; 17 high needs (35% unduplicated schools) meetings; 1 Migrant meeting; 3 Management meetings; 1 Native American program meeting; 38 SARB meetings).

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

COMMENTS Received: 15,168 (all written and verbal from all stakeholders): Parent Satisfaction Survey: 3,376; Staff Satisfaction Survey:976; SURFBoardE Student Surveys: 10,816

STAKEHOLDERS Engaged: 11,576 (total number that had LCAP interaction): 3,450 students; 4,426 parents; staff: 3,700 (FTE)

REVIEWS Performed: 63 (4 LCAAC meetings; 5 Instructional Services directors' meetings; 2 principals' meeting; 3 principals' advisory committee meeting; 1 all management meeting; Site leadership team meetings at 41 schools; 3 Board of Education meeting; 4 Alameda County Office of Education LCAP workshops)

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

BOARD MEETINGS Convened: 3
March 22, 2017: LCAP Annual Update Board Presentation
June 7, 2017: Public Hearing
June 28, 2017: Board Approval Hearing

IMPACT ON LCAP AND ANNUAL UPDATE

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

By taking a multi-pronged approach in outreaching to parents, students, and community members, the district has been able to successfully tap into diverse populations and better gather feedback from target groups. Using surveys, meetings, presentations, input forms, posters, 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 gather input in order to draft the 17-18 LCAP that clearly reflects the common interests of a variety of constituents in Fremont. Themes that resonated across the board included: professional development for staff, parent workshops on various topics, 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.

The LCAAC reviewed district data and priority input to identify needs for targeted groups, which led to the development and revision of 28 actions for 2017-18 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 2017-18 LCAP:
- Additional English Language Development Specialists at school sites
- Professional development for staff on cultural competency
- Technology programs to support EL's learning English
- Support the socio-emotional needs for EL's
- College presentations beginning in elementary school
- Provide transitional support for students moving into junior high/middle school prior to the transition
- Teach students about career opportunities in the summer
- More opportunities for parents to participate in Parent Institute for Quality Education (PIQE)
- Increase school counselors

Based on CSEA feedback, the following themes resulted in areas for consideration:
- More training
- Support struggling students

SURFBoardE Student Survey input resulted in the following themes and concepts based from the student perspective:
- Improved lunches
- Additional bathrooms
- Finals to coincide with Winter Break

The analysis of the Staff Satisfaction Survey provided feedback related to needs and priorities for the 2017-18 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:
- Outdated facilities
- Need additional bathrooms

- Increased student population has put a strain on current school configurations
- More options for classified professional development offerings
- Need for more secondary professional development
- Address the needs of students with special needs
- Next Generation Science Standards training
- Additional counselors at all school sites
- Need to address student attendance and discipline

The analysis of the Parent Satisfaction Survey provided feedback related to needs and priorities for the 2017-18 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:
- Support families with students who are struggling academically or need more of a challenge
- Struggling students need more assistance
- Instructional materials and resources need to reflect the varied backgrounds, cultures, or ethnicites of FUSD students
- Need to have high expectations for all students including those with different learning styles
- Encourage all students to enroll in challenging courses
- Additional counselors to provide social-emotional support for students

A presentation was shared at the PAC meeting to inform administrators of the district's 2017-2018 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 some metrics needed refinement.

After the LCAAC meeting, the committee felt that the draft goals and actions had been written to more meaningful for parents and the school community. Once they approved the draft they were shared with stakeholder groups. Feedback on the document was sent to the Assistant Superintendent of Instruction to continue to refine the draft towards completion.

The input that parents shared from the seventeen 35% or more unduplicated schools provided the following topics and themes for consideration:
- Parent workshops on various topics including childcare and food
- Tutoring/Intervention
- Parent Institute for Quality Education (PIQE)
- Additional support staff for English learners and struggling students
- Focus on organizational skills for the transition between elementary and junior high
- After school programs
- Nutrition classes
- Extra curriculum activities and programs
- Teacher training on technology, Special Ed, intervention, English learners
- Apps and software for EL's
- Cultural/Diversity training
- Field trips related to careers
- College and Career activities

- Exposure to Science,Technology, Engineering and Mathematics (STEM)

The management team met to discuss LCFF and LCAP. The purpose of the meeting was to continue to educate all district administrators on the basics of the LCAP and how the LCAP connects with their sites SPPA. Staff reviewed the 2016-17 LCAP and then had discussion around the goals and actions. Afterwards, the LCAAC representative for the management team asked members to provide input by emailing or calling her directly.

At the SARB meetings, the following information was suggested as resources needed to support families and their students:
- Behavior needs
- Mental Health
- Physical Health
- Transportation
- Support for separated families

Based on the feedback from the African American Achievement Task Force the following are recommendations for consideration for the 2017-2018 LCAP:
- Provide cultural sensitivity and diversity training to all teaching staff, in order for staff to understand unique needs and customs of African American students
- Provide more overall training for all teachers regarding modifications and accommodations for students with special needs
- Purchase curriculum and books by African American authors
- Encourage Black Student Unions, guided by mentors who can motivate, take students on college tours, incentive and educate students about Black history
- Individual schools host African American Family and Community events
- Create a challenging curriculum and allow time for re-teaching and questions
- Find ways for the FUSD African American community to network together

After the LCAP presentation, Migrant families provided the following input on changes for the 2017-2018 LCAP:
- More English training for Immersion teachers & students
- Increase training for people at school sites to provide Spanish support
- Train teachers to be bilingual
- Train teachers on differentiation and working 1:1 w/students in big classes
- Provide workshops in Spanish even if not a 15% school
- Add student groups to support each other (EL secondary)
- Summer transitional programs for students and parents
- Information should be sent home to parents in Spanish even if not a 15% school
- Support the transition to Peachjar for parents who do not have email (online flyer program)

At the PAC meeting for the Native American Studies Program, members provided the following suggestions for consideration of the 2017-2018 LCAP:
- Provide teacher Native American awareness and cultural training.
- Field trips to colleges
- Offer workshops at multiple times with childcare available.

During the LCAP Annual Update to the Board, the Assistant Superintendent of Instruction presented and provided an update on the LCAP. The Board was pleased with the

progress that had been made thus far.

The principals' and leadership teams' feedback was incorporated into the annual update as well as the draft 2017-2018 LCAP. They expressed satisfaction with the format and the edits made to make it clearer for parents and school community. They continue to align their Single Plans for Pupil Achievement (SPPAs) to our district's LCAP goals as they develop their school plans for next year. The new and refined actions were unanimously agreed upon as they like the attention to providing opportunities for professional development based on their school's needs and that funding continues to be allocated to targeted subgroups to 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
- Involve the Board more in the development of the LCAP

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	Provide an educational environment that is conducive to learning.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	According to the 2017 data related to State Priority Areas 1 (Basic) and 2 (Implementation of State Standards), Fremont Unified School District students need: • Teachers and administrators who are highly qualified, well-trained, and properly credentialed • Teachers who are adept in Common Core/California Standards instructional methodologies and content knowledge • Access to standards-aligned Common Core/California Standards instructional materials and resources • A district-wide vision and action plan to fully implement Common Core/California 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 Supporting data includes: High Quality Professional Development & Appropriate Credentialing: • 100% of certificated staff attended professional development on Professional Learning Communities (PLCs) • Achieved 88% or above Satisfied to Very Satisfied Rate on PLC Site & District Professional Development evaluations (4.4 on 1-5 scale) • Increased number of teachers trained in Guided Language Acquisition and Design (GLAD): 180 teachers trained • Credentialed teacher rate: 100% Adequate Facilities & Technology: • 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): 71.4% satisfaction • Staff survey Q1 (Clean, safe, good repair): 62.6% satisfaction • Parent survey Q4 (Technology/resources): 82.4% satisfaction

- Staff survey Q2 (Technology/resources): 77.6% satisfaction
- Staff survey Q3 (Facilities for learning): 71.3% satisfaction

Implementation of State Standards:
- 100% of students had access to CCSS materials
- California State Standards Implementation Self-Assessment Tool: Move all 7 areas to full implementation
- Staff Satisfaction survey Q5 (standards implementation): 82.7% satisfaction rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action 1: The implementation of state board adopted academic content and performance standards for all students; Local Measures Action 2: Basic Services-- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching Actions 3 & 4: Basic Services-- The degree to which school facilities are maintained in good repair Action 5: Every pupil in the school district has sufficient access to the standards-aligned instructional materials Actions 6 & 7: The implementation of state board adopted academic content and performance standards for all students Action 8: Programs and services that will enable English learners to access the California State Standards (CSS) and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language	Action 1: - PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate: 95% - Site Administrator attendance at PLC cohort team meetings: 94% - Average progress on PLC implementation grid action items (scale of 1-5): 1.28 (1.0= 1 year's growth) - CAASPP Assessment Results for Mathematics (grades 3-8)- Increase number of points above level 3 for the following subgroups: - African American: 49 points below - Latino: 37 points below - Pacific Islander: 28 points below - Socioeconomically Disadvantaged: 32 points below - Students with Disabilities: 75 points below - CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the	Action 1: - PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate: 95%> - Site Administrator attendance at PLC cohort team meetings: 97% - Average progress on PLC implementation grid action items (scale of 1-5): 1.0 (1.0= 1 year's growth) - CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 for the following subgroups: - African American: 44 points below - Latino: 32 points below - Pacific Islander: 23 points below - Socioeconomically Disadvantaged: 27 points below - Students with Disabilities: 70 points below - CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the	Action 1: - PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate: 95%> - Site Administrator attendance at PLC cohort team meetings: 100% - Average progress on PLC implementation grid action items (scale of 1-5): Maintain or increase - CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 for the following subgroups: - African American: 39 points below - Latino: 27 points below - Pacific Islander: 18 points below - Socioeconomically Disadvantaged: 22 points below - Students with Disabilities: 65 points below - CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the	Action 1: - PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate: 95%> - Site Administrator attendance at PLC cohort team meetings: 100% - Average progress on PLC implementation grid action items (scale of 1-5): Maintain or increase - CAASPP Assessment Results for Mathematics (grades 3-8)- Increase number of points above level 3 for the following subgroups: - African American: 34 points below - Latino: 22 points below - Pacific Islander: 13 points below - Socioeconomically Disadvantaged: 17 points below - Students with Disabilities: 60 points below - CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the

proficiency	following subgroups: • African American: 28 points below • Latino: 21 points below • Pacific Islander: 8 points below • Socioeconomically Disadvantaged: 18 points below • Students with Disabilities: 65 points below	following subgroups: • African American: 23 points below • Latino: 16 points below • Pacific Islander: 3 points below • Socioeconomically Disadvantaged: 13 points below • Students with Disabilities: 60 points below	following subgroups: • African American: 18 points below • Latino: 11 points below • Pacific Islander: 2 points above • Socioeconomically Disadvantaged: 8 points below • Students with Disabilities: 55 points below	following subgroups: • African American: 13 points below • Latino: 6 points below • Pacific Islander: 7 points above • Socioeconomically Disadvantaged: 3 points below • Students with Disabilities: 50 points below
	Action 2: • Rate of Teacher Misassignments: 0% • Credentialed Teacher Rate: 100% • Credentialed Teachers Teaching Outside of Subject Area Rate: 0% • Teachers of English Learners Misassignment Rate: 0%	**Action 2:** • Rate of Teacher Misassignments: Maintain at 0% • Credentialed Teacher Rate: Maintain at 99%> • Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0% • Teachers of English Learners Misassignment Rate: Maintain at 0%	**Action 2:** • Rate of Teacher Misassignments: Maintain at 0% • Credentialed Teacher Rate: Maintain at 99%> • Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0% • Teachers of English Learners Misassignment Rate: Maintain at 0%	**Action 2:** • Rate of Teacher Misassignments: Maintain at 0% • Credentialed Teacher Rate: Maintain at 99%> • Credentialed Teachers Teaching Outside of Subject Area Rate: Maintain at 0% • Teachers of English Learners Misassignment Rate: Maintain at 0%
	Actions 3 & 4: • Compliance on Williams Compliance Quarterly Reports: 100% • Good or Exemplary designations on the Facility Inspection Tool (FIT): 84% • Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff): 70% average rating	**Actions 3 & 4:** • Compliance on Williams Compliance Quarterly Reports: 100% • Good or Exemplary designations on the Facility Inspection Tool (FIT): 87% • Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff): 72% average rating	**Actions 3 & 4:** • Compliance on Williams Compliance Quarterly Reports: 100% • Good or Exemplary designations on the Facility Inspection Tool (FIT): 90%> • Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff): 74% average rating	**Actions 3 & 4:** • Compliance on Williams Compliance Quarterly Reports: 100% • Good or Exemplary designations on the Facility Inspection Tool (FIT): 90%> • Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff): 75%> average rating
	Action 5: • Compliance on Williams Compliance Quarterly Reports: 100% • Students have access to CCSS materials: 100%	**Action 5:** • Compliance on Williams Compliance Quarterly Reports: 100% • Students have access to CCSS materials: 100%	**Action 5:** • Compliance on Williams Compliance Quarterly Reports: 100% • Students have access to CCSS materials: 100%	**Action 5:** • Compliance on Williams Compliance Quarterly Reports: 100% • Students have access to CCSS materials: 100%
	Actions 6 & 7:	**Actions 6 & 7:**	**Actions 6 & 7:**	**Actions 6 & 7:**

• Participation rates for PLC Collaboration: 80% • CCSS Self-Assessment Tool: Components in "Implementation Phase" : 5 of 7 • Staff Satisfaction Survey Q4 (Collaboration time): 77% • Staff Satisfaction Survey Q14 (Professional Development): 67% • CAASPP Assessment Results for Mathematics (grades 3-8): Increase number of points above level 3: 57 • CAASPP Assessment Results for English Language Arts (grades 3-8): Increase number of points above level 3: 57 • CAASPP Assessments Results for CAST Science: Est. Baseline • CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 49 points below • Latino: 37 points below • Pacific Islander: 28 points below • Socioeconomically Disadvantaged: 32 points below • Students with Disabilities: 75 points below • CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 28 points	• Participation rates for PLC Collaboration: 85%> • CCSS Self-Assessment Tool: Components in "Implementation Phase" : 6 of 7 • Staff Satisfaction Survey Q4 (Collaboration time): 80% • Staff Satisfaction Survey Q14 (Professional Development): 70% • CAASPP Assessment Results for Mathematics (grades 3-8): 59 points above • CAASPP Assessment Results for English Language Arts (grades 3-8): 59 points above • CAASPP Assessments Results for CAST Science: Est.Baseline • CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 44 points below • Latino: 32 points below • Pacific Islander: 23 points below • Socioeconomically Disadvantaged: 27 points below • Students with Disabilities: 70 points below • CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 23 points below	• Participation rates for PLC Collaboration: 90% • CCSS Self-Assessment Tool: 7 of 7 • Staff Satisfaction Survey Q4 (Collaboration time): 83% • Staff Satisfaction Survey Q14 (Professional Development): 73% • CAASPP Assessment Results for Mathematics (grades 3-8): 61 points above • CAASPP Assessment Results for English Language Arts (grades 3-8): 61 points above • CAASPP Assessments Results for CAST Science: TBD • CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 39 points below • Latino: 27 points below • Pacific Islander: 18 points below • Socioeconomically Disadvantaged: 22 points below • Students with Disabilities: 65 points below • CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 18 points below • Latino: 11 points below • Pacific Islander: 2 points	• Participation rates for PLC Collaboration: 95% • CCSS Self-Assessment Tool: Maintain each of the 7 components in "Implementation Phase" or increase to "Continuous Improvement Phase" • Staff Satisfaction Survey Q4 (Collaboration time): 85% • Staff Satisfaction Survey Q14 (Professional Development): 75% • CAASPP Assessment Results for Mathematics (grades 3-8): 63 points above • CAASPP Assessment Results for English Language Arts (grades 3-8): 63 points above • CAASPP Assessments Results for CAST Science: TBD • CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 34 points below • Latino: 22 points below • Pacific Islander: 13 points below • Socioeconomically Disadvantaged: 17 points below • Students with Disabilities: 60 points below • CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the following subgroups: • African American: 13 points

below • Latino: 21 points below • Pacific Islander: 8 points below • Socioeconomically Disadvantaged: 18 points below • Students with Disabilities: 65 points below Action 8: • English Learner Progress Indicator: 82.3% • Reclassification Rate: 32.5% • Number of teachers trained in Guided Language Acquisition and Design (GLAD): 180	• Latino: 16 points below • Pacific Islander: 3 points below • Socioeconomically Disadvantaged: 13 points below • Students with Disabilities: 60 points below Action 8: • English Learner Progress Indicator: 84% • Reclassification Rate: 30%> • Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 220	above • Socioeconomically Disadvantaged: 8 points below • Students with Disabilities: 55 points below Action 8: • English Learner Progress Indicator: 86% • Reclassification Rate: 30%> • Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 250	below • Latino: 6 points below • Pacific Islander: 7 points above • Socioeconomically Disadvantaged: 3 points below • Students with Disabilities: 50 points below Action 8: • English Learner Progress Indicator: 88% • Reclassification Rate: 30%> • Increase number of teachers trained in Guided Language Acquisition and Design (GLAD): 280

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ All	☐ Students with Disabilities	☐	
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 1: Build Professional Learning Communities (PLCs) across the district.	Action 1: Build Professional Learning Communities (PLCs) across the district.	Action 1: Build Professional Learning Communities (PLCs) across the district.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$140,000	Amount	$120,000	Amount	$100,000
Source	Other	Source	Other	Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PLC Trainings by Solution Tree (Title I Professional Development)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PLC Trainings by Solution Tree (Title I Professional Development)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PLC Trainings by Solution Tree (Title I Professional Development)
Amount	$20,000	Amount	$15,000	Amount	$10,000
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies Leadership Support for PLCs (principal cohort coaching) (Title II, Part A)	Budget Reference	4000-4999: Books And Supplies Leadership Support for PLCs (principal cohort coaching) (Title II, Part A)	Budget Reference	4000-4999: Books And Supplies Leadership Support for PLCs (principal cohort coaching) (Title II, Part A)
Amount	$145,274	Amount		Amount	
Budget Reference	1000-1999: Certificated Personnel Salaries Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A)	Budget Reference		Budget Reference	
Budget Reference	3000-3999: Employee Benefits Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A)	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served	☒ All ☒ Students with Disabilities ☐
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2: Provide new teacher induction and Peer Assistance and Review (PAR) to retain highly qualified teachers and provide training for site administrators on effective supervision and evaluation methods.	Action 2: Provide new teacher induction and Peer Assistance and Review (PAR) to retain highly qualified teachers and provide training for site administrators on effective supervision and evaluation methods.	Action 2: Provide new teacher induction and Peer Assistance and Review (PAR) to retain highly qualified teachers and provide training for site administrators on effective supervision and evaluation methods.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$57,500	Amount	$58,363	Amount	$59,238
Source	Other	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PAR Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries PAR Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries PAR Salaries
Amount	$11,266	Amount	$12,514	Amount	$13,798

Source	Other		Source	Base		Source	Base	
Budget Reference	3000-3999: Employee Benefits PAR Certificated Benefits		Budget Reference	3000-3999: Employee Benefits PAR Certificated Benefits		Budget Reference	3000-3999: Employee Benefits Induction and PAR (Staturory Benefits)	
Amount	$1,000		Amount	$1,000		Amount	$1,000	
Source	Other		Source	Base		Source	Base	
Budget Reference	4000-4999: Books And Supplies PAR Books and Supplies		Budget Reference	4000-4999: Books And Supplies PAR Books and Supplies		Budget Reference	4000-4999: Books And Supplies PAR Books and Supplies	
Amount	$5,000		Amount	$5,000		Amount	$5,000	
Source	Other		Source	Other		Source	Other	
Budget Reference	5000-5999: Services And Other Operating Expenditures PAR services & other operating expenditures		Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PAR services & other operating expenditures		Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PAR services & other operating expenditures	
Amount	$485,572		Amount	$492,856		Amount	$500,249	
Source	Other		Source	Other		Source	Other	
Budget Reference	1000-1999: Certificated Personnel Salaries Induction Certificated Salaries		Budget Reference	1000-1999: Certificated Personnel Salaries Induction Certificated Salaries		Budget Reference	1000-1999: Certificated Personnel Salaries Induction Certificated Salaries	
Amount	$58,712		Amount	$59,593		Amount	$60,487	
Source	Other		Source	Other		Source	Other	
Budget Reference	2000-2999: Classified Personnel Salaries Induction Classified Salary		Budget Reference	2000-2999: Classified Personnel Salaries Induction Classified Salary		Budget Reference	2000-2999: Classified Personnel Salaries Induction Classified Salary	
Amount	$35,838		Amount	$36,376		Amount	$36,921	
Source	Other		Source	Other		Source	Other	
Budget Reference	3000-3999: Employee Benefits Induction Certificated & Classified Burdens		Budget Reference	3000-3999: Employee Benefits Induction Certificated & Classified Burdens		Budget Reference	3000-3999: Employee Benefits Induction Certificated & Classified Burdens	
Amount	$29,000		Amount	$29,000		Amount	$29,000	
Source	Other		Source	Other		Source	Other	
Budget	4000-4999: Books And Supplies		Budget	4000-4999: Books And Supplies		Budget	4000-4999: Books And Supplies	

Reference	Induction Books and Supplies	Reference	Induction Books and Supplies	Reference	Induction Books and Supplies
Amount	$20,813	Amount	$20,813	Amount	$20,813
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Induction Services & Other Operating Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Induction Services & Other Operating Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Induction Services & Other Operating Costs

Action   3

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

Students to be Served
☒ All   ☐ Students with Disabilities   ☐

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 3: Maintain school facilities with needed staffing and supplies.	Action 3: Maintain school facilities with needed staffing and supplies.	Action 3: Maintain school facilities with needed staffing and supplies.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,983,784	Amount	$2,013,541	Amount	$2,073,947
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance, Operations, and Grounds Staff (Salaries)	Budget Reference	2000-2999: Classified Personnel Salaries Maintenance, Operations, and Grounds Staff (Salaries)	Budget Reference	2000-2999: Classified Personnel Salaries Maintenance, Operations, and Grounds Staff (Salaries)
Amount	$533,043	Amount	$573,255	Amount	$590,452
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Maintenance, Operations, and Grounds Staff (Statutory Benefits)	Budget Reference	3000-3999: Employee Benefits Maintenance, Operations, and Grounds Staff (Statutory Benefits)	Budget Reference	3000-3999: Employee Benefits Maintenance, Operations, and Grounds Staff (Statutory Benefits)

Action 4

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 4: Invest in computers and other technologies to increase student access.	Action 4: Invest in computers and other technologies to increase student access.	Action 4: Invest in computers and other technologies to increase student access.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$TBD	Amount	$TBD
Source		Source	Supplemental	Source	Supplemental
Budget Reference		Budget Reference	4000-4999: Books And Supplies Purchases towards technology replacement equipment at sites	Budget Reference	4000-4999: Books And Supplies Purchases towards technology replacement equipment at sites

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☒ Students with Disabilities ☐
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

Action 5: Purchase instructional materials to support the implementation of California State Standards.

Action 5: Purchase instructional materials to support the implementation of California State Standards.

Action 5: Purchase instructional materials to support the implementation of California State Standards.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$300,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Supplemental Materials (Restricted Lottery Funds)

2018-19

Amount	$600,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Supplemental Materials (Restricted Lottery Funds)

2019-20

Amount	$600,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Supplemental Materials (Restricted Lottery Funds)

Action **6**

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

[Students to be Served](#) ☐ All ☐ Students with Disabilities ☐

[Location(s)](#) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#) ☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#) ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location(s)](#) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New	☐ Modified	☒ Unchanged

Action 6: Form Professional Learning Communities to support teacher collaboration focusing on content standards, common assessments, intervention strategies and enrichment activities.

2018-19

☐ New	☐ Modified	☒ Unchanged

Action 6: Form Professional Learning Communities to support teacher collaboration focusing on content standards, common assessments, intervention strategies and enrichment activities.

2019-20

☐ New	☐ Modified	☒ Unchanged

Action 6: Form Professional Learning Communities to support teacher collaboration focusing on content standards, common assessments, intervention strategies and enrichment activities.

BUDGETED EXPENDITURES

2017-18

Amount	$2,390,957
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Collaboration Time for FUDTA unit members
Amount	$468,452
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Collaboration Time for FUDTA unit members

2018-19

Amount	$2,426,573
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Collaboration Time for FUDTA unit members
Amount	$520,521
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Collaboration Time for FUDTA unit members

2019-20

Amount	$2,499,370
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Collaboration Time for FUDTA unit members
Amount	$536,136
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Collaboration Time for FUDTA unit members

Action 7

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Action 7: Create a variety of professional development opportunities for all instructional staff.	Action 7: Create a variety of professional development opportunities for all instructional staff.	Action 7: Create a variety of professional development opportunities for all instructional staff.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$250,852	Amount	$254,614	Amount	$258,433
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (Salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (Salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development (Salaries)
Amount	$49,148	Amount	$54,596	Amount	$55,415
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Professional Development (Benefits)	Budget Reference	3000-3999: Employee Benefits Professional Development (Benefits)	Budget Reference	3000-3999: Employee Benefits Professional Development (Benefits)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ All	☐ Students with Disabilities	☐	
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 8: Prepare teachers to use the most effective practices to instruct English Learners.	Action 8: Prepare teachers to use the most effective practices to instruct English Learners.	Action 8: Prepare teachers to use the most effective practices to instruct English Learners.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$78,972	Amount	$78,972	Amount	$78,972
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated substitutes salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated substitutes salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated substitutes salaries
Amount	$15,474	Amount	$15,474	Amount	$15,474
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated benefits	Budget Reference	3000-3999: Employee Benefits Certificated benefits	Budget Reference	3000-3999: Employee Benefits Certificated benefits
Amount	$11,554	Amount	$11,554	Amount	$11,554
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	$74,000	Amount	$74,000	Amount	$74,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting Agreement	Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting Agreement	Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting Agreement

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Increase the academic achievement of all students through challenging and engaging instruction.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	According to the 2017 data related to State Priority Areas 4 (Pupil Achievement) and 8 (Other Pupil Outcomes), Fremont Unified School District students need: • Proficiency on statewide and local assessments in English Language Arts, mathematics, science, and social science (CAASP tests) • Successful completion of courses that satisfy UC or CSU entrance requirements • Programs of study that align with career technical educational (CTE) standards • Oral, written, and reading proficiency in English • Access to Advanced Placement courses and examinations • "College Ready" designations via the English and mathematics Early Assessment Program (EAP) examinations prior to college enrollment • Access to extra-curricular activities that promote student achievement Supporting data includes: Standardized Assessments: • SBAC English Language Arts: 75% Met/Exceeded Standard • SBAC Mathematics: 71% Met/Exceeded Standard • STAR/CAASPP Science Proficient or Advanced Rates: 5th grade 83%; 8th grade 83%; 10th grade 74% • English Learner Reclassification Rate: 35.2% College/Career Readiness: • Early Assessment Program (EAP): English College Ready Rate 49%; Conditionally Ready Rate 29%; Math College Ready Rate: 41%; Conditionally Ready Rate 20% • CSU/UC a-g completion rate: 71% • SAT Test Takers meeting the College Board's College and Career Readiness Benchmark: Basic Reading & Writing: 94% & Math: 87% • Staff Satisfaction survey Q9 (life after grad prep): 87.8% satisfaction rate • Parent Satisfaction survey Q12 (life after grad prep): 71.5% satisfaction rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action 1: Standardized Test Performance; College & Career Readiness; Early Assessment Program (EAP) Actions 2 & 3: Local Measures: Surveys; Increased teacher leadership at sites Action 4: College & Career Readiness; 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 Action 5: Standardized Test Performance Action 6: Local Measures; Standardized Test Performance Action 7: Local Measures	Action 1: • CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3: 57 • CAASPP Assessment Results for English Language Arts (grades 3-8)- Increase number of points above level 3: 57 • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)49%+ b)29%=78% • % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)41%+ b)20%=61% • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups: • African American: a) 16%+ b) 25% = 31% • Latino: a) 15%+ b) 33 % = 48% • Pacific Islander: a) 15%+ b) 52% = 67 % • Socioeconomically Disadvantaged: a) 19% +b) 35% = 54% • Students with Disabilities: a) 5%+ b) 14% = 19%	Action 1: • CAASPP Assessments Results for CAST Science: Est. Baseline • CAASPP Assessment Results for Mathematics (grades 3-8): 59 points above • CAASPP Assessment Results for English Language Arts (grades 3-8): 59 points above • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)51%+b)31%=82% • % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)43%+ b)22%=65% • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups: • African American: a) 18%+ b) 27% = 35% • Latino: a) 17%+ b) 35 % = 52% • Pacific Islander: a) 17%+ b) 54% = 71% • Socioeconomically Disadvantaged: a) 21%+ b) 37% = 58% • Students with Disabilities: a) 7%+ b) 16% = 23%	Action 1: Statewide assessments • CAASPP Assessments Results for CAST Science: TBD • CAASPP Assessment Results for Mathematics (grades 3-8): 61 points above • CAASPP Assessment Results for English Language Arts (grades 3-8): 61 points above • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)53%+b)33%=86% • % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)45%+ b)24%=69% • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups: • African American: a) 20%+ b) 29% = 39% • Latino: a) 19%+ b) 37 % = 56% • Pacific Islander: a) 9%+ b) 56% = 75% • Socioeconomically Disadvantaged: a) 23%+ b) 39% = 62% • Students with Disabilities: a) 9%+b) 18% = 27%	Action 1: Statewide assessments • CAASPP Assessments Results for CAST Science: TBD • CAASPP Assessment Results for Mathematics (grades 3-8): 63 points above • CAASPP Assessment Results for English Language Arts (grades 3-8): 63 points above • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)55%+b)35%=90% • % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP): a)47%+ b)26%=73% • % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups: • African American: a) 22%+ b) 31% = 43% • Latino: a) 21%+ b) 39 % = 60% • Pacific Islander: a) 21%+ b) 58% = 79% • Socioeconomically Disadvantaged: a) 25%+ b) 41% = 66% • Students with Disabilities: a)11%+b) 20% = 31%

• % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:	• % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:	• % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:	• % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
• African American: a) 4%+ b) 12% = 16%	• African American: a) 6%+ b) 14% = 20%	• African American: a) 8%+ b) 16% = 24%	• African American: a) 10%+ b) 18% = 28%
• Latino: a) 5 %+ b) 12% = 17%	• Latino: a) 7%+ b) 14% = 21%	• Latino: a) 9%+ b) 16% = 25%	• Latino: a) 11%+ b) 18% = 29%
• Pacific Islander: a) 7%+ b) 15% = 22%	• Pacific Islander: a) 9%+ b) 17% = 26%	• Pacific Islander: a) 11%+ b) 19% = 30%	• Pacific Islander: a) 13%+ b) 21% = 34%
• Socioeconomically Disadvantaged: a) 12%+b) 16% = 28%	• Socioeconomically Disadvantaged: a) 14%+ b) 18% = 32%	• Socioeconomically Disadvantaged: a) 16% + b) 20% = 36%	• Socioeconomically Disadvantaged: a)18%+ b) 22% = 40%
• Students with Disabilities: a) 4%+ b) 3% = 7%	• Students with Disabilities: a) 6%+b) 5% = 11%	• Students with Disabilities: a) 8%+b) 7% = 15%	• Students with Disabilities: a) 10%+b) 9% = 19%
Actions 2 & 3:	**Actions 2 & 3:**	**Actions 2 & 3:**	**Actions 2 & 3:**
• Staff Satisfaction Survey Q14 (Professional Development Offerings): 69.5%	• Staff Satisfaction Survey Q14 (Professional Development Offerings): 71%	• Staff Satisfaction Survey Q14 (Professional Development Offerings): 73%	• Staff Satisfaction Survey Q14 (Professional Development Offerings): 75%
• C&I Liaisons per site: 100% of sites will have a minimum of 1 trained lead teacher=42 total	• C&I Liaisons per site: 100% of sites will have a minimum of 2 trained lead teachers=84 total	• C&I Liaisons per site: 100% of sites will have a minimum of 2-3 trained lead teachers: 84-126 total	• C&I Liaisons per site: 100% of sites will have a minimum of 2-3 trained lead teachers Maintain at: 84-126
• CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 in the following subgroups:	• CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 in the following subgroups:	• CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 in the following subgroups:	• CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 in the following subgroups:
• English Learners: 29 points above	• English Learners: 34 points above	• English Learners: 39 points above	• English Learners: 44 points above
• Foster Youth: Est. Baseline	• Foster Youth: TBD	• Foster Youth: TBD	• Foster Youth: TBD
• Socioeconomically Disadvantaged: 32 points below	• Socioeconomically Disadvantaged: 27 points below	• Socioeconomically Disadvantaged: 22 points below	• Socioeconomically Disadvantaged: 17 points below
• CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 in the following subgroups:	• CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 in the following subgroups:	• CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 in the following subgroups:	• CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 in the following subgroups:
• English Learners: 28 points	• English Learners: 33 points	• English Learners: 38 points	• English Learners: 43 points

Column 1:

above
- Foster Youth: Est. Baseline
- Socioeconomically Disadvantaged: 18 points below

Action 4:
- Dual Enrollment - % of students who complete two semesters/three quarters of dual enrollment with a passing grade. Est. Baseline
- CTE Pathways - 73 students completed a CTE Pathway
- CTE Pathways - Increase numbers of CTE courses taken: 4,100
- CAASPP Assessment Results for Mathematics - 11th grade students will increase number of points above level 3: 31 points above
- CAASPP Assessment Results for English Language Arts - 11th grade students will increase number of points above level 3: 79 points above
- CAASPP Assessment Results for Mathematics - 11th grade students will increase number of points above level 3 in the following subgroups:
- African American: 126 points below
- Latino: 107 points below
- Pacific Islander: 106 points below
- Socioeconomically Disadvantaged: 77 points below
- Students with Disabilities: 173 points below
- CAASPP Assessment Results for English

Column 2:

above
- Foster Youth: TBD
- Socioeconomically Disadvantaged: 15 points below

Action 4:
- Dual Enrollment - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: TBD
- CTE Pathways - 80 students will complete a CTE Pathway
- CTE Pathways - Increase numbers of CTE courses taken: 4,150
- CAASPP Assessment Results for Mathematics - 11th grade students: 33 points above
- CAASPP Assessment Results for English Language Arts -11th grade students: 81 points above
- CAASPP Assessment Results for Mathematics - 11th grade students will increase number of points above level 3 in the following subgroups:
- African American: 116 points below
- Latino: 97 points below
- Pacific Islander: 96 points below
- Socioeconomically Disadvantaged: 67 points below
- Students with Disabilities: 163 points below
- CAASPP Assessment Results for English Language Arts - 11th grade students will increase number of points above

Column 3:

above
- Foster Youth: TBD
- Socioeconomically Disadvantaged: 8 points below

Action 4:
- Dual Enrollment - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: TBD
- CTE Pathways - 85 students will complete a CTE Pathway
- CTE Pathways - Increase numbers of CTE courses taken: 4,200
- CAASPP Assessment Results for Mathematics - 11th grade students: 35 points above
- CAASPP Assessment Results for English Language Arts -11th grade students: 83 points above
- CAASPP Assessment Results for Mathematics - 11th grade students will increase number of points above level 3 in the following subgroups:
- African American: 106 points below
- Latino: 87 points below
- Pacific Islander: 86 points below
- Socioeconomically Disadvantaged: 57 points below
- Students with Disabilities: 153 points below
- CAASPP Assessment Results for English Language Arts - 11th grade students will increase number of points above

Column 4:

above
- Foster Youth: TBD
- Socioeconomically Disadvantaged: 3 points below

Action 4:
- Dual Enrollment - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: TBD
- CTE Pathways - 90 students will complete a CTE Pathway
- CTE Pathways - Increase numbers of CTE courses taken: 4,250
- CAASPP Assessment Results for Mathematics - 11th grade students: 37 points above
- CAASPP Assessment Results for English Language Arts -11th grade students: 85 points above
- CAASPP Assessment Results for Mathematics - 11th grade students will increase number of points above level 3 in the following subgroups:
- African American: 96 points below
- Latino: 77 points below
- Pacific Islander: 76 points below
- Socioeconomically Disadvantaged: 47 points below
- Students with Disabilities: 143 points below
- CAASPP Assessment Results for English Language Arts - 11th grade students will increase number of points above

Language Arts - 11th grade students will increase number of points above level 3 in the following subgroups:

- African American: 20 points below
- Latino: 8 points below
- Pacific Islander: 19 points below
- Socioeconomically Disadvantaged: 41 points below
- Students with Disabilities: 75 points below

Action 5:
- CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards: 75%
- % of 3rd grade students performing at/near or above standards in the Reading Claim: 84%

Action 6:
- % of 6-8th grade teachers who attend Professional Development related to STEAM (Science, Technology, Engineering, Arts, Mathematics) instruction: Est. Baseline
- % of 6-8th grade students meeting standards on CAASPP Mathematics: 72%

Action 7:
- STAMP assessment results in Spanish: Baseline
- % of students enrolled in dual-immerson programs proficient on Interim Assessments in Spanish & English: Spanish Language Assessment: 58%; ELA

level 3 in the following subgroups:

- African American: 15 points below
- Latino: 3 points below
- Pacific Islander: 14 points below
- Socioeconomically Disadvantaged: 36 points below
- Students with Disabilities: 65 points below

Action 5:
- CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards: 77%
- % of 3rd grade students performing at/near or above standards in the Reading Claim: 86%

Action 6:
- % of 6-8th grade teachers who attend Professional Development related to STEAM (Science, Technology, Engineering, Arts, Mathematics) instruction: Baseline + 20%
- % of 6-8th grade students meeting standards on CAASPP Mathematics: 74%
- % of 6-8th grade students meeting standards on CAASPP Science: Est. Baseline

Action 7:
- STAMP assessment results in Spanish: TBD
- % of students enrolled in dual-immerson programs proficient on Interim Assessments in Spanish & English: Spanish Language

level 3 in the following subgroups:

- African American: 10 points below
- Latino: 2 points above
- Pacific Islander: 9 points below
- Socioeconomically Disadvantaged: 26 points below
- Students with Disabilities: 55 points below

Action 5:
- CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards: 80%
- % of 3rd grade students performing at/near or above standards in the Reading Claim: 88%

Action 6:
- % of 6-8th grade teachers who attend Professional Development related to STEAM (Science, Technology, Engineering, Arts, Mathematics) instruction: 35%
- % of 6-8th grade students meeting standards on CAASPP Mathematics: 76%
- % of 6-8th grade students meeting standards on CAASPP Science: TBD

Action 7:
- STAMP assessment results in Spanish: TBD
- % of students enrolled in dual-immerson programs proficient on Interim Assessments in Spanish & English: Spanish Language Assessment: 62%; ELA

level 3 in the following subgroups:

- African American: 5 points below
- Latino: 7 points above
- Pacific Islander: 4 points below
- Socioeconomically Disadvantaged: 16 points below
- Students with Disabilities: 45 points below

Action 5:
- CAASPP Assessment Results for English Language Arts - % Meeting or Exceeding Standards: 80%>
- % of 3rd grade students performing at/near or above standards in the Reading Claim: 90%

Action 6:
- % of 6-8th grade teachers who attend Professional Development related to STEAM (Science, Technology, Engineering, Arts, Mathematics) instruction: 50%
- % of 6-8th grade students meeting standards on CAASPP Mathematics: 78%
- % of 6-8th grade students meeting standards on CAASPP Science: TBD

Action 7:
- STAMP assessment results in Spanish: TBD
- % of students enrolled in dual-immerson programs proficient on Interim Assessments in Spanish & English: Spanish Language Assessment: 64%; ELA

	Assessment: 41%; Math Assessment (in English): 76%; Math Assessment (in Spanish): 39% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP English Language Arts summative assessment: 45% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP mathematics summative assessment: 50%	Assessment: 60%; ELA Assessment: 43%; Math Assessment (in English): 78%; Math Assessment (in Spanish): 41% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP English Language Arts summative assessment: 47% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP mathematics summative assessment: 52%	Assessment: 45%; Math Assessment (in English): 80%; Math Assessment (in Spanish): 43% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP English Language Arts summative assessment: 49% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP mathematics summative assessment: 54%	Assessment: 47%; Math Assessment (in English): 82%; Math Assessment (in Spanish): 45% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP English Language Arts summative assessment: 51% • % of students enrolled in dual-immersion programs will meet or exceed the standard on the CAASPP mathematics summative assessment: 56%

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 1: Establish a district-wide assessment system that delivers information about students' academic growth.	Action 1: Establish a district-wide assessment system that delivers information about students' academic growth.	Action 1: Establish a district-wide assessment system that delivers information about students' academic growth.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$88,487	Amount	$89,814	Amount	$91,161
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Data & Assessment Coach-Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Data & Assessment Coach-Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Data & Assessment Coach-Salary
Amount	$17,337	Amount	$19,258	Amount	$21,234
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Data & Assessment Coach--Benefits	Budget Reference	3000-3999: Employee Benefits Data & Assessment Coach--Benefits	Budget Reference	3000-3999: Employee Benefits Data & Assessment Coach--Benefits
Amount	$40,000	Amount	$90,000	Amount	$90,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate Data & Assessment System (DnA) license fee	Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate Data & Assessment System (DnA) license fee	Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate Data & Assessment System (DnA) license fee
Amount	$54,176	Amount	$54,176	Amount	$54,176
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Teacher Training	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Teacher Training	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Teacher Training
Budget Reference	1000-1999: Certificated Personnel Salaries Report Card Team Release/Extra Duty Pay (EEBG)	Budget Reference		Budget Reference	

Action **2**

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

[Students to be Served](#)	☐ All	☐ Students with Disabilities	☐

[Location(s)](#)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

[Students to be Served](#)	☒ English Learners	☒ Foster Youth	☒ Low Income

[Scope of Services](#)	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

[Location(s)](#)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2: Train lead teacher(s) at every site to deliver professional development that will increase student achievement for unduplicated students.	Action 2: Train lead teacher(s) at every site to deliver professional development that will increase student achievement for unduplicated students.	Action 2: Train lead teacher(s) at every site to deliver professional development that will increase student achievement for unduplicated students.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$210,000	Amount	$210,000	Amount	$210,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries C&I Liaisons Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries C&I Liaisons Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries C&I Liaisons Stipend

Amount	$46,777	Amount	$51,197	Amount	$55,615
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits C&I Liaisons & Subs Benefits	Budget Reference	3000-3999: Employee Benefits C&I Liaisons &Subs Benefits	Budget Reference	3000-3999: Employee Benefits C&I Liaisons & Subs Benefits
Amount	$144,500	Amount	$178,762	Amount	$178,762
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Release Time & Substitutes; Pass Through to Sites	Budget Reference	5000-5999: Services And Other Operating Expenditures Release Time & Substitutes; Pass Through to Sites	Budget Reference	5000-5999: Services And Other Operating Expenditures Release Time & Substitutes; Pass Through to Sites
Amount	$116,431	Amount	$124,041	Amount	$275,946
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Contingency for Step & Column	Budget Reference	1000-1999: Certificated Personnel Salaries Contingency for Step & Column	Budget Reference	1000-1999: Certificated Personnel Salaries Contingency for Step & Column
Amount	$28,762	Amount	$28,762	Amount	$28,762
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Release Days for C&I Liaisons	Budget Reference	1000-1999: Certificated Personnel Salaries Release Days for C&I Liaisons	Budget Reference	1000-1999: Certificated Personnel Salaries Release Days for C&I Liaisons

Action 3

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

Students to be Served ☒ All ☒ Students with Disabilities ☐

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 3: Reconfigure core content areas coaches into grade-level specific instructional coaches to work with all school sites.	Action 3: Develop capacities of grade-level specific instructional coaches to work with all school sites.	Action 3: Develop capacities of grade-level specific instructional coaches to work with all school sites.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$907,994	Amount	$921,614	Amount	$935,438
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum & Instruction Dept. Coaches 9.0 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum & Instruction Dept. Coaches 9.0 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum & Instruction Dept. Coaches 9.0 FTE
Amount	$177,903	Amount	$197,619	Amount	$217,889
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Curriculum & Instruction Dept. Coaches 9.0 FTE	Budget Reference	3000-3999: Employee Benefits Curriculum & Instruction Dept. Coaches 9.0 FTE	Budget Reference	3000-3999: Employee Benefits Curriculum & Instruction Dept. Coaches 9.0 FTE

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☒ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Action 4: Generate opportunities for students to connect with real world careers.	Action 4: Generate opportunities for students to connect with real world careers.	Action 4: Generate opportunities for students to connect with real world careers.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$115,877	Amount	$117,615	Amount	$119,379
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Grant Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Grant Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Grant Certificated Salaries
Amount	$90,455	Amount	$91,812	Amount	$94,566
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries .2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE)
Amount	$17,729	Amount	$19,694	Amount	$20,875

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits .2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE)	Budget Reference	3000-3999: Employee Benefits .2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE)	Budget Reference	3000-3999: Employee Benefits .2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE)
Amount	$37,930	Amount	$38,499	Amount	$39,076
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Careers Partnership FTE .2 each at Washington & Irvington	Budget Reference	1000-1999: Certificated Personnel Salaries Careers Partnership FTE .2 each at Washington & Irvington	Budget Reference	1000-1999: Certificated Personnel Salaries Careers Partnership FTE .2 each at Washington & Irvington
Amount	$7,432	Amount	$8,255	Amount	$9,102
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Careers Partnership FTE .2 each at Washington & Irvington	Budget Reference	3000-3999: Employee Benefits Careers Partnership FTE .2 each at Washington & Irvington	Budget Reference	3000-3999: Employee Benefits Careers Partnership FTE .2 each at Washington & Irvington
Amount	$22,703	Amount	$25,219	Amount	$27,806
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits CTE Grant Certificated Benefits	Budget Reference	3000-3999: Employee Benefits CTE Grant Certificated Benefits	Budget Reference	3000-3999: Employee Benefits CTE Grant Certificated Benefits

Action   5

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

	Scope of Services	☒	LEA-wide	☐	Schoolwide	**OR**	☐	Limited to Unduplicated Student Group(s)
	Location(s)	☒	All Schools	☐	Specific Schools:		☐	Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Action 5: Implement district-wide strategies to increase literacy and use of academic language across all subject areas.	Action 5: Implement district-wide strategies to increase literacy and use of academic language across all subject areas.	Action 5: Implement district-wide strategies to increase literacy and use of academic language across all subject areas.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$107,500	Amount	$107,500	Amount	$107,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Library funding for sites: $10 per unduplicated student	Budget Reference	4000-4999: Books And Supplies Library funding for sites: $10 per unduplicated student	Budget Reference	4000-4999: Books And Supplies Library funding for sites: $10 per unduplicated student

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	☒ All	☒ Students with Disabilities	☐		
Location(s)	☐ All Schools	☒ Specific Schools: All Junior High/Middle Schools		☒ Specific Grade spans: 6-8	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 6: Explore ways to increase hands-on and inquiry-based learning as we transition from a junior high to a middle school model.	Action 6: Explore ways to increase hands-on and inquiry-based learning as we transition from a junior high to a middle school model.	Action 6: Explore ways to increase hands-on and inquiry-based learning as we transition from a junior high to a middle school model.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$145,000	Amount	$150,000	Amount	$150,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Pass Through Funds to Mattos	Budget Reference		Budget Reference	

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☐ Students with Disabilities	☐
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☒ Specific Schools: <u>District's dual immersion programs at Azevada, Grimmer, Horner, and Vallejo Mill</u>	☒ Specific Grade spans: <u>K-8</u>

ACTIONS/SERVICES

2017-18

☐ New	☐ Modified	☒ Unchanged

Action 7: Help English Learners (EL's) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.

2018-19

☐ New	☐ Modified	☐ Unchanged

Action 7: Help English Learners (EL's) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.

2019-20

☐ New	☐ Modified	☐ Unchanged

Action 7: Help English Learners (EL's) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$33,563	$33,563	$33,563
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated substitute salaries	1000-1999: Certificated Personnel Salaries Certificated substitute salaries	1000-1999: Certificated Personnel Salaries Certificated substitute salaries
Amount	$936	$936	$936
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified substitute salaries	2000-2999: Classified Personnel Salaries Classified substitute salaries	2000-2999: Classified Personnel Salaries Classified substitute salaries
Amount	$6,830	$7,469	$8,107
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated & classified benefits	3000-3999: Employee Benefits Certificated & classified benefits	3000-3999: Employee Benefits Certificated & classified benefits
Amount	$28,371	$27,435	$27,435

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Resources for Dual Immersion	Budget Reference	4000-4999: Books And Supplies Resources for Dual Immersion	Budget Reference	4000-4999: Books And Supplies Resources for Dual Immersion
Amount	$30,300	Amount	$30,184	Amount	$30,066
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Consulting services for Dual Immersion	Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting services for Dual Immersion	Budget Reference	5000-5999: Services And Other Operating Expenditures Consulting services for Dual Immersion

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Implement strategies to involve students in their learning and interventions to eliminate barriers to success.
State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	According to the 2017 data related to State Priority Areas 5 (Pupil Engagement) and 7 (Course Access), Fremont Unified School District students need: • Broad access to a variety of course offerings and academic choices that open doors for post-secondary opportunities • Robust programs and services to improve outcomes for English Learners, redesignated English proficient, foster & homeless youth, low-income students, and individuals with exceptional needs • District and community partner services reducing barriers to attendance problems and chronic absenteeism • All available opportunities to graduate from high school • Research-based intervention techniques and programs to increase resiliency and engagement in school, with a focus on early intervention at the elementary level • Multiple connections to college and career pathways Supporting data includes: Access to a Broad Course of Study: • UC/CSU Required Course Completion (a-g): 66% • Percentage of unduplicated students who passed AP exam with 3 or higher: 9% • Percentage of unduplicated students who met AP Potential: 29% • Participation rate of students taking the PSAT in 2016: 92% • Naviance career inventory for secondary students: 83% Reducing Barriers to Success: • Parent Satisfaction survey Q13 (get help for students): 58% satisfaction rate • Parent Satisfaction survey Q20 (help for students): 50% satisfaction rate • Parent Satisfaction survey Q21 (high expectations): 60% satisfaction rate • English Learners dropouts: 8% • Socio-economically disadvantaged dropouts: 7%

- Special Education dropouts: 5%
- Maintained 96%> ADA at each high needs elementary
- Student achievement data as measured by SBAC-- all five high needs elementary sites ranged from 37-64% meeting or exceeding standards in math and 41-67% meeting or exceeding standards in English Language Arts
- English Learner Reclassification Rate: 34.2%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action 1: Course Access; Local Measure: AVID participation; AVID Certification; UC/CSU course completion Actions 2 & 3: High school dropout and graduation rates for subgroups; Middle School Dropout Rates Action 4: Attendance Rates (ADA); Chronic Absentees; Truancy Counts for Performance Gap Subgroups Action 5: Standardized Test Results; Title III Reclassification Rates; Local Benchmarks in English Language Arts Action 6: ADA Rates; Standardized Test Scores Action 7: College & Career Readiness Action 8: Title III English Learner Reclassification Rate; Standardized Test Results	Action 1: • UC/CSU a-g Required Course Completion: 66% • Increase/Maintain the number of secondary students enrolled in AVID: Baseline 467 • Number of sites AVID certified: 6 • Increase the % of student enrollment in AVID in the following subgroups: • African American: 6% • Latino: 34% • Socioeconomically Disadvantaged: 39% Actions 2 & 3: • Number of Students reported as Middle School Dropouts: 0 • English Learners dropout rates: 8% • English Learners graduation rates: 82% • Socio-economically disadvantaged dropout rates: 7% • Socio-economically disadvantaged graduation rates: 87% • Special Education dropout rates: 5% • Special Education	Action 1: • UC/CSU a-g Required Course Completion: 68% • Increase/Maintain the number of secondary students enrolled in AVID: 500 • Number of sites AVID certified: 7 • Increase the % of student enrollment in AVID in the following subgroups: • African American: 7% • Latino: 35% • Socioeconomically Disadvantaged: 40% Actions 2 & 3: • Number of Students reported as Middle School Dropouts: <1 • English Learners dropout rates: 7% • English Learners graduation rates: 85% • Socio-economically disadvantaged dropout rates: 6% • Socio-economically disadvantaged graduation rates: 89% • Special Education dropout rates: <5% • Special Education	Action 1: • UC/CSU a-g Required Course Completion: 70% • Increase/Maintain the number of secondary students enrolled in AVID: 500> • Number of sites AVID certified: 8 • Increase the % of student enrollment in AVID in the following subgroups: • African American: 8% • Latino: 36% • Socioeconomically Disadvantaged: 41% Actions 2 & 3: • Number of Students reported as Middle School Dropouts: <1 • English Learners dropout rates: 6% • English Learners graduation rates: 88% • Socio-economically disadvantaged dropout rates: 5% • Socio-economically disadvantaged graduation rates: 91% • Special Education dropout rates: <5% • Special Education	Action 1: • UC/CSU a-g Required Course Completion: 72% • Increase/Maintain the number of secondary students enrolled in AVID: 500> • Number of sites AVID certified: 9 • Increase the % of student enrollment in AVID in the following subgroups: • African American: 9% • Latino: 37% • Socioeconomically Disadvantaged: 42% Actions 2 & 3: • Number of Students reported as Middle School Dropouts: <1 • English Learners dropout rates: 5% • English Learners graduation rates: 90% • Socio-economically disadvantaged dropout rates: <5% • Socio-economically disadvantaged graduation rates: 93% • Special Education dropout rates: <5% • Special Education

	graduation rates: 75%	graduation rates: 77%	graduation rates: 79%	graduation rates: 81%

- graduation rates: 75%
- Summer School Completion Rates: Maintain at 95%>
- Students with Special Needs attendance rates at Extended School Year (ESY) program: 84%

Action 4:
- Decrease district truancy (chronic absentee) rate: 26%
- District-wide ADA: Maintain 97%>
- Decrease the number of truancy counts of the following subgroups:
- African American: 193
- Latino: 866
- Socioeconomically Disadvantaged: 1,043
- Students with Disabilities: 526

Action 5:
- Title III Report English Learner Reclassification Rate: 32.5%
- % of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments: 39%
- English Learner Progress Indicator: 82%

Action 6:
- School Attendance Rates - Maintain 95%> ADA at high needs elementary schools:
- Blacow: 96%
- Brier: 97%
- Cabrillo: 96%
- Durham: 97%
- Grimmer: 96%

- graduation rates: 77%
- Summer School Completion Rates: Maintain at 95%>
- Students with Special Needs attendance rates at Extended School Year (ESY) program: 86%

Action 4:
- Decrease district truancy (chronic absentee) rate: 24%
- District-wide ADA: Maintain 97%>
- Decrease the number of truancy counts of the following subgroups:
- African American: 180
- Latino: 850
- Socioeconomically Disadvantaged: 1,020
- Students with Disabilities: 510

Action 5:
- Title III Report English Learner Reclassification Rate: 30%>
- % of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments: 41%
- English Learner Progress Indicator: 84%

Action 6:
School Attendance Rates - Maintain 95%> ADA at all high needs elementary schools

- CAASPP Assessment Results for high needs schools: Mathematics - % Meeting or Exceeding Standards

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- graduation rates: 79%
- Summer School Completion Rates: Maintain at 95%>
- Students with Special Needs attendance rates at Extended School Year (ESY) program: 88%

Action 4:
- Decrease district truancy (chronic absentee) rate: 22%
- District-wide ADA: Maintain 97%>
- Decrease the number of truancy counts of the following subgroups:
- African American: 165
- Latino: 835
- Socioeconomically Disadvantaged: 1,005
- Students with Disabilities: 495

Action 5:
- Title III Report English Learner Reclassification Rate: 30%>
- % of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments: 43%
- English Learner Progress Indicator: 86%

Action 6:
School Attendance Rates - Maintain 95%> ADA at all high needs elementary schools

- CAASPP Assessment Results for high needs schools: Mathematics - % Meeting or Exceeding Standards

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- graduation rates: 81%
- Summer School Completion Rates: Maintain at 95%>
- Students with Special Needs attendance rates at Extended School Year (ESY) program: 90%

Action 4:
- Decrease district truancy (chronic absentee) rate: 20%
- District-wide ADA: Maintain 97%>
- Decrease the number of truancy counts of the following subgroups:
- African American: 150
- Latino: 820
- Socioeconomically Disadvantaged: 990
- Students with Disabilities: 480

Action 5:
- Title III Report English Learner Reclassification Rate: 30%>
- % of English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments: 45%
- English Learner Progress Indicator: 88%

Action 6:
School Attendance Rates - Maintain 95%> ADA at all high needs elementary schools

- CAASPP Assessment Results for high needs schools: Mathematics - % Meeting or Exceeding Standards

- CAASPP Assessment Results for high needs schools: Mathematics - % Meeting or Exceeding Standards
- Blacow: 38%
- Brier: 49%
- Cabrillo: 37%
- Durham: 56%
- Grimmer: 64%

- CAASPP Assessment Results for high needs schools: English Language Arts - % Meeting or Exceeding Standards
- Blacow: 47%
- Brier: 49%
- Cabrillo: 41%
- Durham: 67%
- Grimmer: 56%

Action 7:
- # of unduplicated students who passed AP exam with 3 or higher: 9%
- CSU/UC a-g completion rate: 66%
- SAT test takers meeting the College Board's College & Career Readiness Benchmark: 78%
- % of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents): 72%
- % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following

- Blacow: 40%
- Brier: 51%
- Cabrillo: 39%
- Durham: 58%
- Grimmer: 66%

- CAASPP Assessment Results for high needs schools: English Language Arts - % Meeting or Exceeding Standards
- Blacow: 49%
- Brier: 51%
- Cabrillo: 43%
- Durham: 69%
- Grimmer: 58%

Action 7:
- # of unduplicated students who passed AP exam with 3 or higher: 11%
- CSU/UC a-g completion rate: 68%
- SAT test takers meeting the College Board's College & Career Readiness Benchmark: 80%
- % of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents): 75%
- % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 18%+b) 27% = 35%
- Latino: a) 17%+b) 35 % = 52%
- Pacific Islander: a) 17%+b)

- Blacow: 42%
- Brier: 53%
- Cabrillo: 41%
- Durham: 60%
- Grimmer: 68%

- CAASPP Assessment Results for high needs schools: English Language Arts - % Meeting or Exceeding Standards
- Blacow: 51%
- Brier: 53%
- Cabrillo: 45%
- Durham: 71%
- Grimmer: 60%

Action 7:
- # of unduplicated students who passed AP exam with 3 or higher: 13%
- CSU/UC a-g completion rate: 71%
- SAT test takers meeting the College Board's College & Career Readiness Benchmark: 82%
- % of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents): 75%>
- % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 20%+b) 29% = 39%
- Latino: a) 19%+b) 37 % = 56%
- Pacific Islander: a) 19%+b)

- Blacow: 44%
- Brier: 55%
- Cabrillo: 43%
- Durham: 62%
- Grimmer: 70%

- CAASPP Assessment Results for high needs schools: English Language Arts - % Meeting or Exceeding Standards
- Blacow: 53%
- Brier: 53%
- Cabrillo: 47%
- Durham: 73%
- Grimmer: 62%

Action 7:
- # of unduplicated students who passed AP exam with 3 or higher: 15%
- CSU/UC a-g completion rate: 74%
- SAT test takers meeting the College Board's College & Career Readiness Benchmark: 84%
- % of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Q9 (Staff) & Q12 (Parents): 75%>
- % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 22%+b) 31% = 43%
- Latino: a) 21%+ b) 39 % = 60%
- Pacific Islander: a) 21%+b)

subgroups:
- African American: a) 16%+b) 25% = 31%
- Latino: a) 15%+b) 33 % = 48%
- Pacific Islander: a) 15%+b) 52% = 67 %
- Socioeconomically Disadvantaged: a) 19%+b) 35% = 54%
- Students with Disabilities: a) 5%+b) 14% = 19%
- % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 4%+b) 12% = 16%
- Latino: a) 5 %+b) 12% = 17%
- Pacific Islander: a) 7%+b) 15% = 22%
- Socioeconomically Disadvantaged: a) 12%+b) 16% = 28%
- Students with Disabilities: a) 4%+b) 3% = 7%

Action 8:
- Title III Report English Learner Reclassification Rate: 32.5%
- % of secondary level English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments:
- 7th: 12%
- 8th: 12%
- 11th: 16%
- % of secondary English Learners who are meeting

54% = 71 %
- Socioeconomically Disadvantaged: a) 21%+b) 37% = 58%
- Students with Disabilities: a) 7%+b) 16% = 23%
- % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 6%+b) 14% = 20%
- Latino: a) 7%+ b) 14% = 21%
- Pacific Islander: a) 9%+b) 17% = 26%
- Socioeconomically Disadvantaged: a) 14%+b) 18% = 32%
- Students with Disabilities: a) 6%+ b) 5% = 11%

Action 8:
- Title III Report English Learner Reclassification Rate: 32.5%
- % of secondary level English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments:
- 7th: 15%
- 8th: 15%
- 11th: 19%
- % of secondary English Learners who are meeting or exceeding standards on CAASPP mathematics summative assessments
- 7th: 23%
- 8th: 24%
- 11th: 18%

56% = 75%
- Socioeconomically Disadvantaged: a) 23%+b) 39% = 62%
- Students with Disabilities: a) 9%+b) 18% = 27%
- % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 8%+b) 16% = 24%
- Latino: a) 9%+b) 16% = 25%
- Pacific Islander: a) 11%+b) 19% = 30%
- Socioeconomically Disadvantaged: a) 16%+b) 20% = 36%
- Students with Disabilities: a) 8%+b) 7% = 15%

Action 8:
- Title III Report English Learner Reclassification Rate: 32.5%
- % of secondary level English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments:
- 7th: 18%
- 8th: 18%
- 11th: 22%
- % of secondary English Learners who are meeting or exceeding standards on CAASPP mathematics summative assessments
- 7th: 28%
- 8th: 27%
- 11th: 21%

58% = 79%
- Socioeconomically Disadvantaged: a) 25%+b) 41% = 66%
- Students with Disabilities: a) 11%+b) 20% = 31%
- % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP) in the following subgroups:
- African American: a) 10%+b) 18% = 28%
- Latino: a) 11%+b) 18% = 29%
- Pacific Islander: a) 13%+b) 21% = 34%
- Socioeconomically Disadvantaged: a) 18%+b) 22% = 40%
- Students with Disabilities: a) 10%+b) 9% = 19%

Action 8:
- Title III Report English Learner Reclassification Rate: 32.5%
- % of secondary level English Learners who are meeting or exceeding standards on CAASPP English Language Arts summative assessments:
- 7th: 21%
- 8th: 21%
- 11th: 25%
- % of secondary English Learners who are meeting or exceeding standards on CAASPP mathematics summative assessments
- 7th: 30%
- 8th: 30%
- 11th: 24%

	or exceeding standards on CAASPP mathematics summative assessments • 7th: 20% • 8th: 21% • 11th: 15%			

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: <u>All secondary schools</u> ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 1: Prepare students for college and career opportunities through the district's Advancement Via Individual Determination (AVID) program.	Action 1: Prepare students for college and career opportunities through the district's Advancement Via Individual Determination (AVID) program.	Action 1: Prepare students for college and career opportunities through the district's Advancement Via Individual Determination (AVID) program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$480,231	Amount	$487,434	Amount	$494,745
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries AVID Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries AVID Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries AVID Certificated Salaries
Amount	$15,000	Amount	$15,225	Amount	$15,453
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries AVID Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries AVID Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries AVID Classified Salaries
Amount	$98,165	Amount	$99,637	Amount	$101,132
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits AVID Certificated & Classified Benefits	Budget Reference	3000-3999: Employee Benefits AVID Certificated & Classified Benefits	Budget Reference	3000-3999: Employee Benefits AVID Certificated & Classified Benefits
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies AVID Resources	Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Resources	Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Resources
Amount	$95,099	Amount	$76,891	Amount	$58,428
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Other Operating Expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Other Operating Expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Other Operating Expenses

Action 2

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

Location(s)	☐	All Schools	☐	Specific Schools:	☐	Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2: Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions.	Action 2: Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions.	Action 2: Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$12,000	Amount	$12,000	Amount	$12,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Intervention Task Force meetings, research, site visits, materials	Budget Reference	4000-4999: Books And Supplies Intervention Task Force meetings, research, site visits, materials	Budget Reference	4000-4999: Books And Supplies Intervention Task Force meetings, research, site visits, materials
Amount	$313,001	Amount	$343,714	Amount	$348,870
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE salaries

Amount	$61,326	Amount	$73,702	Amount	$81,261
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE benefits	Budget Reference	3000-3999: Employee Benefits Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE benefits	Budget Reference	3000-3999: Employee Benefits Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE benefits
Amount	$425,000	Amount	$425,000	Amount	$425,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Site Based Interventions (distributed per unduplicated student)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Site Based Interventions (distributed per unduplicated student)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Site Based Interventions (distributed per unduplicated student)
Amount	$73,000	Amount	$73,000	Amount	
Source	Other	Source	Other	Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CRBG pass through intervention funds for high schools for college readiness	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CRBG pass through intervention funds for high schools for college readiness	Budget Reference	
Amount	$206,880	Amount	$209,983	Amount	$216,282
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Intervention sections at each Jr. High: 2.4 FTE (salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention sections at each Jr. High: 2.4 FTE (salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Intervention sections at each Jr. High: 2.4 FTE (salaries)
Amount	$40,548	Amount	$45,041	Amount	$46,392
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Intervention sections at each Jr. High: 2.4 FTE (benefits)	Budget Reference	3000-3999: Employee Benefits Intervention sections at each Jr. High: 2.4 FTE (benefits)	Budget Reference	3000-3999: Employee Benefits Intervention sections at each Jr. High: 2.4 FTE (benefits)

Action   3

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

Students to be Served	☒	All	☒	Students with Disabilities	☐

Location(s)	☒	All Schools	☒	Specific Schools: <u>Summer school offered at multiple sites; before/after/during school interventions at all schools</u>	☐ Specific Grade spans:

<div align="center">

OR

</div>

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools: <u>Summer school offered at multiple sites; before/after/during school interventions at all schools</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 3: Increase achievement of core content standards by providing extended learning options for students during summer, after school, and/or the school day.	Action 3: Increase achievement of core content standards by providing extended learning options for students during summer, after school, and/or the school day.	Action 3: Increase achievement of core content standards by providing extended learning options for students during summer, after school, and/or the school day.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$392,674	Amount	$398,564	Amount	$404,542
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Sec Ed Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Sec Ed Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Sec Ed Certificated Salaries
Amount	$12,373	Amount	$12,559	Amount	$12,747
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Sec Ed Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Sec Ed Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Sec Ed Classified Salaries

Amount	$80,296	Amount	$89,112	Amount	$98,048
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Sec Ed Certificated & Classified Benefits	Budget Reference	3000-3999: Employee Benefits Sec Ed Certificated & Classified Benefits	Budget Reference	3000-3999: Employee Benefits Sec Ed Certificated & Classified Benefits
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Sec Ed Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures Sec Ed Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures Sec Ed Other Operating Expenditures
Amount	$57,000	Amount	$57,000	Amount	$57,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation
Amount	$136,978	Amount	$139,033	Amount	$141,118
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries F&S Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries F&S Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries F&S Certificated Salaries
Amount	$27,696	Amount	$30,744	Amount	$33,845
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits F&S Certificated & Classified Burdens	Budget Reference	3000-3999: Employee Benefits F&S Certificated & Classified Burdens	Budget Reference	3000-3999: Employee Benefits F&S Certificated & Classified Burdens
Amount	$3,155	Amount	$3,202	Amount	$3,250
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries F&S Classified Salary	Budget Reference	2000-2999: Classified Personnel Salaries F&S Classified Salary	Budget Reference	2000-2999: Classified Personnel Salaries F&S Classified Salary
Amount	$33,650	Amount	$33,650	Amount	$33,650
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	5000-5999: Services And Other Operating Expenditures F&S Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures F&S Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures F&S Other Operating Expenditures
Amount	$18,877	Amount	$19,790	Amount	$20,383
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits C&I Certificated and Classified Benefits	Budget Reference	2000-2999: Classified Personnel Salaries C&I Classified Salary	Budget Reference	2000-2999: Classified Personnel Salaries C&I Classified Salary
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Sec Other Operating Services	Budget Reference	5000-5999: Services And Other Operating Expenditures Sec Other Operating Services	Budget Reference	5000-5999: Services And Other Operating Expenditures Sec Other Operating Services
Amount	$12,500	Amount	$13,500	Amount	$14,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Nurse Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Nurse Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Nurse Salary
Amount	$2,449	Amount	$2,200	Amount	2,400
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Nurse Benefits	Budget Reference	3000-3999: Employee Benefits Summer School Nurse Benefits	Budget Reference	3000-3999: Employee Benefits Summer School Nurse Benefits
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures C&I Operating Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures C&I Operating Costs	Budget Reference	5000-5999: Services And Other Operating Expenditures C&I Operating Costs
Amount	$6,235	Amount	$6,329	Amount	$6,424
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries C&I Classified Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries C&I Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries C&I Certificated Salaries

Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies C&I Books and Supplies	Budget Reference	4000-4999: Books And Supplies C&I Books and Supplies	Budget Reference	4000-4999: Books And Supplies C&I Books and Supplies
Amount	$8,000	Amount	$8,000	Amount	$8,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies F&S Materials	Budget Reference	4000-4999: Books And Supplies F&S Materials	Budget Reference	4000-4999: Books And Supplies F&S Materials
Amount	$87,700	Amount	$89,016	Amount	$90,351
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries C&I Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries C&I Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries C&I Certificated Salaries

Action 4

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

Students to be Served
☐ All ☐ Students with Disabilities ☐

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services
☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 4: Advise staff on effective interventions for students with early truancy patterns.	Action 4: Advise staff on effective interventions for students with early truancy patterns.	Action 4: Advise staff on effective interventions for students with early truancy patterns.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$44,379	Amount	$45,044	Amount	$44,668
Source	Other	Source	Other	Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries Child Welfare Attendance salary (75% Alameda County funding)	Budget Reference	2000-2999: Classified Personnel Salaries Child Welfare Attendance salary (75% Alameda County funding)	Budget Reference	2000-2999: Classified Personnel Salaries Child Welfare Attendance salary (75% Alameda County funding)
Amount	$12,055	Amount	$13,091	Amount	$13,368
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits Child Welfare Attendance benefits (75% Alameda County funding)	Budget Reference	3000-3999: Employee Benefits Child Welfare Attendance benefits (75% Alameda County funding)	Budget Reference	3000-3999: Employee Benefits Child Welfare Attendance benefits (75% Alameda County funding)
Amount	$14,792	Amount	$15,013	Amount	$15,238
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Child Welfare Attendance Salary (25% LCFF Base)	Budget Reference	2000-2999: Classified Personnel Salaries Child Welfare Attendance salary (25% LCFF Base)	Budget Reference	2000-2999: Classified Personnel Salaries Child Welfare Attendance salary (25% LCFF Base)
Amount	$4,018	Amount	$4,363	Amount	$4,566
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Child Welfare Attendance Benefits (25% LCFF Base)	Budget Reference	3000-3999: Employee Benefits Child Welfare Attendance benefits (25% LCFF Base)	Budget Reference	3000-3999: Employee Benefits Child Welfare Attendance benefits (25% LCFF Base)

Action   5

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

[Students to be Served](#)	☐ All	☐ Students with Disabilities	☐

[Location(s)](#)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

[Students to be Served](#)	☒ English Learners	☐ Foster Youth	☐ Low Income

[Scope of Services](#)	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

[Location(s)](#)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 5: Provide resources and staff at each school site to assist English Learners become proficient in English.	Action 5: Provide resources and staff at each school site to assist English Learners become proficient in English.	Action 5: Provide resources and staff at each school site to assist English Learners become proficient in English.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$303,513	Amount	$308,065	Amount	$312,686
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Site Distribution--Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Site Distribution--Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Site Distribution--Certificated Salaries
Amount	$132,772	Amount	$134,764	Amount	$136,785
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries Site Distribution--Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Site Distribution--Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Site Distribution--Classified Salaries
Amount	$95,531	Amount	$105,222	Amount	$113,817
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Certificated & Classified Benefits	Budget Reference	3000-3999: Employee Benefits Certificated & Classified Benefits	Budget Reference	3000-3999: Employee Benefits Certificated & Classified Benefits
Amount	$204,464	Amount	$188,229	Amount	$172,992
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Site Distribution	Budget Reference	4000-4999: Books And Supplies Site Distribution	Budget Reference	4000-4999: Books And Supplies Site Distribution
Amount	$122,488	Amount	$36,610	Amount	$36,610
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Site Distribution	Budget Reference	5000-5999: Services And Other Operating Expenditures Site Distribution	Budget Reference	5000-5999: Services And Other Operating Expenditures Site Distribution

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ All ☐ Students with Disabilities ☐	
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	

Location(s)	☐ All Schools	☒ Specific Schools: <u>Blacow, Brier, Cabrillo, Durham, & Grimmer Elementary Schools</u>	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Action 6: Target additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Durham, & Grimmer).	Action 6: Target additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Durham, & Grimmer).	Action 6: Target additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Durham, & Grimmer).

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$615,785	Amount	$625,021	Amount	$634,396
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries
Amount	$276,353	Amount	$280,498	Amount	$284,705
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	$195,714	Amount	$215,541	Amount	$233,072
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Statutory Benefits	Budget Reference	3000-3999: Employee Benefits Statutory Benefits	Budget Reference	3000-3999: Employee Benefits Statutory Benefits
Amount	$215,981	Amount	$215,686	Amount	$215,686
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	$99,036	Amount	$99,036	Amount	$99,036

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures Other Operating Expenditures
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Prop 49 Support at 3 sites	Budget Reference	5000-5999: Services And Other Operating Expenditures Prop 49 Support at 3 sites	Budget Reference	5000-5999: Services And Other Operating Expenditures Prop 49 Support at 3 sites
Amount	$115,264	Amount	$116,993	Amount	$118,748
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principal Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principal Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principal Salary
Amount	$22,584	Amount	$25,085	Amount	$27,659
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Assistant Principal Benefits	Budget Reference	3000-3999: Employee Benefits Assistant Principal Benefits	Budget Reference	3000-3999: Employee Benefits Assistant Principal Benefits

Action 7

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

Students to be Served	☒ All ☒ Students with Disabilities ☐
Location(s)	☐ All Schools ☒ Specific Schools: <u>All district high schools</u> ☒ Specific Grade spans: <u>9-12</u>

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐	All Schools	☐	Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.	Action 7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.	Action 7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Other	Source	Other	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures College Readiness Block Grant (CRBG)--Standardized Test Fees	Budget Reference	5000-5999: Services And Other Operating Expenditures College Readiness Block Grant (CRBG)--Standardized Test Fees	Budget Reference	5000-5999: Services And Other Operating Expenditures Standardized Test Fees

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ All	☐ Students with Disabilities	☐	
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☒ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☒ Specific Schools: <u>All district junior high and high schools</u>		☒ Specific Grade spans: <u>Grades 7-12</u>

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 8: Enable English Learners to meet or exceed graduation requirements by maintaining ELD (English Language Development) courses and department chair positions at the secondary schools.	Action 8: Enable English Learners to meet or exceed graduation requirements by maintaining ELD (English Language Development) courses and department chair positions at the secondary schools.	Action 8: Enable English Learners to meet or exceed graduation requirements by maintaining ELD (English Language Development) courses and department chair positions at the secondary schools.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$25,612	Amount	$25,996	Amount	$26,386
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Department Chair Stipends (Salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Department Chair Stipends (Salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Department Chair Stipends (Salaries)
Amount	$6,764	Amount	$7,513	Amount	$7,738
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Department Chair Stipends (Benefits)	Budget Reference	3000-3999: Employee Benefits Department Chair Stipends (Benefits)	Budget Reference	3000-3999: Employee Benefits Department Chair Stipends (Benefits)
Amount	$205,520	Amount	$208,603	Amount	$211,732
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Additional sections at junior high and high schools 10 sections (2.13 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries Additional sections for junior high and high schools 10 sections (2.13 FTE)	Budget Reference	1000-1999: Certificated Personnel Salaries Additional sections for junior high and high schools 10 sections (2.13 FTE)
Amount	$36,893	Amount	$44,731	Amount	$49,318

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Additional sections for Junior High and High School 10 sections (2.13 FTE)	Budget Reference	3000-3999: Employee Benefits Additional section for junior high and high school 10 sections (2.13 FTE)	Budget Reference	3000-3999: Employee Benefits Additional section for junior high and high school 10 sections (2.13 FTE)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 4	Establish partnerships with our families and community to increase academic success for all students.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	According to the 2016 data related to State Priority Areas 3 (Parental Involvement) and 6 (School Climate) Fremont Unified School District students need: • 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 Supporting data includes: Communications: • Parent Satisfaction survey Q8 (notice of academic progress): 83% satisfaction rate • Parent Satisfaction survey Q9 (school involvement): 79% satisfaction rate • Parent Satisfaction survey Q10 (well informed): 90% satisfaction rate Discipline: • Pupil suspensions: decreased from 2% in 2014-2015 to ?% in 2015-16 • Pupil expulsions: maintained .01% rate (10 in 2014-2015 to ? in 2015-16) • Increased number of sites from 9 to 26 participating in Coordination of Services Team (COST) model • Parent Satisfaction survey Q16 (attendance & discipline): 75% satisfaction rate • Staff Satisfaction survey Q11 (attendance & discipline): 68% satisfaction rate School Connectedness:

- % of California Healthy Kids Survey Results that have a medium or high rate of school connectedness: Gr. 5: 98%; Gr. 7: 95%; Gr. 9: 92%
- Parent Satisfaction survey Q18 (feel welcome): 79% satisfaction rate
- Parent Satisfaction survey Q23 (counseling support): 43% satisfaction rate
- Staff Satisfaction survey Q20 (counseling support): 62% satisfaction rate
- Staff Satisfaction survey Q14 (people get along): 93% satisfaction rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Action 1: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness; Suspension & Expulsion Rates Action 2: Suspension & Expulsion Rates; Local Measures: COST, SARB meetings, WEB attendance Actions 3 & 4: Promotion of parental participation in programs for unduplicated pupils; Promotion of parental participation in programs for individuals with exceptional needs Dual Enrollment with Community College Completion of CTE Pathways Standardized Test Scores on SBAC and AP Local Measures: meeting attendance Action 5: Local Measures: Surveys; Meeting Attendance Action 6: Local Measures: Surveys; Mental Health Incidents	Action 1: - Bullying incident reports: 45 - Overall Pupil Suspension Rate: 1.5% - Overall Pupil Expulsion Rate: .01% - Decrease suspension rates for the following subgroups: - African American: 6.8% - Latino: 3.7% - Socioeconomically Disadvantaged: 4% - Students with Disabilities: 5.4% - Decrease number of expulsions for the following subgroups: - African American: 1 student - Latino: 2 students - Socioeconomically Disadvantaged: 6 students - Students with Disabilities: 2 students - Expansion of Restorative Practices: 3 sites - % of California Healthy Kids Survey Results that have a medium or high rate of school connectedness: Gr. 5: 98%; Gr. 7: 95%; Gr. 9: 92% Action 2:	Action 1: - Bullying incident reports: 40 - Overall Pupil Suspension Rate: 1% - Overall Pupil Expulsion Rate: Maintain at <.01% - Decrease suspension rates for the following subgroups: - African American: 5.8% - Latino: 2.7% - Socioeconomically Disadvantaged: 3% - Students with Disabilities: 4.4% - Decrease number of expulsions for the following subgroups: - African American: <1 - Latino: <1 - Socioeconomically Disadvantaged: <5 - Students with Disabilities: <1 - Expansion of Restorative Practices: 6 sites - % of California Healthy Kids Survey Results that have a medium or high rate of school connectedness: Gr. 5: 98%>; Gr. 7: 95%>; Gr. 9: 94%; Gr. 11: Est. Baseline Action 2: - Overall Pupil Suspension	Action 1: - Bullying incident reports: 35 - Overall Pupil Suspension Rate: Maintain at <1% - Overall Pupil Expulsion Rate: .Maintain at <.01% - Decrease suspension rates for the following subgroups: - African American: 4.8% - Latino: 1.7% - Socioeconomically Disadvantaged: 2% - Students with Disabilities: 4.4% - Decrease number of expulsions for the following subgroups: - African American: <1 - Latino: <1 - Socioeconomically Disadvantaged: <4 - Students with Disabilities: <1 - Expansion of Restorative Practices: TBD - % of California Healthy Kids Survey Results that have a medium or high rate of school connectedness: Gr. 5: 98%>; Gr. 7: 95%>; Gr. 9: 95%>; Gr. 11: TBD Action 2: - Overall Pupil Suspension	Action 1: - Bullying incident reports: 30 - Overall Pupil Suspension Rate: Maintain at <1% - Overall Pupil Expulsion Rate: Maintain at <.01% - Decrease suspension rates for the following subgroups: - African American: 3.8% - Latino: 1% - Socioeconomically Disadvantaged: 1% - Students with Disabilities: 4.4% - Decrease number of expulsions for the following subgroups: - African American: <1 - Latino: <1 - Socioeconomically Disadvantaged:<3 - Students with Disabilities: <1 - Expansion of Restorative Practices: TBD - % of California Healthy Kids Survey Results that have a medium or high rate of school connectedness: Gr. 5: 98%>; Gr. 7: 95%>; Gr. 9: 95%>; Gr. 11: TBD Action 2: - Overall Pupil Suspension

- Overall Pupil Suspension Rate: 1.5%
- Overall Pupil Expulsion Rate: .01%
- Number of sites participating in Coordination of Services Team (COST) model: 26

Average % of incoming 7th grade class that attended WEB orientation at the 5 junior high schools: Baseline student attendance from entering 7th grade class Aug. 2017

- Home visits & SARB meetings to connect parents to resources: 210 visits

Actions 3 & 4:
- Attendance at Parent Workshops/Committees
- PIQE Graduates: 100
- African American Achievement Task Force: 4 meetings
- Special Education Community Advisory Committee: 5 meetings

- Dual Enrollment (CCI) - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: Est. Baseline
- Completion of CTE Pathways: 73 students completed a CTE pathway
- Increase number of CTE courses taken: 4,100 courses taken
- % of students who take an AP test who receive a passing score (3 or higher) on AP exams: 85%

Action 5:
- # of Completed of Parent Satisfaction Surveys -

Rate: 1%
- Overall Pupil Expulsion Rate: Maintain at <.01%
- Number of sites participating in Coordination of Services Team (COST) model: 30

Average % of incoming 7th grade class that attended WEB orientation at the 5 junior high schools: TBD

- Home visits & SARB meetings to connect parents to resources: 230 visits

Actions 3 & 4:
- Attendance at Parent Workshops/Committees
- PIQE Graduates: 100>
- African American Achievement Task Force: maintain or increase the number of meetings held
- Special Education Community Advisory Committee: maintain or increase the number of meetings held

- Dual Enrollment (CCI) - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: TBD
- Completion of CTE Pathways: 80 students
- Increase number of CTE courses taken: 4,150
- % of students who take an AP test who receive a passing score (3 or higher) on AP exams: 86%

Action 5:
- # of Completed of Parent Satisfaction Surveys
- Spanish: 125
- Chinese: 190

Rate: Maintain at <1%
- Overall Pupil Expulsion Rate: Maintain at <.01%
- Number of sites participating in Coordination of Services Team (COST) model: 34

Average % of incoming 7th grade class that attended WEB orientation at the 5 junior high schools: TBD

- Home visits & SARB meetings to connect parents to resources: 250 visits

Actions 3 & 4:
- Attendance at Parent Workshops/Committees
- PIQE Graduates: 100>
- African American Achievement Task Force: maintain or increase the number of meetings held
- Special Education Community Advisory Committee: maintain or increase the number of meetings held

- Dual Enrollment (CCI) - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: TBD
- Completion of CTE Pathways: 85 students
- Increase number of CTE courses taken: 4,200
- % of students who take an AP test who receive a passing score (3 or higher) on AP exams: 87%

Action 5:
- # of Completed of Parent Satisfaction Surveys
- Spanish: 150
- Chinese: 220

Rate: Maintain at <1%
- Overall Pupil Expulsion Rate: Maintain at <.01%
- Number of sites participating in Coordination of Services Team (COST) model: 38

Average % of incoming 7th grade class that attended WEB orientation at the 5 junior high schools: TBD

- Home visits & SARB meetings to connect parents to resources: 250> visits

Actions 3 & 4:
- Attendance at Parent Workshops/Committees
- PIQE Graduates: 100>
- African American Achievement Task Force: maintain or increase the number of meetings held
- Special Education Community Advisory Committee: maintain or increase the number of meetings held

- Dual Enrollment (CCI) - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: TBD
- Completion of CTE Pathways: 90 students
- Increase number of CTE courses taken: 4,250
- % of students who take an AP test who receive a passing score (3 or higher) on AP exams: 88%

Action 5:
- # of Completed of Parent Satisfaction Surveys - Spanish: 180
- Chinese: 250

| | Spanish: 101
 • Chinese: 160
 • English Learner Parent Groups - avg. participants per DELAC meeting: 28

 Action 6:
 • Reduction in numbers of 5150's: (as of 3/31/17): 13 students
 • % of Satisfaction Survey results that have an approval rating on school counseling Q20 (Staff) & Q23 (Parent): 61%; 44% | • English Learner Parent Groups - avg. participants per DELAC meeting: 30

 Action 6:
 • Reduction in numbers of 5150's: (as of 3/31/18): 11 students
 • % of Satisfaction Survey results that have an approval rating on school counseling Q20 (Staff) & Q23 (Parent): 63%; 46% | • English Learner Parent Groups - avg. participants per DELAC meeting: 30>

 Action 6:
 • Reduction in numbers of 5150's: (as of 3/31/19): <10 students
 • % of Satisfaction Survey results that have an approval rating on school counseling Q20 (Staff) & Q23 (Parent): 65%; 48% | • English Learner Parent Groups - avg. participants per DELAC meeting: 30>

 Action 6:
 • Reduction in numbers of 5150's: (as of 3/31/20): <10 students
 • % of Satisfaction Survey results that have an approval rating on school counseling Q20 (Staff) & Q23 (Parent): 67%; 50% |

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ All	☐ Students with Disabilities	☐	
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	
	Scope of Services	☐ LEA-wide	☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district.	Action 1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district.	Action 1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$141,885	Amount	$144,013	Amount	$146,173
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Educational Equity Coordinator Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Educational Equity Coordinator Salary	Budget Reference	1000-1999: Certificated Personnel Salaries Educational Equity Coordinator Salary
Amount	$27,799	Amount	$30,880	Amount	$34,047
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Climate Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Climate Coordinator Benefits	Budget Reference	3000-3999: Employee Benefits Climate Coordinator Benefits
Amount	$90,316	Amount	$89,824	Amount	$89,824
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Books and Supplies	Budget Reference	4000-4999: Books And Supplies Books and Supplies	Budget Reference	4000-4999: Books And Supplies Books and Supplies
Amount	$165,000	Amount	$165,000	Amount	$165,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Staff, Student, Parent Education	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Staff, Student, Parent Education	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Staff, Student, Parent Education
Amount	$6,000	Amount	$6,000	Amount	$6,000
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures California Healthy Kids Survey (FSHI Grant)	Budget Reference	5000-5999: Services And Other Operating Expenditures California Healthy Kids Survey (FSHI Grant)	Budget Reference	5000-5999: Services And Other Operating Expenditures California Healthy Kids Survey (FSHI Grant)
Amount	$50,000	Amount	$50,000	Amount	$50,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Where Everybody Belongs (WEB) program funding - junior high schools	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Where Everybody Belongs (WEB) program funding - junior high schools	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Where Everybody Belongs (WEB) program funding - junior high schools

Action   2

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☒ Specific Schools: COST will be at all schools with over 35% unduplicated students.   ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.	Action 2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.	Action 2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $250,187	Amount $250,187	Amount $250,187

Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Student Services Personnel (Salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Student Services Personnel (Salaries)	Budget Reference	1000-1999: Certificated Personnel Salaries Student Services Personnel (Salaries)
Amount	$49,019	Amount	$49,019	Amount	$49,019
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Student Services Personnel Benefits	Budget Reference	3000-3999: Employee Benefits Student Services Personnel Benefits	Budget Reference	3000-3999: Employee Benefits Student Services Personnel Benefits

Action 3

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Specific Schools: Parent workshops offered at schools with over 35% unduplicated students. ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☐ Unchanged	☐ New	☐ Modified	☐ Unchanged

Action 3: Offer parent workshops on academics, life skills, and social-emotional supports for students.	Action 3: Offer parent workshops on academics, life skills, and social-emotional supports for students.	Action 3: Offer parent workshops on academics, life skills, and social-emotional supports for students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$60,000	Amount	$60,000	Amount	$60,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Workshops & Outreach	Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Workshops & Outreach	Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Workshops & Outreach

Action   **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 4: Inform students and parents about college and career expectations.	Action 4: Inform students and parents about college and career expectations.	Action 4: Inform students and parents about college and career expectations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Information and materials at parent outreach events	Budget Reference	4000-4999: Books And Supplies Information and materials at parent outreach events	Budget Reference	4000-4999: Books And Supplies Information and materials at parent outreach events
Amount	$80,000	Amount	$80,000	Amount	$80,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance license & training for secondary schools	Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance license & training for secondary schools	Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance license & training for secondary schools

Action 5

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

Students to be Served	☐ All ☐ Students with Disabilities ☐

Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 5: Employ bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners. • Staff whose job duties are to outreach, communicate and provide family engagement regarding programs that are available to support students' academics, social, and emotional needs. • Language Technicians who are fluent in Spanish, Mandarin, Urdu and Farsi to support families with enrollment. • 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.	Action 5: Employ bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners. • Staff whose job duties are to outreach, communicate and provide family engagement regarding programs that are available to support students' academics, social, and emotional needs. • Language Technicians who are fluent in Spanish, Mandarin and Farsi to support families with enrollment. • 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.	Action 5: Employ bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners. • Staff whose job duties are to outreach, communicate and provide family engagement regarding programs that are available to support students' academics, social, and emotional needs. • Language Technicians who are fluent in Spanish, Mandarin and Farsi to support families with enrollment. • 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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$285,368	Amount	289,649	Amount	293,994
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries F&S Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries F&S Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries F&S Certificated Salaries
Amount	$208,934	Amount	$228,291	Amount	$242,374
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits F&S Certificated & Classified Burdens	Budget Reference	3000-3999: Employee Benefits F&S Certificated & Classified Burdens	Budget Reference	3000-3999: Employee Benefits F&S Certificated & Classified Burdens

Amount	$563,351	Amount	$571,801	Amount	$580,378
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries F&S Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries F&S Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries F&S Classified Salaries
Amount	$55,996	Amount	$55,996	Amount	$55,996
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures F&S Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures F&S Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures F&S Operating Expenditures
Amount	$184,859	Amount	$188,496	Amount	$194,150
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries SSS Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries SSS Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries SSS Classified Salaries
Amount	$50,212	Amount	$53,665	Amount	$55,274
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits SSS Certificated Burdens	Budget Reference	3000-3999: Employee Benefits SSS Certificated Burdens	Budget Reference	3000-3999: Employee Benefits SSS Certificated Burdens
Amount	$10,250	Amount	$10,250	Amount	$10,250
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SSS Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SSS Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SSS Operating Expenditures
Amount	$24,529	Amount	$14,529	Amount	$14,529
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies F&S Materials and Supplies	Budget Reference	1000-1999: Certificated Personnel Salaries LAC Certificated Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries LAC Certificated Salaries

Action   **6**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☒ Specific Grade spans: <u>Elementary counselors are assigned to schools with over 35% unduplicated students.</u>

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.	Action 6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.	Action 6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,437,339	Amount	$1,458,899	Amount	$1,480,782
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries; Secondary Counselors (Salaries) - 13.0 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries; Secondary Counselors (Salaries) - 13.0 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries; Secondary Counselors (Salaries) - 13.0 FTE
Amount	$281,613	Amount	$312,827	Amount	$344,914

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Secondary Counselors - 13.0 FTE Statutory Benefits	Budget Reference	3000-3999: Employee Benefits Secondary Counselors - 13.0 FTE Statutory Benefits	Budget Reference	3000-3999: Employee Benefits Secondary Counselors- 13.0 FTEStatutory Benefits
Amount	$670,556	Amount	$605,772	Amount	$623,945
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries; Elementary Counselors (Salaries) - 7.0 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries; Elementary Counselors (Salaries) - 7.0 FTE	Budget Reference	1000-1999: Certificated Personnel Salaries; Elementary Counselors (Salaries) - 7.0 FTE
Amount	$131,379	Amount	$129,894	Amount	$145,334
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Elementary Counselors (Benefits) - 7.0 FTE	Budget Reference	3000-3999: Employee Benefits Elementary Counselors (Benefits) - 7.0 FTE	Budget Reference	3000-3999: Employee Benefits Elementary Counselors (Benefits) - 7.0 FTE

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $15,964,392   Percentage to Increase or Improve Services: 5.66%

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

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

Fremont Unified has allocated Supplemental funds for both broad initiatives and direct support for the targeted unduplicated student groups: low income students, English Learners, and foster youth. The 2017 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.

Goal 1 strives to provide an educational environment that is conducive to learning. Most of the actions under this goal use other funding sources to improve the conditions for students and staff in our schools, including Title I, Title II, Educator Effectiveness Block Grant, LCFF Base Grant, and State Lottery funds. Supplemental funds are only used for two action items that impact all students in all schools. Each of these action items focuses on improving teacher quality. 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 groups.

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. Action 7 provides professional development for 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. In a meta-analysis of over 1,300 studies correlating the impact of teacher professional development on student achievement, the National Center for Education Evaluation found that "teachers who receive substantial professional development...can boost their students' achievement by about 21 percentile points" (Regional Educational Laboratory, 2007). Knowing the impact teacher quality has on student growth, other uses of these funds were not considered for Goal 1.

Goal 2 is to increase the academic achievement of all students through challenging and engaging instruction. Actions 1-6 provide Supplemental funds for the work that needs to be done to improve outcomes for unduplicated students. Action 1 intends to develop a district-wide system to frequently monitor student progress to a determined goal and performance level, resulting 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 ranks 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 and Action 7 delivers high quality professional development, Goal 2 Action 2 provides time for all teachers across school levels to have embedded professional development on site by preparing teacher leaders (site liaisons) to learn and deliver

content and strategies to their peers. Furthermore, Action 3 also provides in-class support to help teachers adopt the practices they learn during the professional development using instructional coaches. Coaches and the site liaisons will model lessons and support the learning of California State Standards and instructional strategies to increase the academic achievement of all students through challenging and engaging instruction. "Teacher leadership has been advanced as an essential component of successful school reform and the professionalization of teachers (Lieberman, Saxl & Miles, 2000). In order to maximize student learning, teachers must assume roles of leadership and take on more responsibility for school--wide change (Katzenmeyer & Moller, 2001;Muijs & Harris, 2003" (Journal of Research for Educational Leaders, 2007). We firmly believe that building the teacher leadership capacity at each site will enhance the learning of all students, but especially that of unduplicated students.

Only a small portion of Action 4, which generates opportunities for students to connect with real world careers, will be using Supplemental funding; $40,000 will be used to support one course section each of the Careers Partnership Academies (CPA) at Irvington and Washington High Schools. The CPA grant already requires that the majority of students enrolled in CPA must be low-income or come from typically underrepresented student subgroups, therefore, this is an appropriate use of the funding.

Actions 5 and 6 seek ways to implement district-wide strategies to increase literacy and use of academic language across all subject areas and explore ways to increase hands-on and inquiry-based learning as we transition from a junior high to a middle school model. Action 5 distributes library/media center funding to all sites at the rate of $10 per unduplicated student. The materials, resources, technologies, books, periodicals along with the additional hours that libraries can remain open highly serve unduplicated students, as they may be less likely to have these same tools in their homes. 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 opportunities start with students being able to understand complex texts and express what they mean, orally and in writing.

As we're designing our new middle school model, we're developing a STEAM (Science, Technology, Engineering, Arts & Mathematics) focus at the first of the five junior highs to convert. Walters Junior High has the highest unduplicated student count (49%) and lowest Gr. 7-8 student performance in the district. A variety of research suggests that: 1) STEAM programs raise achievement overall; 2) STEAM is a valuable tool for helping improve English for English Learners; 3) innovative curriculum (Project Based Learning, inquiry instruction, etc) increases student engagement and; 4) multidisciplinary and interdisciplinary STEAM instruction results in increased relevance and rigor. "Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009)" (Vega, 2012).

Goal 3 is to implement strategies to involve students in their learning and interventions to eliminate barriers to success. Actions 1, 2, 3, and 7 use Supplemental dollars to serve all students, but are really 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 [California] 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). Though AVID is open to any student who fits the entrance criteria, we focus our recruitment and enrollment on unduplicated students.

As Superintendent of Public Instruction, Tom Torlakson said in his June 10, 2014 letter to school districts: "Explicitly acknowledging that our diverse California student population requires a comprehensive, flexible, evidence-based process such as MTSS moves educators, students, and parents forward in our journey". Action 2 continues building the second 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.

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 (EL's), low income, and foster youth. In 2017-18, we revised this action to include not only summer school but during the school day support and before/after school programs to expand our outreach to struggling students. We believe that first instruction is the best instruction and that, while summer school does serve a purpose, we need to strengthen our interventions for students the other 180 days of the year we have them.

Action 7 pays for 100% of all 10th grade students in the district to take the PSAT free of cost (this year it will be paid for out of the College Readiness Block Grant and will resume out of Supplemental funding in 2018-19). 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 EL's, foster 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 fall further behind.

The fourth and final goal is to establish partnerships with our families and community to increase academic success for all students. Goal 4 Action 1 was revised this year to "Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district." Fremont Unified is an ethnically and linguistically diverse large district with many cultural backgrounds. Though students and parents report overall high satisfaction with race relations at the sites, the Office of Civil Rights has two cases with FUSD--one resolved without findings--and one that has just been initiated. In order to be proactive, the District created a new management position called Educational Equity Coordinator (EEC) to work on parent engagement, outreach, and conflict resolution. Though this person will be be working with any family in need, there will be special outreach to student subgroups with performance gaps as well as our other upduplicated students.

According to the National Coalition for Parent Involvement in Education, "Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (Research Review and Resources, 2006). Based on this research, Action 3 revolves around increasing parent engagement. For several years now, we've invited Parent Institute for Quality Education (PIQE) to operate 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. We have also recently introduced other parent trainings to connect with African American and Special Education families in particular, two of our subgroups showing performance gaps on the new California Accountability Dashboard.

In order to expose students to college and career options, Action 4 funds pay for the Naviance program at grades 7-12. An online tool, Naviance allows students to create a personalized plan that helps them make good decisions throughout their academic journey. While all students have access to the program, it serves unduplicated students greatly as they may be the first generation in their family to consider and attend college. As the Naviance literature states, "Connecting students' interests to their potential career paths early ensures active participation in their own academic success and opens their eyes to the wide world of career opportunities."

The Supplemental funds, per Action 6, are used to provide counseling services for at-risk students across all grade levels. The seven new counselors in 2016-17 were assigned to 14 elementary schools that have 35% 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 this high leverage manner is based on the input from multiple parent and student groups during the gathering of input, so no other alternatives were considered.

Revised Local Control and Accountability Plan and Annual Update

Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574

(for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel,

the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to

Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
  E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

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

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

      (1) The number of 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).

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	19,979,596.00	19,112,160.00	20,142,240.00	20,588,091.00	21,039,350.00	61,769,681.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	3,344,180.00	3,394,758.00	3,222,831.00	3,377,294.00	3,469,684.00	10,069,809.00
Other	1,858,241.00	1,654,043.00	1,687,452.00	1,708,607.00	1,573,691.00	4,969,750.00
Supplemental	14,777,175.00	14,063,359.00	15,231,957.00	15,502,190.00	15,995,975.00	46,730,122.00
Title III	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	19,979,596.00	19,112,160.00	20,142,240.00	20,588,091.00	21,039,350.00	61,769,681.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	10,024,118.00	9,678,972.00	10,761,860.00	10,702,398.00	11,054,543.00	32,518,801.00
2000-2999: Classified Personnel Salaries	3,315,234.00	3,325,282.00	3,281,909.00	3,360,462.00	3,443,127.00	10,085,498.00
3000-3999: Employee Benefits	2,624,603.00	2,545,032.00	2,887,818.00	3,102,005.00	3,292,402.00	9,282,225.00
4000-4999: Books And Supplies	1,709,455.00	1,761,898.00	1,095,715.00	1,323,228.00	1,302,991.00	3,721,934.00
5000-5999: Services And Other Operating Expenditures	1,097,354.00	903,346.00	1,167,212.00	1,197,572.00	1,136,861.00	3,501,645.00
5800: Professional/Consulting Services And Operating Expenditures	1,208,832.00	897,630.00	947,726.00	902,426.00	809,426.00	2,659,578.00

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	19,979,596.00	19,112,160.00	20,142,240.00	20,588,091.00	21,039,350.00	61,769,681.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Title III	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	530,603.00	575,856.00	587,926.00	636,341.00	646,659.00	1,870,926.00
1000-1999: Certificated Personnel Salaries	Other	784,441.00	596,856.00	829,223.00	610,471.00	619,628.00	2,059,322.00
1000-1999: Certificated Personnel Salaries	Supplemental	8,709,074.00	8,506,260.00	9,344,711.00	9,455,586.00	9,788,256.00	28,588,553.00
2000-2999: Classified Personnel Salaries	Base	1,968,287.00	1,968,403.00	1,983,784.00	2,028,554.00	2,089,185.00	6,101,523.00
2000-2999: Classified Personnel Salaries	Other	41,458.00	41,808.00	103,091.00	104,637.00	105,155.00	312,883.00
2000-2999: Classified Personnel Salaries	Supplemental	1,305,489.00	1,315,071.00	1,195,034.00	1,227,271.00	1,248,787.00	3,671,092.00
3000-3999: Employee Benefits	Base	591,280.00	596,489.00	651,121.00	711,399.00	732,840.00	2,095,360.00
3000-3999: Employee Benefits	Other	149,710.00	121,145.00	110,325.00	74,686.00	78,095.00	263,106.00
3000-3999: Employee Benefits	Supplemental	1,883,613.00	1,827,398.00	2,126,372.00	2,315,920.00	2,481,467.00	6,923,759.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	1,000.00	1,000.00	2,000.00
4000-4999: Books And Supplies	Other	610,000.00	495,000.00	350,000.00	644,000.00	639,000.00	1,633,000.00
4000-4999: Books And Supplies	Supplemental	1,099,455.00	1,266,898.00	745,715.00	678,228.00	662,991.00	2,086,934.00
5000-5999: Services And Other Operating Expenditures	Base	154,010.00	154,010.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	11,632.00	186,604.00	81,813.00	76,813.00	26,813.00	185,439.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	931,712.00	562,732.00	1,085,399.00	1,120,759.00	1,110,048.00	3,316,206.00
5800: Professional/Consulting Services And Operating Expenditures	Base	100,000.00	100,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	261,000.00	212,630.00	213,000.00	198,000.00	105,000.00	516,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	847,832.00	585,000.00	734,726.00	704,426.00	704,426.00	2,143,578.00
			585,000.00				

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	7,194,674.00	7,473,615.00	7,630,259.00	22,298,548.00
Goal 2	2,506,993.00	2,623,424.00	2,827,394.00	7,957,811.00
Goal 3	5,558,851.00	5,588,930.00	5,594,527.00	16,742,308.00
Goal 4	4,881,722.00	4,902,122.00	4,987,170.00	14,771,014.00

* Totals based on expenditure amounts in goal and annual update sections.