

Annual Update

LCAP Year Reviewed: 2017-18

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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 proficiency

Actual

Action 1:

- PLC Site & District Professional Development evaluations (3s & 4s on 1-4 scale) - Above Satisfied to Very Satisfied Rate: Available in May 2018
- Site Administrator attendance at PLC cohort team meetings: Available in May 2018
- Average progress on PLC implementation grid action items (scale of 1-5): Available in May 2018
- CAASPP Assessment Results for Mathematics (grades 3-8) - Increased number of points above level 3 for the following subgroups:
 - African American: 52 points below (-8)
 - Latino: 42 points below (-10)
 - Pacific Islander: 42 points below (-19)
 - Socioeconomically Disadvantaged: 38 points below (-11)
 - Students with Disabilities: 76 points below (-6)
- CAASPP Assessment Results for English Language Arts (grades 3-8) - Increased number of points above level 3 for the following subgroups:
 - African American: 27 points below (-4)
 - Latino: 25 points below (-9)
 - Pacific Islander: 27 points below (-24)
 - Socioeconomically Disadvantaged: 25 points below (-12)
 - Students with Disabilities: 67 points below (-7)

Action 2:

- Rate of Teacher Misassignments: 0% (+/- 0)
- Credentialed Teacher Rate: 99.58% (+.58%)
- Credentialed Teachers Teaching Outside of Subject Area Rate: 0% (+/- 0)
- Teachers of English Learners Misassignment Rate: 0% (+/- 0)

Actions 3 & 4:

- Compliance on Williams Compliance Quarterly Reports: 100% (+/- 0)
- Good or Exemplary designations on the Facility Inspection Tool (FIT): 100% (+13%)

Expected

17-18

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 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

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): 87%
- Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Q1 & Q4 (Parents) Q1, Q2 & Q3 (Staff): 72% average rating

Action 5:

- Compliance on Williams Compliance Quarterly Reports: 100%
- Students have access to CCSS materials: 100%

Actual

- Parent & Staff Satisfaction Survey results that have an approval rating related to facilities – Parent Survey (Q1): 75% (+3%) , Staff Survey (Q1): 63% (-9%)

Action 5:

- Compliance on Williams Compliance Quarterly Reports: 100% (+/- 0)
- Students have access to CCSS materials: 100% (+/- 0)

Actions 6 & 7:

- Participation rates for PLC Collaboration: 92% (+7%)
- CCSS Self-Assessment Tool: Components in "Implementation Phase" : Available in May 2018
- Staff Satisfaction Survey Q4 (Collaboration time): Q4 and Q5: 53% (-27%)
- Staff Satisfaction Survey Q14 (Professional Development): Question discontinued
- CAASPP Assessment Results for Mathematics (grades 3-8): 58 points above (-1)
- CAASPP Assessment Results for English Language Arts (grades 3-8): 56 points above (-3)
- CAASPP Assessments Results for CAST Science: Not yet determined
- CAASPP Assessment Results for Mathematics (grades 3-8) - Increased number of points above level 3 for the following subgroups:
 - African American: 52 points below (-8)
 - Latino: 42 points below (-10)
 - Pacific Islander: 42 points below (-19)
 - Socioeconomically Disadvantaged: 38 points below (-11)
 - Students with Disabilities: 76 points below (-6)
- CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 for the following subgroups:
 - African American: 27 points below (-4)
 - Latino: 25 points below (-9)
 - Pacific Islander: 27 points below (-24)
 - Socioeconomically Disadvantaged: 25 points below (-12)
 - Students with Disabilities: 67 points below (-7)

Action 8:

- English Learner Progress Indicator: 84% (+/- 0)
- Reclassification Rate: 26% (-9%)
- Increase number of teachers trained in Guided Language

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| <p>Action 1: Build Professional Learning Communities (PLCs) across the district.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Action 1: Build Professional Learning Communities (PLCs) across the district.</p> | <p>PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other \$140,000</p> <p>Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 4000-4999: Books And Supplies Other \$20,000</p> <p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$145,274</p> <p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$28,463</p> | <p>PLC Trainings by Solution Tree (Title I Professional Development) 5800: Professional/Consulting Services And Operating Expenditures Other \$260,000</p> <p>Leadership Support for PLCs (principal cohort coaching) (Title II, Part A) 4000-4999: Books And Supplies Other \$5,297</p> <p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 1000-1999: Certificated Personnel Salaries Other \$150,224</p> <p>Leadership Support for PLCs - 1.0 FTE Principal on Special Assignment (Title II, Part A) 3000-3999: Employee Benefits Other \$29,210</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>Action 2: Provide new teacher induction and Peer Assistance and Review (PAR) to retain highly qualified teachers and provide</p> | <p>Action 2: Provide new teacher induction and Peer Assistance and Review (PAR) to retain highly qualified teachers and provide</p> | <p>PAR Salaries 1000-1999: Certificated Personnel Salaries Other \$57,500</p> | <p>PAR Salaries 1000-1999: Certificated Personnel Salaries Other \$86,153</p> |

training for site administrators on effective supervision and evaluation methods.

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

training for site administrators on effective supervision and evaluation methods.

PAR Certificated Benefits 3000-3999: Employee Benefits Other \$11,266

PAR Certificated Benefits 3000-3999: Employee Benefits Other \$18,473

PAR Books and Supplies 4000-4999: Books And Supplies Other \$1,000

PAR Books and Supplies 4000-4999: Books And Supplies Other \$10,341

PAR services & other operating expenditures 5000-5999: Services And Other Operating Expenditures Other \$5,000

PAR services & other operating expenditures 5000-5999: Services And Other Operating Expenditures Other \$20,000

Induction Certificated Salaries 1000-1999: Certificated Personnel Salaries Other \$485,572

Induction Certificated Salaries 1000-1999: Certificated Personnel Salaries Other \$454,186

Induction Classified Salary 2000-2999: Classified Personnel Salaries Other \$58,712

Induction Classified Salary 2000-2999: Classified Personnel Salaries Other \$61,069

Induction Certificated & Classified Burdens 3000-3999: Employee Benefits Other \$35,838

Induction Certificated & Classified Burdens 3000-3999: Employee Benefits Other \$98,388

Induction Books and Supplies 4000-4999: Books And Supplies Other \$29,000

Induction Books and Supplies 4000-4999: Books And Supplies Other \$34,785

Induction Services & Other Operating Costs 5000-5999: Services And Other Operating Expenditures Other \$20,813

Induction Services & Other Operating Costs 5000-5999: Services And Other Operating Expenditures Other \$37,359

Action 3

Planned Actions/Services
 Action 3: Maintain school facilities with needed staffing and supplies.

Actual Actions/Services
 Action 3: Maintain school facilities with needed staffing and supplies.

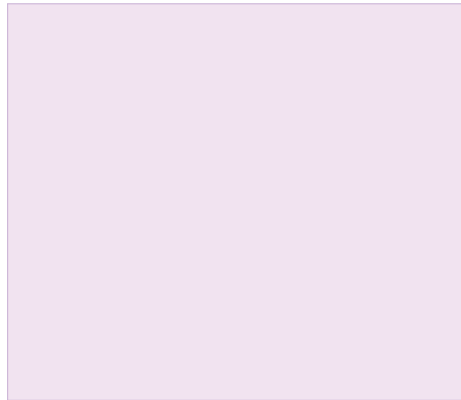
Budgeted Expenditures
 Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,983,784

Estimated Actual Expenditures
 Maintenance, Operations, and Grounds Staff (Salaries) 2000-2999: Classified Personnel Salaries Base \$1,983,784

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

Students to be Served
All

Location(s)
All Schools



Maintenance, Operations, and Grounds Staff (Statutory Benefits)
3000-3999: Employee Benefits
Base \$533,043

Maintenance, Operations, and Grounds Staff (Statutory Benefits)
3000-3999: Employee Benefits
Base \$533,043

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 4: Invest in computers and other technologies to increase student access.

Action 4: Invest in computers and other technologies to increase student access.

\$0

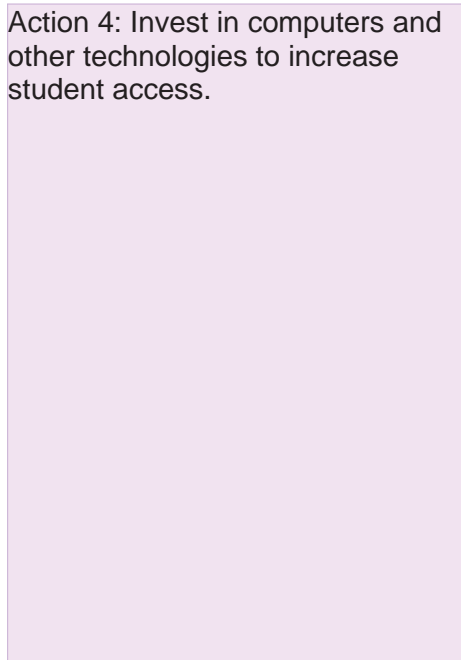
\$0

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

Locations
All Schools



Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

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

Supplemental Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$300,000

Supplemental Materials (Restricted Lottery Funds) 4000-4999: Books And Supplies Other \$300,000

Action 6

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental \$2,390,957

Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental \$468,452

Estimated Actual Expenditures

Collaboration Time for FUDTA unit members 1000-1999: Certificated Personnel Salaries Supplemental \$2,175,451

Collaboration Time for FUDTA unit members 3000-3999: Employee Benefits Supplemental \$466,476

Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$200,000

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

Students to be Served

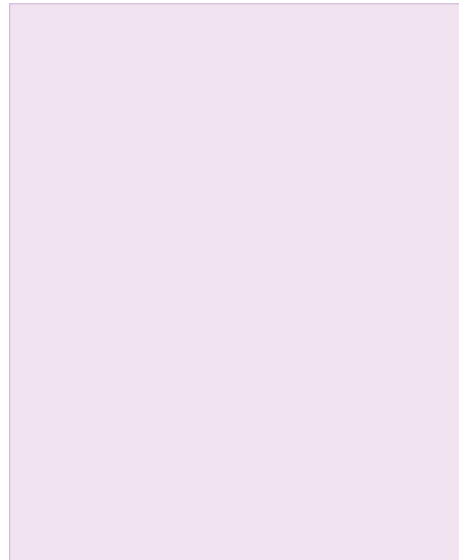
- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 7

Planned Actions/Services

Action 7: Create a variety of professional development opportunities for all instructional staff.

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

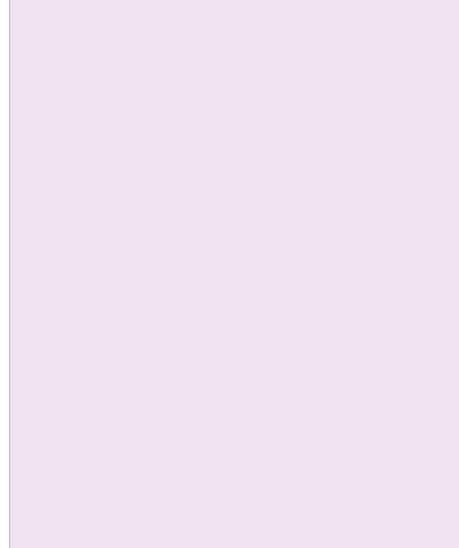
LEA-wide

Locations

All Schools

Actual Actions/Services

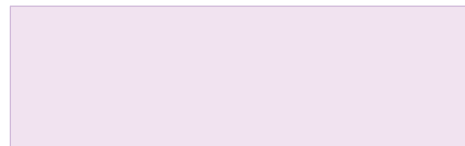
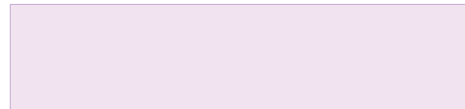
Action 7: Create a variety of professional development opportunities for all instructional staff.



Budgeted Expenditures

Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$250,852

Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental \$49,148



Estimated Actual Expenditures

Professional Development (Salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$185,327

Professional Development (Benefits) 3000-3999: Employee Benefits Supplemental \$35,065

Professional Development 4000-4999: Books And Supplies Supplemental \$1,066

Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$64,211

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Action 8: Prepare teachers to use the most effective practices to instruct English Learners.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated</p> <p>Locations</p> | <p>Action 8: Prepare teachers to use the most effective practices to instruct English Learners.</p> | <p>Certificated substitutes salaries 1000-1999: Certificated Personnel Salaries Supplemental \$78,972</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental \$15,474</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$11,554</p> <p>Consulting Agreement 5000-5999: Services And Other Operating Expenditures Supplemental \$74,000</p> | <p>Certificated substitutes salaries 1000-1999: Certificated Personnel Salaries Supplemental \$66,233</p> <p>Certificated benefits 3000-3999: Employee Benefits Supplemental \$14,202</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$5,574</p> <p>Consulting Agreement 5000-5999: Services And Other Operating Expenditures Supplemental \$119,500</p> |

Analysis

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

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

Action 1. Administrator cohort meetings were held 4 times during the year: October, December, February, and May. Approximately 70 elementary and secondary principals and assistant principals brought evidence of progress toward a cohort-selected goal, discussed PLC implementation processes and strategies, and tracked implementation progress on a 21-factor grid. Principal on Assignment, Director of Elementary Education, and Director of Secondary Education met individually with administrators focusing on PLC implementation and the evidence of improved learning resulting from the work of the teacher PLC teams. Elementary and Secondary Principal meetings regularly included topics related to implementation of PLCs.

Action 2. The Induction program allowed for teachers in Fremont Unified School District to clear their preliminary credential. This two-year program was designed for participating teachers to work very closely with a mentor at their school site to give them support, assistance and guidance during the two-year program. There were a total of 342 teachers who are involved in Induction either as participating or mentor teachers. Participating teachers received support as they were either new to the teaching profession or new to Fremont Unified School District. There were 86 year-1 teachers and 98 year-2 teachers who received coaching and support with

mentors. One hundred and fifty-five teachers served as mentors to support the participating teachers. Peer Assistance and Review (PAR) supports 24 voluntary teachers with individual mentors through coaching, release time and conferences. The support teacher is paid to assist the voluntary teacher and also receives release time and time for conferences when appropriate.

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 facilities. With growing enrollment, there has been increased wear and tear on our existing school sites, and we are focused on keeping up with basic cleaning and maintenance as well as structural improvements to the District's 42 sites.

Action 4. This action was suspended for 2017-18.

Action 5. The Curriculum and Instruction Department continued to identify, evaluate, and purchase supplemental materials to support student attainment of California State Standards. STEMscopes was purchased for 6th grade as a supplemental program to address new content standards. Three professional development sessions were held for STEMscope implementation, with over 60% of 6th grade teachers attending. Mystery Science was purchased as a supplemental K-5 curriculum and was used at every elementary school site. TenMarks was purchased for 6th-9th as a supplemental curriculum to the current mathematics adoption. TenMarks served unduplicated students who struggled to access grade level mathematical concepts and skills. Coaches worked regularly with teachers to support meaningful implementation of the TenMarks curriculum.

Action 6. Participating FUDTA members (teachers, counselors, psychologists, speech therapists, etc.) met for up to 26 hours of collaboration time, 16 hours of which was paid from this budget. Teams identified the most important standards or practices students need to learn, agreed on how to assess student progress, and planned how to support both students who had not yet learned the subject and those who had. Meetings occurred regularly throughout the school year, enabling teams to use an ongoing cycle of improvement focused on student learning.

Action 7. In June 2017, the Curriculum & Instruction Department developed a calendar of professional development opportunities for the 2017-18 school year to build teacher capacity to meet the needs of unduplicated students. District-wide professional development focused on supporting new teachers, creating innovative curriculum, analyzing formative assessment data, and exploring best practices in instruction and differentiation. Data from 2016-17 PD Satisfaction Survey indicated that teachers wanted more site-based PD, so embedded professional development was provided in classrooms throughout the District using lab classrooms. Instructional coaches provided support by scheduling lab classroom observations, modeling instructional strategies and/or co-taught with teachers.

Action 8. Guided Language Acquisition and Design (GLAD) training was provided to FUSD staff to provide training on effective English Learner (EL) strategies. We offered sessions for new teachers and refresher sessions to those teachers who have been previously trained. Nearly 70 TK-12 teachers were trained in GLAD this school year. A second type of training was used to support all elementary teachers in learning the most effective practices for EL students. Sixteen teachers examined the ELD/ELA framework which included intensive training and reviewing of the ELD standards to develop elementary ELD Priority Standards for grades K-6. These priority standards were used by all elementary for teachers to utilize and plan designated ELD lessons to EL students to

support the acquisition of English. In addition, subject matter teachers from all of our secondary sites received training and guidance on how to scaffold, pre-teach and support EL students in math, science, and social studies.

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 continues to be a strong emphasis on personnel development and professional learning as a means to reach this goal (Actions 1, 2, 6, 7, and 8). John Hattie's most recent research (2017), showed that a teacher's ability to estimate student achievement and teachers collective efficacy for student learning are the number one and two factors that influence student achievement. Therefore, the actions affiliated with common formative assessment training and Professional Learning Communities (PLCs), and teacher collaboration time are supported by research as well as by data from our local metrics. This year, 92% of certificated staff opted-in to participate in PLC collaboration, a 7% increase from the previous year. However, results from the Staff Satisfaction Survey in February showed a decrease (-27%) in staff satisfaction with PLCs. We attribute this decrease to low staff morale around PLC, as it is being negotiated/voted on this month. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. In our PLC teams, educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Although student performance on the CAASPP remained flat overall, principals and teachers reported increased use and analysis of common formative assessments during PLC time. We will continue to focus on improving our model of PLCs and other models of staff development to fully realize this goal.

Actions 3 & 5 focus on Basic Services such as facilities upkeep and adoption of resources for implementation of the California State Standards. Students and families deserve happy, healthy environments within which to learn, and the improvements in Goal 1 have supported these efforts. Increased staffing to clean, maintain, and manage the school site environment has resulted in physical spaces that are more conducive to learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 1, there were several minor material differences between budgeted and actual expenditures.

Action 1. Professional Consulting Services Budgeted: \$140,000 Est., Actuals \$260,000. The increase in expenditures was due to an increase in the number of schools receiving consultant services from a Solution Tree coach to provide personalized strategies and support for the unique needs of their school.

Action 2. Certificated Salaries Budgeted: \$57,500 Est., Actuals \$86,153. Adjustments were made to the PAR salaries and benefits to accommodate the large number of special education teachers receiving support from the program.

Action 6. Certificated Salaries and Benefits: \$2,859,409 Est., Actuals \$2,625,451. There were 8% of eligible staff who did not chose to participate in Professional Learning Communities (PLCs), so their unused salaries were invested in PLC services and other operating costs. In addition, FUSD received additional LCAP funds from CDE at the January budget update, and \$161,000 was added to this action. This used to support additional professional develop activities to deepen teachers' and administrators' understanding of the PLC process by attendance at local workshops to enhance teacher collaboration and group function, as well as attendance at Solution Tree "PLC At Work" conferences.

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.

During this year, the only major change made to this goal, outcomes, metrics, or actions was the additional professional development opportunities that resulted from additional LCAP funds being added to G1A7.

For next year, a smaller percent of our LCAP budget will be allocated to G1A7 to fund increased teacher collaboration time, as the teachers' associate did not approve its placement into the collective bargaining agreement. Participation in PLCs will remain optional, with those who opt in receiving compensation for their time and support from site and district leadership. In addition, the professional development opportunities funded in G1A6 will be streamlined and explicitly aligned with the goals, actions, and services in the 2018-19 LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

Actual

Action 1:

- CAASPP Assessments Results for CAST Science: No data available
- CAASPP Assessment Results for Mathematics (grades 3-8): 58 points above (-1)
- CAASPP Assessment Results for English Language Arts (grades 3-8): 56 points above (-3)
- % of students indicating college readiness in English Language Arts as a) ready and b) conditionally ready (Early Assessment Program – EAP): a) 55.25% + b) 25.47% = 80.72% (-1.28%)
- % of students indicating college readiness in Mathematics as a) ready and b) conditionally ready (Early Assessment Program – EAP): a) 44.74% + b) 19.94% = 64.68% (-0.32%)
- % 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) 17.11%+ b) 35.53% = 52.64 % (+17.64%)
 - Latino: a) 16.57%+ b) 38.67% = 55.24% (+3.24%)

Expected

17-18

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%
- % 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%

Actions 2 & 3:

- Staff Satisfaction Survey Q14 (Professional Development Offerings): 71%
- C&I Liaisons per site: 100% of sites will have a minimum of 2 trained lead teachers=84 total
- CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 in the following subgroups:
 - English Learners: 34 points above
 - Foster Youth: TBD
 - Socioeconomically Disadvantaged: 27 points below
 - CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 in the following

Actual

- Pacific Islander: not reported (fewer than 11 students)
- Socioeconomically Disadvantaged: a) 24.95%+ b) 33.14% = 58.09% (+.09%)
- Students with Disabilities: a) 2.55%+ b) 16.33% = 18.88% (-4.12%)
- % 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) 6.85%+ b) 10.96% = 17.81% (-2.19%)
 - Latino: a) 6.87%+ b) 14.29% = 21.16% (+0.16%)
 - Pacific Islander: not reported (fewer than 11 students)
 - Socioeconomically Disadvantaged: a) 16.98%+ b) 17.18% = 34.16% (+2.16%)
 - Students with Disabilities: a) 2.62%+b) 4.19% = 6.81% (-4.19%)

Actions 2 & 3:

- Staff Satisfaction Survey Q14 (Professional Development Offerings): Question discontinued
- C&I Liaisons per site: 92.5% of sites have two trained liaisons and 7.5% of sites have one trained liaison (-7.5%)
- CAASPP Assessment Results for Mathematics (grades 3-8) - Increase number of points above level 3 in the following subgroups:
 - English Learners: 28 points above (-6)
 - Foster Youth: 33 points below
 - Socioeconomically Disadvantaged: 38 points below (-11)
- CAASPP Assessment Results for English Language Arts (grades 3-8) - Increase number of points above level 3 in the following subgroups:
 - English Learners: 26 points above (-7)
 - Foster Youth: 41 points below
 - Socioeconomically Disadvantaged: 25 points below (-10)

Action 4:

- Dual Enrollment - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: 2,599 courses completed in 2016-17
- CTE Pathways - 39% of CTE Pathway Completers in 2016-17
- CTE Pathways - Increase numbers of CTE courses taken: 4,570 students took at least one course in 2016-17
- CAASPP Assessment Results for Mathematics -11th grade students: mean scale score: 2674.5 (46.5 points above) (+13.5)
- CAASPP Assessment Results for English Language Arts -11th grade students: mean scale score: 2674 (91 points above) (+10)

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>Action 1: Establish a district-wide assessment system that delivers information about students' academic growth.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Action 1: Establish a district-wide assessment system that delivers information about students' academic growth.</p> | <p>Data & Assessment Coach-Salary 1000-1999: Certificated Personnel Salaries Supplemental \$88,487</p> <p>Data & Assessment Coach--Benefits 3000-3999: Employee Benefits Supplemental \$17,337</p> <p>Illuminate Data & Assessment System (DnA) license fee 5000-5999: Services And Other Operating Expenditures Supplemental \$40,000</p> <p>Teacher Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$54,176</p> <p>Report Card Team Release/Extra Duty Pay (EEBG) 1000-1999: Certificated Personnel Salaries Other \$25,000</p> | <p>Data & Assessment Coach-Salary 1000-1999: Certificated Personnel Salaries Supplemental \$92,600</p> <p>Data & Assessment Coach--Benefits 3000-3999: Employee Benefits Supplemental \$18,000</p> <p>Illuminate Data & Assessment System (DnA) license fee 5000-5999: Services And Other Operating Expenditures Supplemental \$40,000</p> <p>Teacher Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$55,000</p> <p>Report Card Team Release/Extra Duty Pay (EEBG) 1000-1999: Certificated Personnel Salaries Other \$25,535</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>Action 2: Train lead teacher(s) at every site to deliver professional development that will increase</p> | <p>Action 2: Train lead teacher(s) at every site to deliver professional development that will increase</p> | <p>C&I Liaisons Stipend 1000-1999: Certificated Personnel Salaries Supplemental \$210,000</p> | <p>C&I Liaisons Stipend 1000-1999: Certificated Personnel Salaries Supplemental \$210,000</p> |

student achievement for unduplicated students.

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

Locations
 All Schools

student achievement for unduplicated students.

C&I Liaisons & Subs Benefits
 3000-3999: Employee Benefits Supplemental \$46,777

C&I Liaisons & Subs Benefits
 3000-3999: Employee Benefits Supplemental \$46,777

Release Time & Substitutes; Pass Through to Sites 5000-5999: Services And Other Operating Expenditures Supplemental \$144,500

Release Time & Substitutes; Pass Through to Sites 5000-5999: Services And Other Operating Expenditures Supplemental \$144,500

Contingency for Step & Column 1000-1999: Certificated Personnel Salaries Supplemental \$116,431

Contingency for Step & Column Increases 4000-4999: Books And Supplies Supplemental \$189,536

Release Days for C&I Liaisons 1000-1999: Certificated Personnel Salaries Supplemental \$28,762

Release Days for C&I Liaisons 1000-1999: Certificated Personnel Salaries Supplemental \$28,762

C&I Liaisons Conference 5000-5999: Services And Other Operating Expenditures Supplemental \$470

Action 3

Planned Actions/Services

Action 3: Reconfigure core content areas coaches into grade-level specific instructional coaches to work with all school sites.

Actual Actions/Services

Action 3: Reconfigure core content area coaches into grade-level specific instructional coaches to work with all school sites.

Budgeted Expenditures

Estimated Actual Expenditures

Curriculum & Instruction Dept. Coaches 9.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$907,994

Curriculum & Instruction Dept. Coaches 9.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$922,392

Curriculum & Instruction Dept. Coaches 9.0 FTE 3000-3999: Employee Benefits Supplemental \$177,903

Curriculum & Instruction Dept. Coaches 9.0 FTE 3000-3999: Employee Benefits Supplemental \$180,030

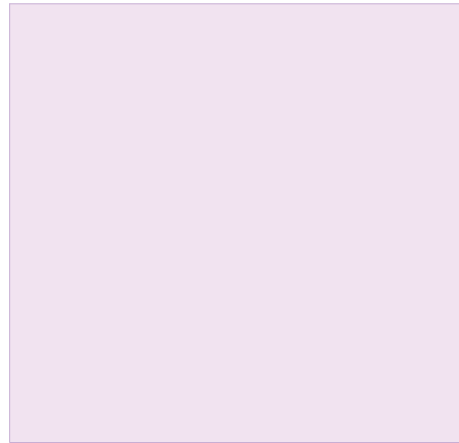
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All
Students with Disabilities

Location(s)

All Schools



Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>Action 4: Generate opportunities for students to connect with real world careers.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All Students with Disabilities</p> <p>Location(s) All Schools</p> | <p>Action 4: Generate opportunities for students to connect with real world careers.</p> | <p>CTE Grant Certificated Salaries 1000-1999: Certificated Personnel Salaries Other \$115,877</p> <p>.2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE) 1000-1999: Certificated Personnel Salaries Base \$90,455</p> <p>.2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE) 3000-3999: Employee Benefits Base \$17,729</p> <p>Careers Partnership FTE .2 each at Washington & Irvington 1000-1999: Certificated Personnel Salaries Supplemental \$37,930</p> <p>Careers Partnership FTE .2 each at Washington & Irvington 3000-</p> | <p>CTE Grant Services 5000-5999: Services And Other Operating Expenditures Other \$115,605</p> <p>0.2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE) 1000-1999: Certificated Personnel Salaries Base \$94,552</p> <p>0.2 FTE at each Jr. High for ROP Project Lead the Way Gateway Course (1.0 FTE) 3000-3999: Employee Benefits Base \$18,470</p> <p>Careers Partnership FTE 0.2 each at Washington & Irvington 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Careers Partnership FTE 0.2 each at Washington & Irvington</p> |

3999: Employee Benefits
Supplemental \$7,432

3000-3999: Employee Benefits
Supplemental \$0

CTE Grant Certificated Benefits
3000-3999: Employee Benefits
Other \$22,703

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>Action 5: Implement district-wide strategies to increase literacy and use of academic language across all subject areas.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p> | <p>Action 5: Implement district-wide strategies to increase literacy and use of academic language across all subject areas.</p> | <p>Library funding for sites: \$10 per unduplicated student 4000-4999: Books And Supplies Supplemental \$107,500</p> | <p>Library funding for sites: \$10 per unduplicated student 4000-4999: Books And Supplies Supplemental \$107,500</p> |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Action 6: Explore ways to increase hands-on and inquiry-based learning as we transition from a junior high to a middle school model.</p> | <p>Action 6: Explore ways to increase hands-on and inquiry-based learning as we transition from a junior high to a middle school model.</p> | <p>5000-5999: Services And Other Operating Expenditures Supplemental \$145,000</p> | <p>Hands-on and inquiry-based learning 5000-5999: Services And Other Operating Expenditures Supplemental \$120,000</p> |

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)

Specific Schools: All Junior High/Middle Schools
Specific Grade Spans: 6-8

Pass Through Funds to Mattos
4000-4999: Books And Supplies Supplemental \$5,000

Pass Through Funds to Mattos
4000-4999: Books And Supplies Supplemental \$5,000

Hands-on and inquiry-based learning 4000-4999: Books And Supplies Supplemental \$25,000

Action 7

Planned Actions/Services

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

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

Students to be Served

English Learners

Scope of Services

Locations

Specific Schools: District's dual immersion programs at Azevada, Grimmer, Horner, and Vallejo Mill
Specific Grade Spans: K-8

Actual Actions/Services

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

Budgeted Expenditures

Certificated substitute salaries 1000-1999: Certificated Personnel Salaries Supplemental \$33,563

Classified substitute salaries 2000-2999: Classified Personnel Salaries Supplemental \$936

Certificated & classified benefits 3000-3999: Employee Benefits Supplemental \$6,830

Resources for Dual Immersion 4000-4999: Books And Supplies Supplemental \$28,371

Consulting services for Dual Immersion 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,300

Estimated Actual Expenditures

Certificated substitute salaries 1000-1999: Certificated Personnel Salaries Supplemental \$22,996

Classified substitute salaries 2000-2999: Classified Personnel Salaries Supplemental \$0

Certificated & classified benefits 3000-3999: Employee Benefits Supplemental \$4,462

Resources for Dual Immersion 4000-4999: Books And Supplies Supplemental \$16,315

Consulting services for Dual Immersion 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$62,477

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. Instructional Coaches and teachers developed District benchmarks using Illuminate Education's Data and Assessment (DNA) system, the Key Data Systems itembank, and other available resources. Teams consisted of 3 to 4 teachers per grade level. Feedback on the assessments was gathered from teachers and some additions/revisions were made. The benchmarks were administered 1-2 times per year depending on grade level and the data was analyzed. All certificated District staff were trained on Illuminate Education's Data and Assessment (DNA) system. One staff member per site attended in-depth training and delivered this training to the staff at their school. Additionally, optional differentiated training sessions were offered throughout the year for staff. A team of District and school staff attended professional development offered by Illuminate Education to increase knowledge of DNA and how to use the system to track progress toward school goals and progress monitor the achievement of student subgroups.

Action 2. Lead Teachers (Site Liaisons) supported sites by providing professional development to address the four (4) PLC questions and the needs of our unduplicated students. Liaisons worked closely with site administrators to identify learning needs of the school staff and chose the best format and forum to address those needs. Liaisons attended regular trainings to learn new content and strategies that were brought back to school sites and shared District-wide.

Action 3. Instructional Coaches provided training, support and professional development to staff at their assigned sites. Elementary instructional coaches were assigned to 5-6 sites. Secondary Instructional Coaches were assigned to 2-3 sites. The instructional coaches worked with administrators, liaisons, and department chairs to support sites to meet their goals. Their roles involved: co-teaching; modeling lessons; coordinating embedded professional development at the site; working with PLC teams to support their inquiry around the 4 PLC questions; aligning instructional guides; developing formative assessments; and providing ongoing communication to their assigned school sites. Coaches worked collaboratively with other departments in the District Office to assist with implementation of Restorative Practices, Dyslexia Awareness (AB1369), and Gender Spectrum trainings. Instructional coaches supported teachers who piloted new curriculum and worked side-by-side with teachers to determine student's reading levels. Finally, Instructional Coaches attended Cognitive Coaching training to strengthen their skills during coaching cycles.

Action 4. All five of our junior high schools had a robotics class for the 2017-2018 school year. Students traced the history, development, and influence of automation and robotics as they learned about mechanical systems, energy transfer, machine automation, and computer control systems. Students used the VEX Robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. In addition, over 300 students participated in dual-enrollment courses at our five comprehensive high schools. Students received high school and college credit upon successful completion of the course.

Action 5. Each school site received \$10.00 per unduplicated student to expand the collection at their libraries and/or increase staff hours and technology. Every school site purchased books to reach students at different reading levels and to enhance multi-cultural

awareness. (In addition, two transitional kindergarten teachers attended Early Learning Cohort trainings with Alameda County Office of Education to enhance literacy instruction at the primary grades.)

Action 6. In a joint venture with the City of Fremont, a FUSE Fellow was hired to create a comprehensive STEM program in FUSD. The FUSE Fellow implemented design thinking protocols to engage the staff, students, parents and community in work to identify core principles and practices of the new science, technology, engineering, arts, and mathematics (STEAM) middle school that will open at Walters Junior High in fall 2019. In preparation for the shift to the teaching and learning practices at our new STEAM middle school, 30 teachers participated in Project Based Learning Training through the Buck Institute in August 2017. One of the feeder elementary schools to Walters, Mattos Elementary, is identified as a STEM magnet school and dollars were invested at that site to expand inquiry-based laboratory lessons.

Action 7. The Mandarin and Spanish Immersion Programs provide an alternative educational program for English Learners who receive primary language instruction as a way to support literacy skills. In the immersion programs at FUSD, students learn both English and the target language to support the goals of the immersion programs of students becoming bilingual and biliterate in both languages. To support English Learner students, the following expenditures were made to support the instructional program:

- Release days or extra duty pay for the work on developing priority standards in both Spanish and Mandarin
- Hired a contractor who worked with the Spanish Dual Immersion teachers in the development of priority standards K-8
- Purchased Spanish Common Core Standards books for teacher use
- Purchased Leveled Chinese, a supplementary program to support Chinese literacy, which included the subscription fee, leveled books and professional development
- Attended conferences in the support of English Learners meeting California Standards and becoming bilingual and biliterate
- Purchased 'Newsia Pro' an online educational platform to support reading and writing through expository texts that enhance core content instruction
- Enhanced the Immersion Programs by providing additional nonfiction resources for students while providing instructional supports and guides for classroom teachers
- Purchased 'I Station', an online supplementary program that supports foundational skills and provides intervention for the SDI program
- Developed and taught 2 week Jump Start Summer Program for Spanish Dual Immersion students who have been identified for the need to have intensive intervention
- Sent 4 staff members to the 2018 National Chinese Language Conference to learn effective instructional practices, strategies and supports for English Learners in the

Mandarin Immersion Program:

- Release days for the Mandarin Immersion program to establish vertical alignment between the immersion K-8 program and high school language courses.

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

Goal 2 was created 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.

As noted in the metrics for this goal, we saw fairly flat scores 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, 56 points above level 3 and 58 points above level 3 respectively, as well as maintained achievement locally from last year. However, there is a significant achievement gap between our average scores and the academic performance of students in several subgroups.

For College & Career Readiness, the overall percent of all FUSD students indicating readiness in English Language Arts as "ready" or "conditionally ready" was 81%, with the following data for subgroups:

African American: 53% (up 8%)

Latino: 55%

Socioeconomically Disadvantaged: 58%

Students with Disabilities: 19%

For College & Career Readiness, the overall percent of all FUSD students indicating readiness in Mathematics as "ready" or "conditionally ready" was 65%, with the following data for subgroups:

African American: 18%

Latino: 21%

Socioeconomically Disadvantaged: 34%

Students with Disabilities: 7%

The Assessment & Accountability Department launched DNA, a tool within Illuminate, to develop, administer, and analyze common formative assessments. Teacher use of assessments spans all grade level and most disciplines. In addition, principals report PLC teams are using the results of the common formative assessment to design re-teaching and pre-teaching lessons to ensure students reach proficiency.

The investment in Instructional Coaches and Lead Teachers has expanded the scope and enhanced the quality of site-based professional learning experiences for our teachers. This year 92% of sites had two trained Lead Teachers and 8% had one. The principals reported that Lead Teachers appreciate the opportunity to serve in a leadership roles and that others value the coaching and feedback they receive from a teaching peer.

Allocation of funds to site libraries was an efficient way to enhance the quality of reading materials available to students, but we were not able to measure the impact this investment had on our unduplicated students. We plan to adjust this action/service in next year's LCAP to focus the use of a District-wide literacy intervention tool.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were minor material differences in Actions 4, 6, and 7 between the budgets created for each action and the estimated actuals.

Action 4. Certificated Salaries and Benefits Budgeted: \$45,362 Est., Actuals \$0.00. The 0.4FTE sections of CTE at Washington and Irvington were funded from base and the \$45,000 supplemental funds were used to offset professional development costs in the AVID program G3A1.

Action 6. Services and Other Operating Expenditures Budgeted: \$145,000 Est., Actuals \$95,000. The FUSE Fellow contract did not start until October 1st, so the unallocated salary funds were used for books and supplies to implement the Design Thinking Process for the new STEAM Middle School at Walters Junior High as well as to fund travel costs for STEAM related site visits.

Action 7. Services and Other Operating Expenditures Budgeted: \$30,300 Est., Actuals \$62,477. Due to the need to complete ELD priority standards and to select a new 7-12 ELD curriculum, more money was needed for services and operating expenses and less money was needed for classified and certificated salaries.

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.

This year there were no significant changes made to this goal, outcomes, metrics, or actions/services. However, the parent and staff satisfaction survey and achievement data prompted changes in actions 2, 5, and 6 for next year.

Action 2: The Lead Teacher role will be discontinued at the secondary level because it overlapped with the roles and responsibilities of department chairs funded from the General Fund. Instead, each elementary site will be assigned 3 Lead Teachers to ensure effective implementation of our new adoption of 'Benchmarks' ELA/literacy curriculum, use of its embedded intervention tools, and standards-based assessment, grading, reporting, and new elementary report card.

Action 5: Allocation of funds to site libraries was an efficient way to enhance the quality of reading materials available to students, but we were not able to measure the impact this investment had on our unduplicated students. Therefore, we plan to adjust this action/services in next year's LCAP to focus on use of district-wide literacy intervention tools, Lexia (K-8) and Reading Plus (5-12). Purchase of these software programs as a district-wide tool will also enhance our efforts to create a Multi-Tiered System of Support (MTSS) with consistent intervention and progress monitoring tools.

Action 6: The annual contract for our FUSE Fellow will end on September 30th and it will not be renewed. Instead, District and site staff will implement the design thinking action plan created during his tenure, including plans to open a STEAM magnet school at Walters Middle School and to increase partnerships between FUSD and local business and industries.

Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

Actual

Action 1:

- UC/CSU a-g Required Course Completion: Available in June 2018
- Increase/Maintain the number of secondary students enrolled in AVID: 489 students enrolled (-11)
- Number of sites AVID certified: 9 sites (+2)
- Increase the % of student enrollment in AVID in the following subgroups:
 - African American: 5% (-2%)
 - Latino: 34% (-1%)
 - Socioeconomically Disadvantaged: 33% (-7%)

Actions 2 & 3:

- Number of Students reported as Middle School Dropouts: 4 (+4)
- English Learners dropout rates: 8% (+1%)
- English Learners graduation rates: 83.4% (-1.6%)
- Socio-economically disadvantaged dropout rates: 7% (+1%)
- Socio-economically disadvantaged graduation rates: 89.3% (+0.3%)
- Special Education dropout rates: 8% (+4.1%)
- Special Education graduation rates: 74.7% (-2.3%)
- Summer School Completion Rates: 95% of courses passed (+/- 0)
- Students with Special Needs attendance rates at Extended School Year (ESY) program: 83% (-3%)

Action 4:

- Decrease district truancy (chronic absentee) rate: Chronic Absenteeism Rate: 5%, Truancy Rate: 25% (+1%)
- District-wide ADA: 97% (+/-0)
- Decrease the number of truancy counts of the following subgroups:
 - African American: Chronic Absenteeism: 16%
 - Latino: Chronic Absenteeism: 10.7%
 - Socioeconomically Disadvantaged: Chronic Absenteeism: 11.4%
 - Students with Disabilities: Chronic Absenteeism: 13.9%

Action 5:

- Title III Report English Learner Reclassification Rate: 25.8% (-4.2%)

Expected

17-18

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 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: 35%>
- % 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

Actual

- % of English Learners who met or exceeded standards on CAASPP English Language Arts summative assessments: 26.7% (-14.3%)
- English Learner Progress Indicator: 84.1% (+0.1%)

Action 6:

School Attendance Rates -ADA at all high needs elementary schools

- Blacow: 96% (+1%)
- Brier: 97% (+2%)
- Cabrillo: 97% (+2%)
- Durham: 97% (+2%)
- Grimmer: 96% (+1%)

- CAASPP Assessment Results for high needs schools: Mathematics - % Met or Exceeded Standards

- Blacow: 35% (-5%)
- Brier: 50% (-1%)
- Cabrillo: 41% (+2%)
- Durham: 62% (+4%)
- Grimmer: 57% (-9%)

- CAASPP Assessment Results for high needs schools: English Language Arts - % Meeting or Exceeding Standards

- Blacow: 51% (+2%)
- Brier: 55% (+4%)
- Cabrillo: 45% (+2%)
- Durham: 75% (+6%)
- Grimmer: 54% (-4%)

Action 7:

- # of unduplicated students who passed AP exam with 3 or higher: 10% (-1%)
- CSU/UC a-g completion rate: Available in June 2018
- SAT test takers meeting the College Board's College & Career Readiness Benchmark: Available in June 2018
- % of Parent & Staff Satisfaction Survey results that have an approval rating for questions related to college & career readiness – Parent (Q13): 71% (-4%), Parent (Q13) 84% (+9%)
- % 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) 17.11%+ b) 35.53% = 52.64 % (+7.64%)
 - Latino: a) 16.57%+ b) 38.67% = 55.24% (+3.24%)

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>Action 1: Prepare students for college and career opportunities through the district's Advancement Via Individual Determination (AVID) program.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: All secondary schools</p> | <p>Action 1: Prepare students for college and career opportunities through the district's Advancement Via Individual Determination (AVID) program.</p> | <p>AVID Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$480,231</p> <p>AVID Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>AVID Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$98,165</p> <p>AVID Resources 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>AVID Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Supplemental \$95,099</p> | <p>AVID Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$477,602</p> <p>AVID Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>AVID Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$99,477</p> <p>AVID Resources 4000-4999: Books And Supplies Supplemental \$9,326</p> <p>AVID Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Supplemental \$92,090</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>Action 2: Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions.</p> | <p>Action 2: Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions.</p> | <p>Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$12,000</p> | <p>Intervention Task Force meetings, research, site visits, materials 4000-4999: Books And Supplies Supplemental \$36,864</p> |

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

Locations

All Schools

Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE salaries 1000-1999: Certificated Personnel Salaries Supplemental \$313,001

Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE salaries 1000-1999: Certificated Personnel Salaries Supplemental \$296,134

Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE benefits 3000-3999: Employee Benefits Supplemental \$61,326

Intervention sections at each Jr. High: 1.2 FTE & High School: 1.93 FTE benefits 3000-3999: Employee Benefits Supplemental \$57,832

Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$425,000

Site Based Interventions (distributed per unduplicated student) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$425,000

CRBG pass through intervention funds for high schools for college readiness 5800: Professional/Consulting Services And Operating Expenditures Other \$73,000

CRBG pass through intervention funds for high schools for college readiness 5800: Professional/Consulting Services And Operating Expenditures Other \$53,026

Intervention sections at each Jr. High: 2.4 FTE (salaries) 1000-1999: Certificated Personnel Salaries Base \$206,880

Intervention sections at each Jr. High: 2.4 FTE (salaries) 1000-1999: Certificated Personnel Salaries Base \$206,880

Intervention sections at each Jr. High: 2.4 FTE (benefits) 3000-3999: Employee Benefits Base \$40,548

Intervention sections at each Jr. High: 2.4 FTE (benefits) 3000-3999: Employee Benefits Base \$40,548

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 3: Increase achievement of core content standards by providing extended learning

Action 3: Increase achievement of core content standards by providing extended learning

Sec Ed Certificated Salaries 1000-1999: Certificated

Sec. Ed. Certificated Salaries 1000-1999: Certificated

options for students during summer, after school, and/or the school day.

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: Summer school offered at multiple sites; before/after/during school interventions at all schools

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

Locations

Specific Schools: Summer school offered at multiple sites; before/after/during school interventions at all schools

options for students during summer, after school, and/or the school day.

Personnel Salaries Supplemental \$392,674

Sec Ed Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$12,373

Sec Ed Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$80,296

Sec Ed Other Operating Expenditures 4000-4999: Books And Supplies Supplemental \$15,000

Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$57,000

F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$136,978

F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$27,696

F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$3,155

F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$33,650

C&I Certificated and Classified Benefits 3000-3999: Employee Benefits Supplemental \$18,877

Personnel Salaries Supplemental \$384,552

Sec. Ed. Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$22,352

Sec. Ed. Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$81,365

Sec. Ed. Other Operating Expenditures 4000-4999: Books And Supplies Supplemental \$18,263

Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$29,536

F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$141,777

F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$30,021

F&S Classified Salary 2000-2999: Classified Personnel Salaries Supplemental \$4,693

F&S Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$34,557

C&I Certificated and Classified Benefits 3000-3999: Employee Benefits Supplemental \$18,905

| | | | |
|--|--|---|--|
| | | Sec Other Operating Services 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 | Sec. Other Operating Services 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 |
| | | Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental \$12,500 | Summer School Nurse Salary 1000-1999: Certificated Personnel Salaries Supplemental \$12,500 |
| | | Summer School Nurse Benefits 1000-1999: Certificated Personnel Salaries Supplemental \$2,449 | Summer School Nurse Benefits 1000-1999: Certificated Personnel Salaries Supplemental \$2,449 |
| | | C&I Operating Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 | C&I Operating Costs 5000-5999: Services And Other Operating Expenditures Supplemental \$600 |
| | | C&I Classified Salaries 2000- 2999: Classified Personnel Salaries Supplemental \$6,235 | C&I Classified Salaries 2000- 2999: Classified Personnel Salaries Supplemental \$6,255 |
| | | C&I Books and Supplies 4000- 4999: Books And Supplies Supplemental \$3,000 | C&I Books and Supplies 4000- 4999: Books And Supplies Supplemental \$8,082 |
| | | F&S Materials 4000-4999: Books And Supplies Supplemental \$8,000 | F&S Materials 4000-4999: Books And Supplies Supplemental \$10,72 |
| | | C&I Certificated Salaries 1000- 1999: Certificated Personnel Salaries Supplemental \$87,700 | C&I Certificated Salaries 1000- 1999: Certificated Personnel Salaries Supplemental \$87,700 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 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. | Child Welfare Attendance salary (75% Alameda County funding) | Child Welfare Attendance salary (75% Alameda County funding) |

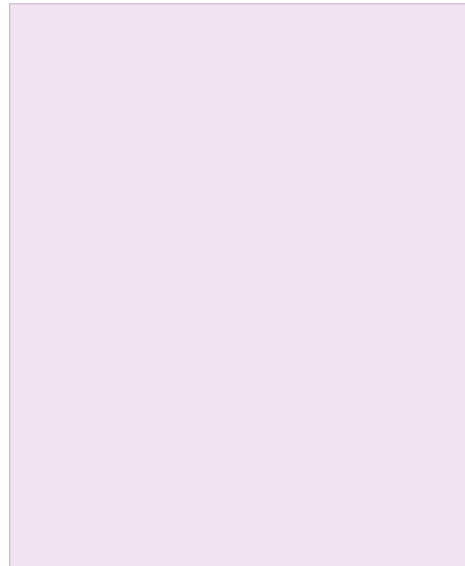
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

Locations



2000-2999: Classified Personnel Salaries Other \$44,379

Child Welfare Attendance benefits (75% Alameda County funding) 3000-3999: Employee Benefits Other \$12,055

Child Welfare Attendance Salary (25% LCFF Base) 1000-1999: Certificated Personnel Salaries Base \$14,792

Child Welfare Attendance Benefits (25% LCFF Base) 3000-3999: Employee Benefits Base \$4,018

2000-2999: Classified Personnel Salaries Other \$42,716

Child Welfare Attendance benefits (75% Alameda County funding) 3000-3999: Employee Benefits Other \$11,473

Child Welfare Attendance Salary (25% LCFF Base) 1000-1999: Certificated Personnel Salaries Base \$14,239

Child Welfare Attendance Benefits (25% LCFF Base) 3000-3999: Employee Benefits Base \$3,824

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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

Students to be Served

- English Learners

Scope of Services

Locations

- All Schools

Site Distribution--Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$303,513

Site Distribution--Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$132,772

Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$95,531

Site Distribution 4000-4999: Books And Supplies Supplemental \$204,464

Site Distribution 5000-5999: Services And Other Operating

Site Distribution--Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$257,598

Site Distribution--Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$113,846

Certificated & Classified Benefits 3000-3999: Employee Benefits Supplemental \$77,620

Site Distribution 4000-4999: Books And Supplies Supplemental \$306,901

Site Distribution 5000-5999: Services And Other Operating

Expenditures Supplemental
\$122,488

Expenditures Supplemental
\$103,927

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Action 6: Target additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Durham, & Grimmer).</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <ul style="list-style-type: none">English LearnersFoster YouthLow Income <p>Scope of Services</p> <p>Locations</p> <ul style="list-style-type: none">Specific Schools: Blacow, Brier, Cabrillo, Durham, & Grimmer Elementary Schools | <p>Action 6: Target additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Durham, & Grimmer).</p> | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$615,785</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$276,353</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$195,714</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$215,981</p> <p>Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$99,036</p> <p>Prop 49 Support at 3 sites 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p> <p>Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$115,264</p> <p>Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$22,584</p> | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$581,401</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$301,463</p> <p>Statutory Benefits 3000-3999: Employee Benefits Supplemental \$191,695</p> <p>Materials and Supplies 4000-4999: Books And Supplies Supplemental \$182,715</p> <p>Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$138,844</p> <p>Prop 49 Support at 3 sites 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p> <p>Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$126,827</p> <p>Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$24,848</p> |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Action 7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All Students with Disabilities</p> <p>Location(s) Specific Schools: All district high schools Specific Grade Spans: 9-12</p> | <p>Action 7: Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase students' post-high school educational options.</p> | <p>College Readiness Block Grant (CRBG)--Standardized Test Fees 5000-5999: Services And Other Operating Expenditures Other \$50,000</p> | <p>College Readiness Block Grant (CRBG)--Standardized Test Fees 5000-5999: Services And Other Operating Expenditures Other \$41,000</p> <p>College Readiness Block Grant (CRBG)--Standardized Test Fees 1000-1999: Certificated Personnel Salaries Other \$2,000</p> <p>College Readiness Block Grant (CRBG)--Standardized Test Fees 3000-3999: Employee Benefits Other \$250</p> <p>College Readiness Block Grant (CRBG)--Standardized Test Fees 4000-4999: Books And Supplies Other \$6,750</p> |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>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.</p> | <p>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.</p> | <p>Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Base \$25,612</p> <p>Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Base \$6,764</p> <p>Additional sections at junior high and high schools 10 sections (2.13 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$205,520</p> | <p>Department Chair Stipends (Salaries) 1000-1999: Certificated Personnel Salaries Base \$25,612</p> <p>Department Chair Stipends (Benefits) 3000-3999: Employee Benefits Base \$6,764</p> <p>Additional sections at junior high and high schools 10 sections (2.13 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$182,312</p> |

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

Students to be Served

English Learners

Scope of Services

Schoolwide

Locations

Specific Schools: All district junior high and high schools

Specific Grade Spans: Grades 7-12

Additional sections for Junior High and High School 10 sections (2.13 FTE) 3000-3999: Employee Benefits Supplemental \$36,893

Additional sections for Junior High and High School 10 sections (2.13 FTE) 3000-3999: Employee Benefits Supplemental \$35,586

Secondary EL Materials and Supplies 4000-4999: Books And Supplies Supplemental \$27,889

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 AVID (Advancement Via Individual Determination) program is thriving at FUSD, with all five junior high schools and all five comprehensive high schools being provided 0.4 FTE to offer AVID during the 2017-18 school year. The key components of the course were to support students' analytical writing skills, prepare them for college entrance and placement exams, and enhance their study, test taking, and research skills. Each AVID teacher was provided ten (10) release days throughout the school year to manage AVID business, set up field trips, and check on students on their caseload. All of our secondary sites continue to be AVID-certified with 491 students enrolled throughout the district.

Action 2. 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 comprehensive high schools were allocated 0.4 FTE each, with principals and their leadership teams determining exactly how these FTE would be assigned. Interventions and supports offered included:

- * credit recovery opportunities for students before/after school
- * placement test preparation for students prior to enrolling in community college
- * writing center/math tutoring offerings

In addition, 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 students. Each school documented their intervention plans within their Single Plan for Student Achievement. Finally, in Fall 2017, FUSD applied for and received a \$25,000 SUMS/MTSS Planning Grant

from CDE. The Grant supported the work of MTSS Design Team, comprised of District administrators, principals, teachers, special educators, school counselor, and psychologist. The Design Team created a District-wide system that integrates academic, behavioral, and social-emotional support.

Action 3. Fremont Unified School District has historically offered a variety of summer programs to support student progress and attainment of academic standards. The following summer programs were offered 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 and Junior High Summer Academy for English Learners, Migrant students, Low Income/Foster Youth and other identified at-risk students (LCAP Supplemental and Migrant Funds)

As part of our Common Core Mathematics Pathways, the following summer math programs increased access, equity, and readiness for grade-level mathematics for our at-risk students:

- * A Summer Math Academy to prepare students to take 'at-grade-level' Algebra I in the 9th grade (LCAP Supplemental Fund)
- * 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 (LCFF General Fund)
- * A Geometry summer school course between 8th and 9th grade years, for the most highly qualified students (LCFF Base Grant)

Action 4. At the beginning of the school year, Student Support Services (SSS) held Goal Setting conferences with FUSD's families with acute truancy issues from last year. The goal setting conferences were a proactive approach to partner with our most truant students and reiterate the importance of positive attendance at school and strategized appropriate attendance interventions for our students. On average, we conduct 5-8 home visits per week to communicate directly with families and students who are habitually truant. SSS supplied each site with monthly data on chronically absent students and engage in discussions on how to best support school sites in supporting truant students at their site. SSS staff attended attendance workshops and consulted with the the Alameda County District Attorney to stay current on existing truancy laws and regulations, which informed the update of our FUSD Truancy Program manual.

Action 5. Each of the 42 school sites received additional resources that supplement the core program to support English Learners in acquiring English skills so that they are successful in their core content subject matter courses. Site leadership and School Site Councils determined what would be purchased to support English Learners academic achievement. Some of the investments included: para educators, support teachers, supplemental classroom materials, online resources, dictionaries, appropriate reading books for ELs, technology devices, parent nights, and GLAD supplies. These expenditures supported EL students to providing educational and personnel resources to both students and families so that EL students continue to advance in their English skills.

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
- * Intervention coach
- * Instructional paraeducator
- * Computers for targeted intervention supports
- * 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. All 10th grade students (2,358) took the PSAT in October 2017. High School principals were given a report of students who show 'AP potential' as indicated by their high scores. The principals and school counselors were directed to advise and place these 'AP potential' students in an AP course for the 2018-19 school year. The research shows moderate to strong correlations between the PSAT scores and AP exam results with a 3 or higher.

Action 8. Support classes at the secondary level were employed to help English learners make progress in attaining English proficiency. These courses included content areas where there is a great focus on reading for content, vocabulary and comprehension, as well as online courses that focus on reading and writing strategies. Long-term English Learners (LTEL), English Learners who were identified for intervention, and newly arrived students were served within these support classes. Staff was hired to scaffold, pre-teach and use effective EL instructional strategies to ensure that EL students have access to core content. In addition, the ongoing funding of ELD Department Chairs at all eleven secondary sites allows them 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 is intended 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.

Although Fremont Unified is considered a high achieving district in the San Francisco Bay Area, there exist similar achievement gaps as the rest of the state. In November, we learned that FUSD was identified as a district who qualified for Differentiated Assistance for

our Homeless Students in the areas of low graduation rates and high suspension rates. Our 2017 Dashboard shows we have 287 Homeless Students with a very high/red suspension rate of 9.8%, which increased significantly (2.2%) from the previous year. Our data also shows that the graduation rate for our 50 Homeless Students in 12th grade, was low (76%) and decreased significantly (-7.9%) from the previous year. During the 3-month process, we partnered with Alameda County Office of Education (ACOE) to analyze our current performance, identify areas of strength and weakness, and developed a comprehensive action plan to improve the performance of our Homeless students over the next two years. Below is a summary of the feedback we received from ACOE:

LEA Curriculum and Instructional Guidance – the district’s instructional vision and student learning outcomes for all students in the core content standards, grade level benchmarks, instructional strategies, and assessments
The district has aligned curriculum and instruction to state standards, and has identified power standards. Through the MTSS SUMS grant, FUSD’s leadership team is establishing clear goals and a timeline for the alignment and implementation of academic/behavioral Tiers 1, 2, and 3. There is also a need for Professional Learning Communities (PLCs) at the transition grades (between elementary and middle, and between middle and high schools) to calibrate academic expectations and instructional practices.

Research-based Practices

- Define Tiers 1, 2 & 3, with clear and aligned behavioral expectations and intervention strategies
- Calibrate academic and behavioral expectations at the transition between 8th and 9th grades

LEA Curriculum Alignment – the systematic processes, support, and training for the use of curriculum aligned to the district’s instructional vision and deliberate set of student learning outcomes utilizing state and district academic standards
Across the district, school site plans are aligned to the district’s LCAP goals. In regards to behavior, school administrators’ familiarity around alternatives to suspension and intervention options varies by school site. Furthermore, schools with the greatest number of suspensions do not currently identify measurable goals for reducing suspensions in their site plans. When it comes to academics, FUSD has no tool in place to assess Tier 1 (best first teaching) implementation. District Coordination of Services Teams (COST), which have the potential to monitor both the academic and behavioral achievement of Homeless students (among others), currently provide inconsistent monitoring of Homeless student success; moreover, the COST structure exists in only twenty-four of forty-two district schools. There is a high teacher opt-in rate for Professional Learning Communities (PLCs), with an existing structure at all district schools. Last year, PLCs initiated work on common formative assessments, giving teams the potential to enhance their instructional planning from identified priority standards to proficiency skill work. PLCs’ focus areas vary across school sites. Current professional learning opportunities do not emphasize differentiation for student groups, even though there is a clear need based on student group performance data.

Research-based Practices

- Provide staff training on Tier 1 behavioral and academic strategies in order to align expectations and support teachers in differentiation
- Develop and utilize a tool to monitor Tier 1 curriculum implementation
- Offer classroom assessment data training to PLC teams in order to inform academic support for underserved students, including Homeless youth
- Analyze academic and behavioral data in PLCs to inform support for under served students

- Produce SMARTe goals that focus on reducing suspension; reflect these goals in SinglePlans for Student Achievement (SPSAs)
- Provide additional monitoring/checkpoints for Homeless youth (aligned with SMARTe goals)

LEA Use of and Support of Data to Close Achievement Gaps – systems used to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students

FUSD’s data department provides real-time data monitoring and reporting, and is committed to supporting teachers through the creation of Illuminate reports and just-in-time training opportunities. Foundational reports do not currently focus on Homeless students. Along these lines, there is no systemic reporting system for the “on-track to graduate” status of Homeless students. We also see an opportunity for more qualitative data in the form of student voice as the district explores alternatives to suspensions.

Research-based Practices

- Improve Homeless status and enrollment data collection and accuracy
- Identify and provide foundational reports on Homeless students (including “on-track to graduate” report)
- Continue to disaggregate, analyze, and monitor data for Homeless students by race, ethnicity, socioeconomic status, and disability status in order to detect trends and identify next

steps

- Provide training on:
 - oStaff reporting of interventions and suspensions
 - oPrincipal training on accessing the list of Homeless students
- Gather student voice around reasons for and alternatives to suspension

Implementing these research-based practices will lead to improved services, and ultimately outcomes, for one of FUSD’s most underserved student populations – Homeless students.

Actions 1, 2 & 3 provided interventions during the school year and during summer school. These programs align to the goal as we attempt to close the achievement gap. Our district wrote and received a SUMS/MTSS grant for \$25,000 from CDE to support the development of a comprehensive, district-wide MTSS program. Twelve staff members, who represent the academic, behavioral, and social-emotional services and instruction in our district, volunteered to serve on the design team, which met from February through May 2018.

Action 4. District-wide ADA remained high at 97% and the chronic absentee/truant rate increased slightly from 24 to 25%. We will continue to invest district and site resources into our attendance improvement efforts.

Actions 5 and 8. Our Title III Report English Learner Reclassification Rate showed a 4.2% decrease and the percent of English Learners who met or exceeded standards on CAASPP English Language Arts decreased by 14%. The above decreases in EL student performance prompted us to re-examine the practice of allocating funds directly to sites based (pass through) on percent of EL students. Instead, we would combine the resources and hire 8 full-time English Learner Specialists to provide direct support to EL students and indirect coaching to teachers across eleven elementary schools with the highest number of EL students.

Action 6. The investment of additional funds at our five high-needs elementary schools showed positive results.
Attendance at all five sites increased from 1% -2%
CAASPP mathematics - the of percent of students who met or exceeded standards increased at 3 of 5 sites
CAASPP English Language Arts - the percent of student who met or exceeded standards increased at 4 of 5 sites

Action 7. The data showing the percent of test takers meeting the College Board's College & Career Readiness Benchmarks will be available in June 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were slight material differences in Actions 5 and 8 between the budgets created for each action and the estimated actuals.

Action 5. Certificated Salaries Budgeted: \$303,513 Est. Actuals \$357,598.

Classified Salaries Budgeted: \$132,772 Est. Actuals \$113,846.

Employee Benefits Budgeted: \$95,531 Est. Actuals \$77,620.

Books and Supplies Budgeted: \$204,464 Est. Actuals \$306,901.

Services and Other Operating Budgeted: \$36,610 Est. Actuals \$103,927.

Each of the 42 school sites received additional resources that supplement the core program to support English Learners in acquiring English skills so that they are successful in their core content subject matter courses. As each sites made small adjustments to their budget, the aggregate change resulted in the numbers above. Funds that were not used for certificated and classified staff salaries were instead used to purchase additional books and materials for student use within the EL program.

Action 8. Certificated Salaries Budgeted: \$205,520 Est. Actuals \$182,312

Books and Supplies Budgeted: \$0 Est. Actuals \$27,889.

Funds that were not used for certificated and classified staff salaries were instead used to purchase additional books and materials for student use within the EL program.

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.

This year, there were no significant changes made to this goal, expected outcomes, metrics, or actions/services. For next year, we anticipate changes in the following actions/services:

Action 2 - Establish MTSS with range of academic, behavior, and SEL interventions. Over the past several years, a bulk of these funds have been distributed directly to sites (pass through) based on percent of unduplicated students. Next year, a portion of these funds will be used to implement district-wide MTSS efforts as called for in the MTSS/SUMS Design Team. Secondary schools will continue to receive FTE for intervention sections and elementary will continue to receive pass through funds for existing site-based interventions. As stated in G2.5, LCAP funds will be used to purchase district-wide licenses for Lexia and Reading Plus, to ensure consistent intervention and progress monitoring of student growth in literacy.

Action 5 - Instead of allocating funds directly to sites, LCAP funds will be used to select and hire 8 FTE English Learner Specialists who will serve students and staff across 11 elementary sites with the highest EL population.

Add New Action 9 - Resources to support Homeless Students. Our 2017 Dashboard data and Differentiated Assistance status showed a strong need for FUSD to explicitly name Homeless Students as a subgroup in need of targeted actions/services and additional resources. These funds will be used to provide academic, behavioral, and Social and Emotional Learning (SEL) supports to Homeless students.

Annual Update

LCAP Year Reviewed: 2017-18

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

Actual

Action 1:

- Bullying incident reports: As if 3/12/18, 84 incidents reported (+44)
- Overall Pupil Suspension Rate: CA School Dashboard Fall 2017: 1.8% (+0.8%)
- Overall Pupil Expulsion Rate: <.01%
- Decrease suspension rates for the following subgroups:
- African American: 9.2% (+3.4%)
- Latino: 3.6% (+0.9%)
- Socioeconomically Disadvantaged: 4.5% (+1.5%)
- Students with Disabilities: 5.7% (+1.3%)
- Decrease number of expulsions for the following subgroups:
- African American: 1 (+1)
- Latino: 3 (+3)
- Socioeconomically Disadvantaged: 7 (+2)
- Students with Disabilities: 4 (+4)
- Expansion of Restorative Practices: 5 sites (-1)
- % of California Healthy Kids Survey Results that have a medium or high rate of school connectedness: Gr. 5: ; Gr. 7: ; Gr. 9: ; Gr. 11: Survey administered in December 2017, awaiting results

Expected

17-18

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 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

Actual

Action 2:

- Overall Pupil Suspension Rate: CA School Dashboard Fall 2017: 1.8% (+0.8%)
 - Overall Pupil Expulsion Rate: Available in June 2018
 - Number of sites participating in Coordination of Services Team (COST) model: 24 sites (-6)
- Average % of incoming 7th grade class that attended WEB orientation at the 5 junior high schools: August 2017 attendance: 68%
- Home visits & SARB meetings to connect parents to resources: As of 3/15/18, 102 visits (-128)

Actions 3 & 4:

- Attendance at Parent Workshops/Committees
- PIQE Graduates: 127 at conclusion of 2016-17 (+27)
- African American Achievement Task Force: Available in May 2018
- Special Education Community Advisory Committee: 5 meetings (+/-0)
- Dual Enrollment (CCI) - % of students who complete two semesters/three quarters of dual enrollment with a passing grade: 2.6 courses completed in 2016-17
- Completion of CTE Pathways: 39% CTE Pathways Completers in 2016-17
- Increase number of CTE courses taken: 4,570 students took at least one CTE course in 2016-17
- % of students who take an AP test who receive a passing score (3 or higher) on AP exams: 83% 2016-17 administration (-3%)

Action 5:

- # of Completed of Parent Satisfaction Surveys
- Spanish: 55 (-70)
- Chinese: 180 (-10)
- English Learner Parent Groups - avg. participants per DELAC meeting: Available in May 2018

Action 6:

- Reduction in numbers of 5150's: (as of 3/31/18): As of 3/15/18, 18 students (+7)
- % of Satisfaction Survey results that have an approval rating on school counseling Q20 (Staff) & Q23 (Parent): Parent (Q20): 50% (+4%), Staff (Q20): 67% (+4%)

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>Action 1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Action 1: Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the District.</p> | <p>Educational Equity Coordinator Salary 1000-1999: Certificated Personnel Salaries Supplemental \$141,885</p> | <p>Educational Equity Coordinator Salary 1000-1999: Certificated Personnel Salaries Supplemental \$146,376</p> |
| | | <p>Climate Coordinator Benefits 3000-3999: Employee Benefits Supplemental \$27,799</p> | <p>Educational Equity Coordinator Benefits 3000-3999: Employee Benefits Supplemental \$28,420</p> |
| | | <p>Books and Supplies 4000-4999: Books And Supplies Supplemental \$90,316</p> | <p>Books and Supplies 4000-4999: Books And Supplies Supplemental \$19,906</p> |
| | | <p>Staff, Student, Parent Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$165,000</p> | <p>Staff, Student, Parent Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$230,178</p> |
| | | <p>California Healthy Kids Survey (FSHI Grant) 5000-5999: Services And Other Operating Expenditures Other \$6,000</p> | <p>California Healthy Kids Survey (FSHI Grant) 5000-5999: Services And Other Operating Expenditures Other \$6,000</p> |
| | | <p>Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p> | <p>Where Everybody Belongs (WEB) program funding - junior high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p> |
| | | | <p>Classified Staff Training 2000-2999: Classified Personnel Salaries Supplemental \$120</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Action 2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations All Schools Specific Schools: COST will be at all schools with over 35% unduplicated students.</p> | <p>Action 2: Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) model.</p> | <p>Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$250,187</p> <p>Student Services Personnel Benefits 3000-3999: Employee Benefits Base \$49,019</p> | <p>Student Services Personnel (Salaries) 1000-1999: Certificated Personnel Salaries Base \$285,162</p> <p>Student Services Personnel Benefits 3000-3999: Employee Benefits Base \$55,829</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Action 3: Offer parent workshops on academics, life skills, and social-emotional supports for students.</p> | <p>Action 3: Offer parent workshops on academics, life skills, and social-emotional supports for students.</p> | <p>Parent Workshops & Outreach 5000-5999: Services And Other Operating Expenditures Supplemental \$60,000</p> | <p>Parent Workshops & Outreach 5000-5999: Services And Other Operating Expenditures Supplemental \$59,265</p> <p>Parent Workshops & Outreach 2000-2999: Classified Personnel Salaries Supplemental \$660</p> |

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

Schoolwide

Locations

Specific Schools: Parent workshops offered at schools with over 35% unduplicated students.

Parent Workshops & Outreach
3000-3999: Employee Benefits Supplemental \$75

Action 4

**Planned
Actions/Services**

Action 4: Inform students and parents about college and career expectations.

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

Students to be Served

All

Location(s)

All Schools

**Actual
Actions/Services**

Action 4: Inform students and parents about college and career expectations.

**Budgeted
Expenditures**

Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$15,000

Naviance license & training for secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental \$80,000

**Estimated Actual
Expenditures**

Information and materials at parent outreach events 4000-4999: Books And Supplies Supplemental \$0

Naviance license & training for secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental \$90,093

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

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.

Actions/Services

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.

Expenditures

F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$285,368

F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$208,934

F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$563,351

F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$55,996

SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$184,859

SSS Certificated Burdens 3000-3999: Employee Benefits Supplemental \$50,212

SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,250

F&S Materials and Supplies 4000-4999: Books And Supplies Supplemental \$24,529

Expenditures

F&S Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$277,785

F&S Certificated & Classified Burdens 3000-3999: Employee Benefits Supplemental \$211,569

F&S Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$547,682

F&S Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental \$48,983

SSS Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$186,499

SSS Certificated Burdens 3000-3999: Employee Benefits Supplemental \$49,246

SSS Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,576

F&S Materials and Supplies 4000-4999: Books And Supplies Supplemental \$52,159

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

Students to be Served

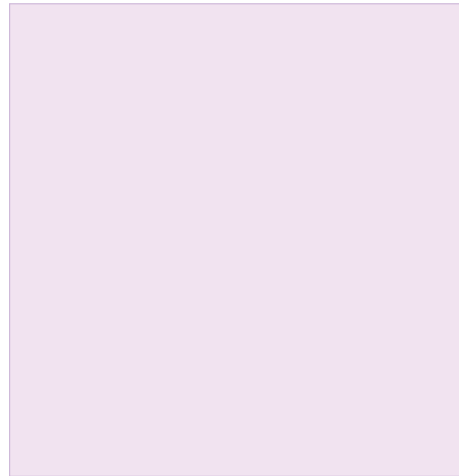
English Learners

Scope of Services

LEA-wide

Locations

All Schools



Action 6

**Planned
Actions/Services**

Action 6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.

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

Students to be Served

All

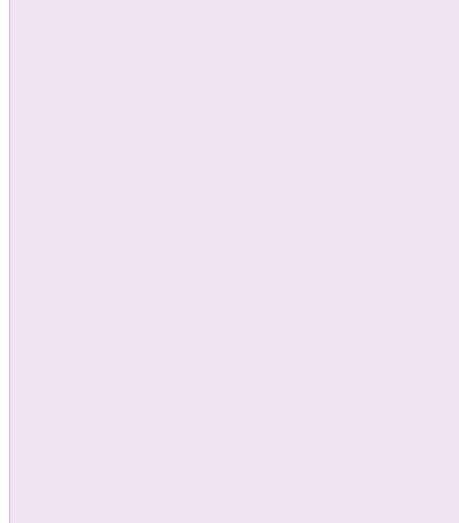
Location(s)

All Schools

Specific Grade Spans:
Elementary counselors are assigned to schools with over 35% unduplicated students.

**Actual
Actions/Services**

Action 6: Maintain TK-12 counselor positions to assist students with social-emotional and academic guidance.



**Budgeted
Expenditures**

Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$1,437,339

Secondary Counselors - 13.0 FTE Statutory Benefits 3000-3999: Employee Benefits Supplemental \$281,613

Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$670,556

Elementary Counselors (Benefits) - 7.0 FTE 3000-3999: Employee Benefits Supplemental \$131,379

**Estimated Actual
Expenditures**

Secondary Counselors (Salaries) - 13.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$1,465,032

Secondary Counselors - 13.0 FTE Statutory Benefits 3000-3999: Employee Benefits Supplemental \$255,973

Elementary Counselors (Salaries) - 7.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$661,984

Elementary Counselors (Benefits) - 7.0 FTE 3000-3999: Employee Benefits Supplemental \$161,291

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. FUSD selected and hired its first full-time District Educational Equity Coordinator to provide leadership for our efforts to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the District. The Equity Coordinator assisted with implementation of the Resolution Agreement between FUSD and the Office for Civil Rights (OCR) related to anti-harassment, anti-bullying, and other equity initiatives. This year, she received training in the District's Restorative Practices initiative so she can take over responsibilities that are currently held by an outside consultant, CircleUp. Fremont Unified School District contracted with CircleUp Education to collect data, implement coaching and deliver a roadmap of services to five schools. CircleUp will work directly with the administrations and teachers to develop staff interpersonal relationships, establish restorative practices trainings, conduct racial bias trainings and examine ways to improve school-wide approach to student discipline. The five schools that received the training were Irvington and Robertson High Schools, Durham and Vallejo Mill Elementary Schools, and Thornton Junior High School.

Action 2. Student Support Services had two Program Managers who oversaw FUSD's Coordination of Services Team (COST) program. This year, 24 schools had an active COST team at their site, and the Program Manager provide ongoing support and guidance to each. COST teams identified students who were struggling academically, emotionally and/or behaviorally and provided appropriate interventions. The students were monitored throughout the intervention process with the COST team playing a primary role in coordinating all services the school could provide to the student. The program managers attended workshops provided by the Healing Communities organization and they also attend monthly meetings at the Alameda County Office of Education. In addition, the Program Managers work directly with principals at sites that do not have a COST team by providing information and advise.

Action 3. Parent Institute of Quality Education (PIQE) was offered at 5 school sites: Washington High School, American High School, Oliveira Elementary and Leitch Elementary. PIQE provided high quality family engagement, which consisted of a 9-week leadership program for families. The program focused on developing parents' capacity to engage in their child's school at a deeper level by recognizing that the educational system faces many challenges. Parents reflected on their own leadership qualities, identified critical school-centered issues impacting education, and learned how to establish a parent leadership team. The schools' focus was on recruiting and identifying unduplicated families. The 9-week sessions were conducted in both English and Spanish. Parents who participated in PIQE acquired tools to assist them in conducting effective meetings with the principal and/or school staff. At the end of the 9-week session, parents lead a dialogue with the principal presenting from the parents' perspective the most urgent needs affecting students at that school. Parents were then asked to serve as liaisons and role models for other parents. Additionally, the City of Fremont provided workshops to Asian families, which is the largest demographic group in Fremont Unified School District. The City of Fremont provided parents cultural competency workshops that addressed the academics, life skills and socio-emotional needs of their students.

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. Naviance is a comprehensive college and career readiness solutions 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 created a poster and pamphlet that were shared with unduplicated families and posted on the district web page, that summarized the District's TK-12 College and Career Readiness Indicators developed by administrators, teachers, and counselors.

Action 5. Fremont Unified School District is school community with diverse language and cultural needs. As a way to meet the needs of our stakeholders, FUSD hired bilingual and/or culturally responsive staff to work with our diverse community. Federal & State Programs supported EL students by providing technical assistance and support with the implementation of English Language Development programs District-wide. Student Support Services provided oral translation for parent meeting, IEP meetings, parent-teacher conferences, and student behavior meetings, with Spanish, Mandarin, Cantonese, and Farsi languages support provided. The student handbook and notice of rights and responsibilities were translated in Spanish and Chinese - our two largest languages spoken outside of English.

Action 6. In 2017-18, FUSD maintained the same level of secondary counselors as well as continued with a second year of elementary counselors at 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 Individual Education Plan (IEP) meetings, and assistance for teachers who have students with social-emotional issues. Parents, staff, and students continue to praise and acknowledge the positive affect school counselors have had on academics, mental health, attendance, decision-making, and interpersonal relationships.

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

Goal 4 is designed 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, 3 & 6. The six actions in this goal support families with: counseling services; connections to county and city resources; District and site personnel who are culturally competent and multi-lingual; and parent engagement opportunities.

Action 1. This action integrated the broad goal of improving school climate with a time bound series of actions required in our Resolution Agreement with the Office of Civil Rights (OCR). We added an Educational Equity Coordinator who served as a leader and champion for these efforts, which included:

- * training all District managers in Cultural Competency
- * training all certificated staff in Cultural Competency at site staff meetings
- * revising the protocols used to investigate and document allegations of bullying or harassment
- * hosting Student Forums (optional, open invite, student-centered dialogue session) at each of the secondary schools
- * leading Student Focus Groups (targeted, small group interviews) at 9 school sites

* developing and implementing Cultural Competency lessons in grades K-12

The increased awareness of anti-bullying and anti-harassment that resulted from staff and student Cultural Competency trainings, combined with enhanced administrator knowledge of required documentation of such events, prompted an increase of 44 more instances of bullying and harassment from August-March 2018 than last year. For each event of reported bullying, administrators are using best-practices to investigate and document all pertinent information.

Actions 2 & 6. These actions provide a safety net for our unduplicated students and families by incorporating additional behavior and social-emotional support. The COST teams identify students in need as early as possible and analyze their progress as a whole child. The elementary school counselors have played an important role in strengthening Coordination of Services Team (COST) and in delivering Tier 1 and Tier 2 interventions, including classroom instruction on social-emotional regulation, peer support groups, and short-term counseling sessions. In addition, the counselors' team developed a detailed tracking system to monitor individual student progress as well as to reveal trends in data across a school site or District. The actions and services delivered by our school counselor team are aligned with the ASCA (American School Counselor Association) National Standards and represent best practice strategies in the profession. We plan to increase the number of elementary school counselors funded in next year's LCAP from 7 to 14 FTE.

Action 3. We continue to receive positive feedback from parent participants in the PIQE workshops, and parent engagement at the sites which host this program has increased. In addition, the number of parents who graduated from PIQE increased by 27 from 2016-17 to 2017-18.

Action 6. During our Spring 2018 Parent Engagement Sessions we learned that the number one and number two identified needs of the District are Social Emotional and Wellness Supports and Positive School Climate. Our primary means of providing social-emotional and behavior supports to students is through the work of school counselors. Currently, all of secondary schools have full time counselors; however, only 14 of our 28 elementary school sites have part time school counselors. The absence of a school counselor at 14 sites is a barrier to schools developing and delivering a robust Tier 1 curriculum to strengthen students' social emotional skills and cooperative behavior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were slight material differences between the budgets created for each action and the estimated actuals. The area of difference was in action 1 - improve climate, create inclusive schools for diverse families.

Action 1: Professional Learning/Consultant Budgeted: \$165,000 Est., Actuals \$245,000. The increased cost was due to an increased need for external consultants to help plan and implement Cultural Competency Trainings for all staff as required by our OCR Resolution.

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.

This year, the only significant change made to the actions and services in this goal were in section 1 - improve climate, create inclusive schools for diverse families. In response to actions required in a Resolution Agreement between the Office of Civil Rights (OCR) and FUSD, the District launched a series of trainings and services to improve the climate and reduce harassment and bullying for students based on race, religion, and national heritage. Therefore, we increased the amount of money invested on consultant services to help us design and deliver cultural competency training for staff and instructional materials for students.

For next year, we plan to make changes to the following actions/services:

Action 1 - We will expand the number of sites who participate in the Restorative Practices trainings as part of our effort to increase knowledge of alternatives to suspension.

Action 2 - We will expand the number of sites who have COST from 22 to 42 and will invest in COST coordinators at each site.

Action 6 - We would like to expand the number of school counselors at the elementary level from 7.0 FTE to 14.0 FTE so all sites receive either 0.6 FTE (higher unduplicated counts) or 0.4 FTE (lower unduplicated counts) school counselor services. This staffing plan will also provide access to Tier 1 and Tier 2 social emotional and behavioral services as called for in our newly designed MTSS program.