

Fremont Union High School District
FUHSD Three Year LCAP Summary (2015-16, 16-17, 27-18)

Goal 1- Sustain generally high student performance while ensuring high levels of learning for every student.

Measures

- a. Increase by 5%, portion of students in English Learners (EL), Low Income, Hispanic, and Filipino sub-groups that meet A-G requirements by graduation (Baseline 2014: EL=24%; LI = 42%; Hisp = 32%; Fil = 43%).
- b. Increase by 3% the portion of students that are college and career ready (“adequate” or “thorough” understanding of standards) as measured on California Assessment of Student Performance and Progress (CASSPP) over 2014-15 baseline.
- c. Increase by 3% the portion of students deemed “prepared for college” as measured on the CASSPP Early Assessment Program (EAP) over baseline established in 2014-15.
- d. Increase by 2.6% (from the current 49%) the portion of English Learners (newcomers) who become English proficient as measured by California English Language Development Test (CELDT).
- e. Increase to 52.8% (from current 47.9%) the portion of English Learners (Long Term ELs) who become English proficient as measured by CELDT.
- f. Increase English Learner reclassification rate to 9.1% (from current rate of 8.6%).
- g. Increase by 3% the portion of Hispanic and Afro-American students who receive a 3 or higher on Advanced Placement (AP) exams. Baseline 2014: Hispanic=40%; Afro-American=29%.
- h. Reduce by 3% the cohort dropout rate for Hispanic students (13.9% for class of 13-14).
- i. Increase by 3% the cohort graduation rate for Hispanic students (83.5% for class of 13-14).

Monitor trends and patterns in other student achievement data including:

- a. Portion of under-represented students who take AP classes.
- b. College readiness as indicated by SAT scores.
- c. College readiness as indicated by need for remediation.
- d. Post-secondary program success as indicated by college entrance and persistence data.

Activities

1. Sustain a high quality comprehensive high school program as described in the LCAP Introduction.
 - a. Maintain competitive salaries to attract and retain high quality teachers, administrators, and support staff.
 - b. Seek additional resources to support staff and expand programs/services when possible.
2. Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to low-income students and foster youth. (Services to all students and to low-income and foster youth are detailed in the LCAP Introduction).
 - a. Investigate feasibility of seeking Title 1 funding to support evaluation and instructional coaching in academic intervention classes at FHS and HHS. (2016-17- Implement Title 1 plan if approved, to provide instructional coaching and program evaluation). (2017-18 - Implement Title 1 plan to provide instructional coaching in academic intervention classes).
3. Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each school. (Services to all students and to English Learners are detailed in the LCAP Introduction.)
 - a. Provide release time for EL teachers to create units to align with the English Language Development/English Language Arts (ELD/ELA) framework.
 - b. Implement summer Professional Development (PD) for all teachers of EL students.

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

Measures

- a. All course-alike or professional learning teams will achieve annual goals for implementation of curriculum aligned to new state standards (Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), ELD, and Career Technical Education (CTE)) as reported to school leadership teams.
- b. Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff, and student/parent requests.
- c. Increase the number of FUHSD courses that result in industry certification, workplace learning opportunities and/or credit from a post-secondary program
- d. 100% of teachers will be appropriately credentialed to teach the courses to which they are assigned.
- e. 100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.

Activities

1. Sustain and expand when possible, a system of curriculum and PD supports including:
 - a. A 2-year, in-house new teacher induction program.
 - b. Curriculum and PD teams that meet at least 3 times per month and up to 5 additional work days in summer.
 - c. PD and team coaching support from District Curriculum Lead Teachers and Program Administrators.
 - d. Resources to attend external professional learning opportunities.
 - e. Annual leadership learning opportunities for administrators.
2. Monitor course access in relation to course requests and needs for interventions and supports.
3. Continue work of the FUHSD Math Advisory Council work to monitor student achievement and make recommendations for course sequence under CCSS.
4. Conduct review of instructional materials, including digital resources to support implementation of the CCSS in Math and English. Purchase if appropriate materials found. (2016-17 - Add Science).
5. Continue to build relationships with local community colleges and businesses in efforts to increase opportunities for workplace learning and college credit.
6. Maintain high quality teacher recruiting strategies and support teachers to get credentials for specialized programs as necessary.

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

Measures

- a. Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.
- b. Increase portion of students who respond positively when asked about sense of well-being (safe, cared about, not overly stressed).
- c. Maintain low expulsion rate and monitor that no student subgroups are over-represented among expelled students.
- d. Decrease by 5% each year the suspension rate (currently 2.7%) and monitor that no student subgroups are over-represented among suspended students.
- e. Decrease the percentage of chronically truant students and continue to refer all chronically truant students to the truancy abatement program.
- f. Maintain record of safe facilities as measured by the number of Williams complaints regarding facilities.
- g. Decrease by 3% the cohort dropout rate for Hispanic students (13.9% for class of 13-14).
- h. Increase by 3% the cohort graduation rate for Hispanic students (83.5% for class of 13-14).

Activities

1. School climate group will continue to meet monthly to norm discipline across schools and advise on the need for effectiveness of interventions.
2. Provide professional development to school climate group regarding best practices for bullying intervention.
3. Implement Rapid Responder School Emergency Plan to improve response to school safety emergencies.
4. Continue to develop a progression of interventions including drug abuse counseling, anger management, and "Strengthening Families," as alternatives to suspension and expulsion.
5. Expand use of Saturday School program as needed to reduce suspension rates for minor offences.
6. Continue to participate in the Sunnyvale Challenge Success Program sponsored by Sunnyvale Public Safety, in order to connect school staff with community-based resources and programs.
7. Seek resources (Title 1) to expand access to Parent Community Liaison who will work with families to better understand and address attendance issues among Hispanic and Low Income families at Fremont and Homestead High Schools.
8. Provide refresher training to Administrative Teams regarding the expulsion process (2016-17, 2017-18).

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

Measures

- a. Administer a parent survey to create a baseline to measure the degree of satisfaction regarding information about school/district programs and priorities as well as parent ability to provide feedback.
- b. Maintain a presence in local and social media as well as on FUHSD and school site websites.
- c. Convene topic/program specific advisory groups with parent and staff representation.
- d. Include LCAP review/feedback on all agendas for the School Site Council, English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Los Padres, and the FUHSD Intra-district Council.
- e. Maintain or increase the number of community presentations made by FUHSD staff members.
- f. Produce and distribute and Annual Report to the Community.

Activities

1. Investigate alternatives, select and administer a parent survey to create a baseline to measure the degree of satisfaction regarding information about school/district programs and priorities as well as parent ability to provide feedback. (2016-17, 2017-18 – Administer survey and compare level of participation with prior years).
2. Increase media access to stories about FUHSD:
 - a. Provide information to local media so that frequent articles about FUHSD are published in local media.
 - b. Update FUHSD Facebook page to provide information about FUHSD updates, achievements, programs, schools, and staff information.
 - c. Update FUHSD website in a timely fashion to communicate FUHSD updates, achievements, programs, school and staff information
 - d. Provide FUHSD high school site webmasters with information about FUHSD updates, achievements, programs, school, and staff information to keep FUHSD high school websites current, engaging, and informative.
3. Hold meetings with the Math Advisory Council and Career Technical Education Advisory Committee to get parent and staff input on these programs. (2016-17 – Continue meetings if constructive and necessary).
4. Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the agendas of all meetings of the SSC, ELAC, DELAC, Los Padres, and the FUHSD Intra-District Council.
5. Maintain or increase the number of community presentations made by FUHSD staff members (e.g. local city councils, Rotary clubs, realtors associations, etc...)
6. Produce and distribute an annual report to the community.
7. If determined to be constructive and necessary, create a Student Engagement and Stress Management Committee to assess the degree to which FUHSD students are engaged and managing stress in order to share this information with community stakeholders (2016-17). Continue this committee if determined to be constructive and necessary (2017-18).
8. If determined to be constructive and necessary, create a Comprehensive High Schools Committee to assess the degree to which FUHSD high schools are comprehensive in nature in order to share this information with community stakeholders (2017-18).