

## Fremont Unified Plans Overview

In order to help staff and community understand how Fremont Unified's core district plans intersect, please refer to the below descriptions and infographic.

### **LCAP—Local Control Accountability Plan**

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans. The LCAPs focuses on eight areas identified as state priorities: student achievement, engagement, school climate, other student outcomes, parental involvement, basic services, implementation of state standards, and course access. "Supplemental" funds in the plan target unduplicated student groups including: English Learners, Redesignated Fluent English Proficient students, foster youth, homeless youth, and low income students. The plans also demonstrate how the district's budget will help achieve the goals and assess each year how well the strategies in the plan were able to improve outcomes.

### **SPPA—Single Plan for Pupil Achievement**

Closely aligned to the district's LCAP, but with a narrower focus on local data and demographics, single plans describe the school's overall vision, annual goals, and specific actions the school will take to increase student learning. School Site Councils (SSC) help develop the SPPA, advise on budget allocations for action items, and evaluate the plan's effectiveness on an ongoing basis. Single Plans are approved by the Board of Trustees in June of every year.

### **California Core State Standards (CCSS) Plan**

Developed by the Instructional Services department in January 2015, this 18-month action plan concentrates on district-wide implementation of new curricular standards. "California Standards" refers to the full range of standards that describe learning goals for students, including the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, Career Technical Education Standards, Infant/Toddler and Preschool Early Learning Foundations, and future standards in other subject areas, including history and social science, social and emotional learning, and visual and performing arts.

### **Professional Learning Communities (PLCs)**

While PLCs don't technically fit within the "plans" category, they are our guiding philosophy in Fremont Unified and comprise strong elements within each of the core district plans. Professional Learning Communities are teams of educators who collaborate on a regular basis to improve student outcomes. By analyzing data and sharing research-based classroom practices, teachers will enrich their instruction which will result in improved learning for all students. Embedding PLCs into our district requires intense planning around training and professional development, communications with stakeholders, collaboration time, development of common lessons and assessments, and sharing of resources.

## Educator Support Block Grant

The intent and the purpose of the grant is to improve the instructional delivery systems through staff and technology. The allocated funds are one-time monies that may be used as follows over the course of three years (2015-16, 2016-17 & 2017-18):

- Beginning Teacher Support: Support and mentoring, including, but not limited to programs to meet teacher induction requirements
- Professional Improvement: Professional development, coaching, and support for teachers identified as needing improvement
- Content Standards: Professional Development for teachers and administrators aligned to state adopted content standards

