

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fremont Union High School District

CDS Code: 69468

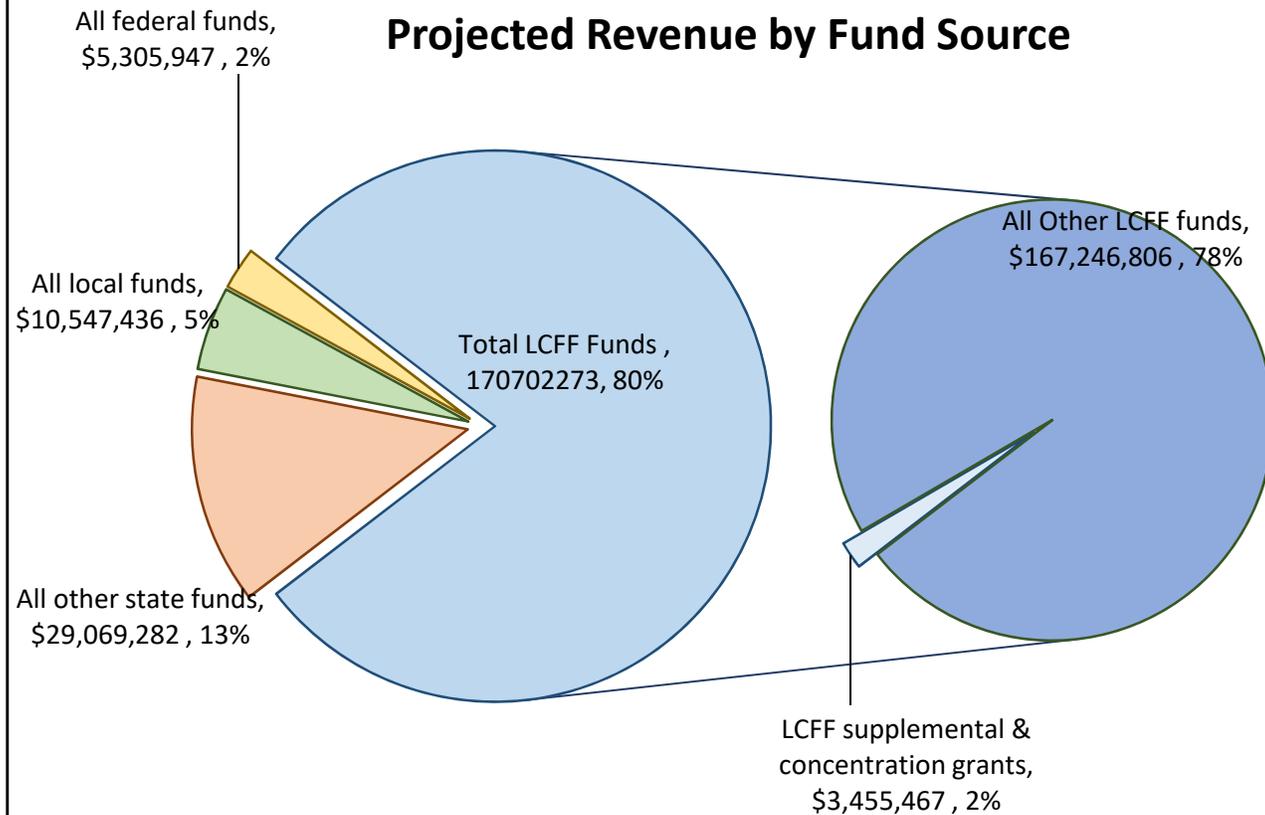
School Year: 2022 – 23

LEA contact information: Ngan Le Shanahan

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

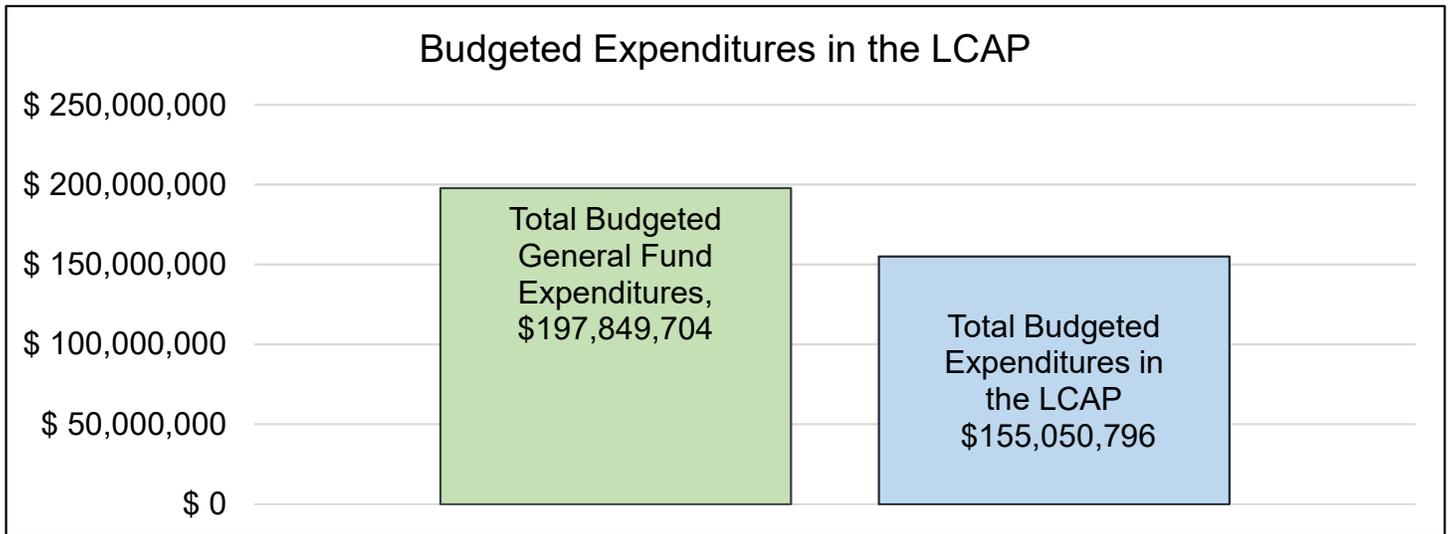


This chart shows the total general purpose revenue Fremont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Union High School District is \$215,624,938.39, of which \$170,702,273.00 is Local Control Funding Formula (LCFF), \$29,069,282.27 is other state funds, \$10,547,435.71 is local funds, and \$5,305,947.41 is federal funds. Of the \$170,702,273.00 in LCFF Funds, \$3,455,467.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Fremont Union High School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fremont Union High School District plans to spend \$197,849,703.60 for the 2022 – 23 school year. Of that amount, \$155,050,796.00 is tied to actions/services in the LCAP and \$42,798,907.60 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

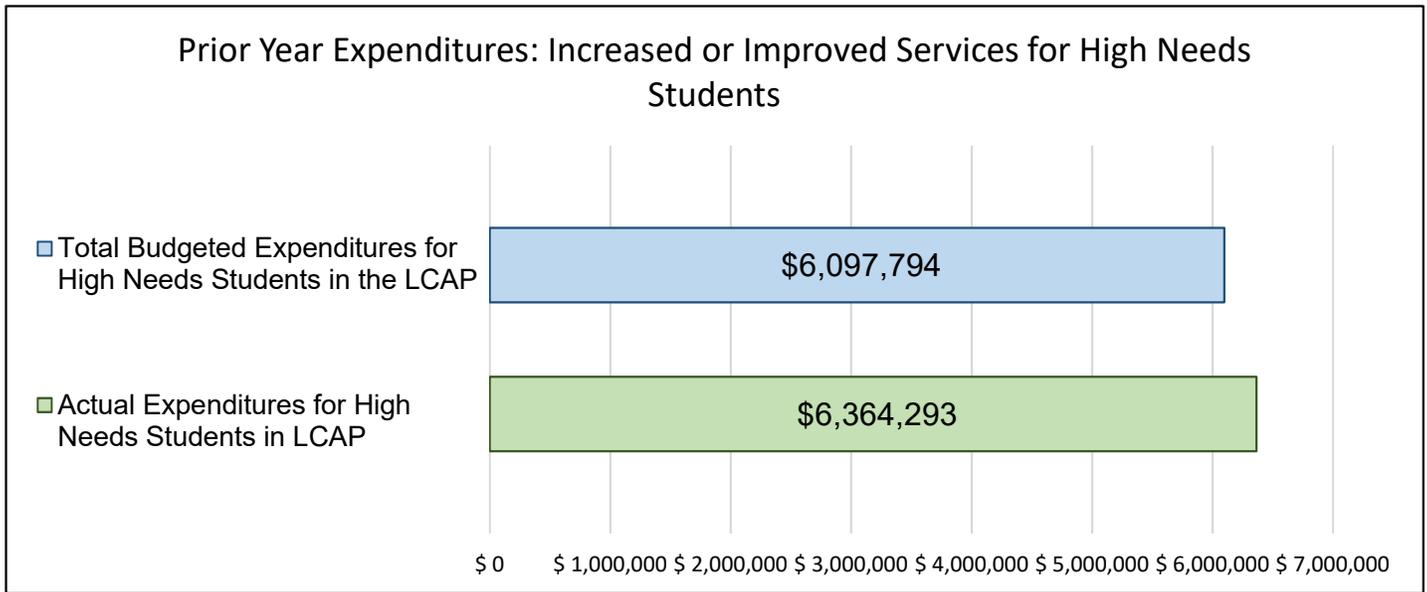
Supplies, contracted services, and other operational expenses for sites and departments (\$32,350,955); donations for Scholarships and extracurricular activities and programs funded by the Lease Revenue fund (\$1,580,308); STRS on-Behalf (\$8,867,645)

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Fremont Union High School District is projecting it will receive \$3,455,467.00 based on the enrollment of foster youth, English learner, and low-income students. Fremont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fremont Union High School District plans to spend \$6,674,291.89 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Fremont Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fremont Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Fremont Union High School District's LCAP budgeted \$6,097,794.00 for planned actions to increase or improve services for high needs students. Fremont Union High School District actually spent \$6,364,292.87 for actions to increase or improve services for high needs students in 2021 – 22.



**FREMONT UNION
HIGH SCHOOL DISTRICT**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: FUHSD

CDS Code: 43694680000000

School Year: 2022-23

LEA contact information:

Trudy Gross

Associate Superintendent

ngan_le-shanahan@fuhdsd.org

408-522-2203

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



**FREMONT UNION
HIGH SCHOOL DISTRICT**

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
FUHSD	Trudy Gross Associate Superintendent, Student & Special Services	trudy_gross@fuhsd.org 408-522-2203

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The FUHSD continues community engagement through our COVID-19 Taskforce. Meetings were held on October 14, 2021 and January 20, 2022. Our COVID protocols were reviewed in connection with the ELO Grant and ESSER Funds that are supporting these efforts. Current attendees include 3 students; 13 parents (PTSA, School Site Council, parent of a student with a disability); 7 staff members (6 certificated and 1 classified); both District nurses; 13 administrators/managers (5 site-principals, 8 District Office); and 2 Board members.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not applicable.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The FUHSD continues community engagement through our COVID-19 Taskforce. Meetings were held on October 14, 2021 and January 20, 2022. Our COVID protocols were reviewed in connection with the ELO Grant and ESSER Funds that are supporting these efforts. Current attendees include 3 students; 13 parents (PTSA, School Site Council, parent of a student with a disability); 7 staff members (6 certificated and 1 classified); both District nurses; 13 administrators/managers (5 site-principals, 8 District Office); and 2 Board members.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. A paraeducator is providing additional support to English Language Learners. This person's time is distributed across the district based on student need and provides individual and small group support to augment classroom instruction. This strategy continues the successful implementation during the 20-21 school year as part of the Learning Continuity and Attendance Plan (LCP). Another LCP strategy that has been continued is additional time for paraeducators to support students beyond the school day. Since early in the 21-22 school year, paraeducators have been attending existing after-school interventions in support of students in special education. A new strategy for the current school year involves our Schoology Implementation Leads. These staff members provide support individually to colleagues, to collaborative teams and through professional development. Strategies include those that address learning gaps.

Integrated student supports to address other barriers to learning. The Expanded Learning Opportunity Grant funds are supporting continued access for students, families and staff to Care Solace, an online database with 24/7 live access to a care concierge. We also continue to have a referral process from school-based therapists to our School Linked Services Specialist in support of warm hand-offs to a care concierge. From October 2020-June 2021 there were 28 appointments into care. This means that the individual attended their first therapy or program session. From July 2021-January 2022 there have been 64 appointments into care. The 2021-22 school year is the first of two where a School-Based Therapist Curriculum Lead is in place. This part time position (3 days per week with 2 days continuing as a School-Based

Therapist) addresses student trauma and social-emotional learning (SEL). Activities have included a bi-monthly newsletter with a focus on a specific aspect of SEL and strategies for implementation and in the opposite month an email with quick tips. A partnership has been established with Project Cornerstone which has included a parent presentation on SEL strategies. There are plans for additional sessions this spring. In addition, the District has continued to implement safety strategies that began as part of the LCP: air quality testing and repairs, HVAC upgrades; and MERV air filter maintenance.

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. Chromebooks and hot spots continue to be available to students as they have been through the Learning Continuity and Attendance Plan (LCP). Instruction is supported by access to headphones, document cameras, speakers and video cameras.

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. Another strategy that began during the 20-21 school year through the Learning Continuity and Attendance Plan (LCP) and was planned for the 21-22 and 22-23 school years is Specialized Academic Instruction within the District 8th Block credit recovery program. Unfortunately, no staff members have expressed availability to staff the program. Site-based plans have been established for students in need of such support.

Additional academic services for students. The District has transitioned to a new data warehouse. The customization of this student data analytics system will increase staff ability to monitor student progress and evaluate interventions and strategies. Roll out to staff is anticipated to begin spring 2022 and continue throughout the 2022-23 school year.

Training for school staff on strategies to engage students and families in addressing students' social-emotional and academic needs. These funds will be used to contract with community agencies to provide trainings for staff on strategies in the areas of executive functioning and trauma informed practices. The Learning Recovery Committee has met to review the need and is considering outside sources to provide training. There was a training on executive functioning provided by District staff, no associated cost.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The FUHSD has alignment of activities and finances between the 2012-22 LCAP and plans that support our COVID related supports such as the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. The District has created a multi-year plan that coordinates the ELO Grant funds in conjunction with the ESSER Funds.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

[\(https://www.cde.ca.gov/fg/cr/\)](https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



**FREMONT UNION
HIGH SCHOOL DISTRICT**

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
FUHSD	Trudy Gross Associate Superintendent	trudy_gross@fuhsd.org 408-522-2203

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Fremont Union High School District maintains five comprehensive high schools, Educational Options, a Community Day School and numerous programs to serve targeted student populations. In 2021-22 we enrolled (CALPADS October 2021):

- 10,296 Total students
- 812 English Learners (7.9%): 456 are Long-term English Learners (LTELs) (English Learners for six or more years)
- 1,140 Low Income Students (11.07% on Free or Reduced Lunch: 14.82% in 2018-19; 10.47% (1,135) in 2020-21
- 1,573 SED (15.3%): 1,551 SED (14.3%) in 2020-21
- 6 Foster Youth (0.06%)
- 17 Homeless Youth (0.165%)
- 1,017 Special Education Students (9.88%)

The racial and ethnic make-up of our students is as follows:

Hispanic 1,623 (15.76%)
Am Indian/Alaskan Native 28 (0.27%)
Asian 5,845 (56.77%)
Native Hawaiian/Other Pacific Islander 38 (0.37%)
Filipino 282 (2.74%)
Black/African Am 89 (0.86%)
White 1,506 (14.63%)
Two or more races 644 (6.25%)
Declined to state 241 (2.34%)

Within the FUHSD there are a total of 98 different languages spoken by students and families.

FUHSD Funding under the Local Control Funding Formula

Under 5CCR 15494, most California school districts will be allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Low-Income and Foster Youth) they serve. FUHSD receives no increase in funds as the result of 5CCR 15494. As a Community Funded district, FUHSD's primary revenues are determined, not by the LCFF, but primarily by local Property and Parcel taxes. FUHSD maintains a budget of approximately \$215.6 million; 90% of which is derived from these local sources.

This Local Control Accountability Plan (LCAP) is required of all districts under the 5CCR 15494 whether or not the district receives funds under LCFF. The LCAP provides an opportunity for all districts to make transparent how they allocate resources for all students as well as for those student populations targeted by the LCFF (English Learners, Low-Income and Foster Youth). Precise use of the LCAP template is required and "Budgeted Expenditures" must be listed for all "Actions and Services" planned. Because FUHSD receives no additional resources under LCFF, the vast majority of "Actions and Services" (whether for all students or targeted sub-groups) described in this document are budgeted under the District's General Fund which is comprised of the following sources:

- Local Parcel Tax
- Mandated Costs Reimbursements
- Guaranteed State Aide
- Lottery Funds
- Prop 30/55 Funds
- State/Federal Funds targeted to Special Education

Other "Actions and Services" will be budgeted from:

- Federal Title I, Title II, Title III, and Perkins Funds
- Donations from the Fremont Union High Schools Foundation

The Program Provided to All FUHSD Students

The Fremont Union High School District is proud to continue to maintain a comprehensive high school program despite the challenge of declining enrollment facing each of our schools to a varying degree. Despite years of budget constraints, our schools offer not only coursework required for graduation from high school but a rich array of electives, interventions and Advanced Placement and honors courses to serve the needs of a diverse student population.

The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools, and Educational Options, has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools.

All students in the Fremont Union High School District benefit from a comprehensive high school program that includes:

- 45 courses that address basic graduation requirements (English, Math, Science, Social Studies and PE)
- 4 World Language courses of study (5 levels of each of 4 languages)
- 30 courses in the visual and performing arts
- 22 Advanced Placement courses
- 28 Career Technical Education courses representing 9 different industry sectors
- 6 electives specifically designed for students who need extra support but are not in Special Education or English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read180), and Gateway/Excel.

Despite years of cuts at the state level, and although we would prefer smaller, our students benefit from staffing ratios that include:

- Classes are generally staffed on a 32.5 to 1 student-teacher ratio; except in 9th grade English and Algebra where they are kept lower in order to help students make a smooth transition to high school
- 490 students to 1 School Counselor
- 1,000 students to 1 library staff
- 1,500 students to 1 tech support staff
- 400 students to 1 administrator
- All school site administrators provide guidance and support services directly to students. In addition, each campus has at least 1 licensed therapist, a psychologist that serves both general education and special education students, and a College and Career Advisor.

In addition, we offer a high quality Special Education program that supports students in meeting the goals designated in their Individualized Educational Plan(s). FUHSD’s total SPED budget is approximately \$42.29 M. Federal and State revenue for Special Education totals \$10.64 million. Twenty-four (24) additional FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education.

Re-designated English Proficient students, who once were part of a program for English Learners are monitored and supported to make sure that they make progress along with their native English-speaking peers. If they are not making adequate academic progress, they are

supported through tutorials and interventions to get back on track.

FUHSD students learn in clean, safe, well maintained facilities that facilitate the use of instructional technology.

Each school is supported by a:

- Facilities manager and 9 custodial staff (including custodians, groundskeepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff
- District-wide tech-infrastructure which includes high speed wireless with 780 access points (each school has 10 gigabit connection capacity)
- 1 student to 1 computer ratio

The FUHSD Belief Statements about Teaching and Learning make a commitment to provide teachers time and professional learning opportunities designed to support the development of a well-articulated curriculum in every core course and the academic supports and interventions necessary to continuously improve until every student has the chance to learn at high levels. To that end we:

- Maintain an induction and professional development program designed to support continuous instructional improvement
- Provide on-going curriculum and professional development resources to support implementation of the Common Core, NGSS and other new state standards
- Provide every teacher approximately 120 minutes a week to meet with colleagues, develop curriculum and monitor student progress.

Additional Programs and Services to Targeted Student Groups

English Learners

FUHSD draws on General Fund and Title III resources to provide a high-quality program for English Learners at all schools.

General Fund resources are used to provide:

- ELD classes at levels 1- 3 (for students at ELPAC levels 1-4)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for Newcomers and Long-Term English Learners)
- Teachers' salaries for reading and academic intervention classes
- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses and work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Summer EL Academies
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL's

Federal Title III funds enhance the program described above by providing:

- On-going professional and curriculum development for teachers
- Release time for curriculum development activities

Low Income Students and Foster Youth

FUHSD draws on General Fund and Title I resources to serve Low-Income students and Foster Youth at all of our schools. More resources are provided to schools with larger populations of students in these targeted groups.

Additional resources to Low Income students and Foster Youth at Fremont High include:

- Teachers' salaries for reading and academic intervention classes
- .9 FTE Parent and Community Liaison position
- Teachers' salaries and materials for summer bridge classes
- Bus Passes for students who travel from North Sunnyvale
- Additional Student Conduct Liaison position

Additional resources to Low Income students and Foster Youth at Homestead High including:

- Teachers' salaries for reading and academic intervention classes
- Bus Passes for students who travel a long distance to school

Targeted support and interventions for Low Income students and Foster Youth at all schools include:

- AVID or AVID-like interventions at all schools
- Lower class sizes in Algebra
- Assistance to Foster and homeless families and students from District Enrollment Office and Educational Options Guidance Counselor who coordinates with school-based guidance staff re: course selection; post-secondary options and social supports necessary to support student success in high school
- Funds for students who are homeless as defined by the McKinney-Vento Act to purchase school supplies, hygiene kits, and other necessities

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In a community survey conducted in January 2022, the FUHSD continues to be viewed favorably and rated positively by most, and the high schools' quality education and reputation remain the District's top attributes. Six in ten say the District is doing an "excellent" or "good" job in its handling of COVID-19.

The FUHSD is very proud of our graduation rate particularly given the challenging conditions brought on by the COVID-19 pandemic. The District's overall graduation rate for the Class of 2021 was 95.8% (94.4% for the Class of 2020; 95.5% for 2019) and all student groups increased their graduation rates. The student groups "Asian" 98% (97.9% for 2019 and 2020), "Filipino" 95.7% (93.8% for 2019 and 95.5% for 2020), and "Multi-Race" 96.9% (95.8% for 2019 and 96.2% for 2020) have maintained high graduation rates. There were student groups who had decreased in 2020 and their increase in 2021 surpassed 2019: "African American/Black" (96.3% to 78.3% to 100%), "White" (96% to 95.4% to 96.5%) and "Students with Disabilities" (76.9% to 74.7% to 79.1%). The remaining student groups increased from 2020 to 2021:

“Hispanic/Latino” (86.7% to 80.1% to 84.3%), “English Learner” (86.0% to 78% to 83.5%), and “Socioeconomically Disadvantaged” (87.9% to 83.3% to 86.6%).

Of the Class of 2021, 1,304 awards were issued for the California Seal of Biliteracy recognizing their language proficiency; 98 students earned more than one seal. 2,062 students qualified for the Golden State Seal Merit Diploma.

The District is proud that 79.5%, up from 78.7%, of its students are considered prepared as indicated on the CA School Dashboard’s College and Career Indicator. Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI).

The percent of students in special education spending 80% or more of their day within general education increased from 32.4% to 40.87% in October 2020 to 46.3% in October 2021. The state target is 52.2%.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard. The following status is from 2019. All students are blue for ELA and math achievement, graduation rate and college/career indicator; green for suspension rate. Our English Learners are green for graduation rate and college/career indicator. Our students who are socioeconomically disadvantaged are green for math achievement and graduation rate. Our students who are Asian are green for ELA achievement and blue for math achievement, graduation rate, suspension rate and college/career indicator. Our students who are Filipino are blue for ELA achievement and green for math achievement, suspension rate and college/career indicator. Our students who are Hispanic/Latino are green for graduation rate and college/career indicator. Our students who identified two or more races are blue for ELA and math achievement and graduation rate; green for suspension rate and college/career indicator. Our students who are white are blue for ELA and math achievement, graduation rate and college/career indicator; green for suspension rate.

The 2020 Quarterly Progress and Expenditure Report Significant Disproportionality Comprehensive Coordinated Early Intervening Services that was submitted for January 1-March 1, 2022 included that 46 students in general education were served during the report period, 4 students in special education with 50 students in general education served year to date and 5 students in special education.

Outcome 1: By June 2022, 80% of target group one students will pass English and math classes as measured by transcript review and grade reports.

All students are taking World Literature for their English class. Some students are enrolled in Algebra 1 (retaking from last year) and others are enrolled in Geometry:

- 10 students in Algebra 1
- 9 students in Geometry

Update on activities:

- Two Additional Support Providers (ASPs) connect with their caseload of students regularly to monitor their progress.
- Check-ins are done both via email and in-person.

- Two surveys in Naviance have been completed to help students identify their learning style and to identify personality strengths and interests. Discussion connected to student skills for success in the classroom and overall productivity in school.

Progress at the end of Semester 1: 74% of the students are passing World Lit; 70% Algebra I, and 89% Geometry.

Outcome 2 : Beginning Fall semester 2021, teachers at Fremont High School and Homestead High School in English/EL and math will use culturally responsive teaching practices to increase student engagement and reduce “D” and “F” grades by 10% in these courses compared to prior year grade 9 students.

- Teachers have been incorporating culturally responsive teaching practices since the start of school. There are co-planning opportunities for teachers with both school sites to allow collaboration and consultation on student progress.
- Teachers are meeting as a cross-district team on a monthly basis. Since January the work has focused on providing a list of recommendations to spread the work to other teachers.
- Teachers agreed to use the PERTS Elevate Survey to measure progress on these goals across the year and administered the first round of the survey (see Outcome 4 for details).
- One student in this Target group was found eligible for special education and has been moved to a small group special education Lit/Writ class. The student remains enrolled in the General Education Algebra 1 class.
- Data that is collected reflects a full semester along with the first progress report in Spring semester.

FHS Lit/Writ: D Grade Baseline 8.6%, F Grade Baseline 16.2%; Prog 3 D's 27%, Prog 3 F's 9%

FHS Algebra 1: D Grade Baseline %, 0.3, F Grade Baseline 37.4%; Prog 3 D' 0%_s, Prog 3 F's 27%

HHS Lit/Writ: D Grade Baseline 3.1%, F Grade Baseline 7.8%; Prog 3 D's 0%, Prog 3 F's 89%

HHS Lit/Writ: D Grade Baseline 6.6%, F Grade Baseline 18.8%; Prog 3 D's 1%, Prog 3 F's 1%

This data reflects success and continuing need. The teachers who have been engaged in incorporating culturally responsive teaching practices have seen progress in how students view making mistakes and the support they receive from the teacher and support staff including the belief that they can make progress. There have been co-planning opportunities for teachers from both school sites to allow collaboration and consultation on student progress. The team has been expanded for the 2022-23 school year.

A significant strength of the FUHSD is our ability to channel the passion and efforts of our staff into building systems to better support students. The progress described above is rooted in stable programs and instructional efforts that are reviewed ongoingly, most particularly through the collaborative team approach. These teams represent course-alike and grade level efforts as well as efforts within programs, areas of support such as guidance, mental health, etc. These systems ensure that the FUHSD will not only maintain the progress of our students but continue to build on student success while always focusing on all means all.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard. Status reflected below is from 2019.

Although progress has been made for the Class of 2021, our student groups “Students with Disabilities” (76.9% to 74.7% to 79.1%), “Hispanic/Latino” (86.7% to 80.1% to 84.3%), “English Learner” (86.0% to 78% to 83.5%), and “Socioeconomically Disadvantaged” (87.9% to 83.3% to 86.6%) continue to graduate at lower rates than their peers. District staff remains engaged in detailed review of student data, programs, and interventions to address the needs of students in these groups.

The FUHSD continues to be identified for Differentiated Assistance due to Students who are Homeless being red on the CA School Dashboard for graduation and suspension rate as well as college and career indicator. A third round of collaboration with the County Office of Education had begun on March 12, 2020. This effort was restarted during 2nd semester of the 2020-21 school year with a focus on strengthening our multi-tiered systems of support through development of a handbook of best practices for Student Assistance Team (SAT). Through collaboration with staff in the SCCOE Accountability Equity and Educational Progress Division, six meetings were held with district staff over the course of the 2021-22 school year to review the SAT process and align practices across the district. Stakeholders from each school site reviewed evidence-based practice processes to develop a single cohesive flow for referrals. The SAT handbook will be published in August and necessitates district-wide training opportunities for implementation. Along with the publishing of a handbook, the collaborative meetings revealed gaps in understanding best practices for intervention monitoring and the timelines consistent with published research. Additionally, SAT members identified the high number of parent referrals requesting assessment of their student compared to the number of staff referrals identifying students of concern. The handbook will be accompanied with newly agreed upon forms for referral with a plan of increasing data monitoring for intervention effectiveness. Training will be required across the district for all staff to become familiar with the process, definitions of tiered interventions, and effective methods used in the classroom to collect data.

The FUHSD has been identified as significantly disproportionate in special education eligibility of specific learning disability and overall eligibility for students who are African American and Hispanic. A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is in place and is connected to addressing the Dashboard status of students with disabilities: orange for CAASPP ELA and red for CAASPP Math; orange for graduation rate. Teachers began to meet individually with identified students during the 2nd semester of the 2020-21 school year and strategies outlined in the CCEIS Plan were incorporated into the metrics and actions of LCAP Goal 2 for the 2021-22 school year and will continue for the 2022-23 school year.

The 2020 Quarterly Progress and Expenditure Report Significant Disproportionality Comprehensive Coordinated Early Intervening Services that was submitted for January 1-March 1, 2022 included an update on Outcome 2 : Beginning Fall semester 2021, teachers at Fremont High School and Homestead High School in English/EL and math will use culturally responsive teaching practices to increase student engagement and reduce “D” and “F” grades by 10% in these courses compared to prior year grade 9 students.

FHS Lit/Writ: D Grade Baseline 8.6%, F Grade Baseline 16.2%; Prog 3 D's 27%, Prog 3 F's 9%

FHS Algebra 1: D Grade Baseline %, 0.3, F Grade Baseline 37.4%; Prog 3 D' 0%^s, Prog 3 F's 27%

HHS Lit/Writ: D Grade Baseline 3.1%, F Grade Baseline 7.8%; Prog 3 D's 0%, Prog 3 F's 89%

HHS Lit/Writ: D Grade Baseline 6.6%, F Grade Baseline 18.8%; Prog 3 D's 1%, Prog 3 F's 1%

This data reflects success and continuing need. The teachers who have been engaged in incorporating culturally responsive teaching practices have seen progress in how students view making mistakes and the support they receive from the teacher and support staff

including the belief that they can make progress. There have been co-planning opportunities for teachers from both school sites to allow collaboration and consultation on student progress. The team has been expanded for the 2022-23 school year.

English Learners (students who have been in the US for 12 months or more at the time of administration) are in the red for CAASPP ELA. This is a challenging metric to address as students new to the Country must take this test without development of the English language (not required for students who have been in the United States for less than 12 months). Through the Expanded Learning Opportunities Grant an additional paraeducator position has continued for the 21-22 school year. This position augments instruction by providing additional individual and small group support.

Students who are Hispanic/Latino are identified in orange for CAASPP Math. At Fremont and Homestead High Schools efforts continue to provide companion courses to support progress in mathematics as well as non-traditional credit recovery options. The math curriculum lead is designing and providing professional development that focuses on productive struggle.

Efforts to increase the number of students who are considered prepared as indicated on the CA School Dashboard's College and Career Indicator (orange = students who are socioeconomically disadvantaged and students with disabilities; red = students who are homeless) include increased guidance around career pathways by guidance counselors, transition specialists and special education case managers. In addition, the District received a Strong Workforce Program grant to implement Earn and Learn, a work-based learning database.

The District Campus Climate team meets regularly. One area of focus is on disproportionate rates of suspension: orange = students with disabilities, students who are African American/Black, and students who are Hispanic/Latino; red = students who are homeless (2019 Dashboard). Beginning with the 2019-20 school year, the Coordinator of Special Services participates on the team. While local data shows a decrease in suspension from the 2019-20 to 2020-21 this is largely due to students not being on campus until April 2021. While anecdotal data would support an increase in suspensions for the 2021-22 school year, efforts to implement courses and programs that provide behavioral correction and support in lieu of suspension have increased. For instance, there was far more use of Saturday School which provides students with counseling to review the incident, create a plan for future change and share that plan with the home school site.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

For the best picture of the work that goes on throughout the district each school year on behalf of the students and families in the FUHSD, the school plans are the key source of information. A plan for each comprehensive site is presented to the Board of Trustees in the fall with a mid-year update during 2nd semester, this year in alignment with the Supplement to Annual Update for 2021-22 LCAP. For the 21-22 school year many efforts and interventions were adapted given that students and staff were continuing to reconnect to the educational environment given the transitions from remote to hybrid to in-person learning. Considerable effort was made to create alignment between school plans, the plans created for accreditation through the Western Association of Schools and Colleges (WASC), and the LCAP. All are guided by the four goals of the FUHSD:

- Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student

- Goal # 2 All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.
- Goal # 3 Every student will feel safe, cared about, and both academically and socially engaged in school.
- 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.

The actions and services within the 2021-24 LCAP, approved by the Board of Trustees on June 22, 2021, remain in alignment with our goals and reasonably calculated to provide educational benefit to our students, particularly those in identified groups. While these are all important, the District is watching most keenly the expected measurable annual outcomes in the following areas.

Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

- By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.

This progress is further bolstered by the A-G Completion Improvement Grant. The FUHSD plan was Board approved on April 5, 2022.

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

- At FHS and HHS, increase student engagement and reduce “D” and “F” grades by 10% in English/EL and math as compared to prior year 9th grade students (Comprehensive Coordinated Early Intervening Services (CCEIS)).

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

- 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.
- Increase the portion of students who respond positively when asked about sense of well-being (safe and cared about).

Due to the COVID-19 pandemic the FUHSD has not been able to administer a student survey since January 2019. The CA Healthy Kids Survey will be administered in January 2023. This will provide us with the opportunity for correlation with certain areas of the 2019 results as well as districts similar to ours.

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.

- Increase the % of parent participation in programs for students who are homeless, foster youth, low income, English Learners and students with disabilities.

As more committees reconvene, in particular the Citizens Advisory Committee and the District Wellness Council, efforts will be renewed to diversify participation.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the FUHSD are identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

School site principals shared their annual plans with School Site Council (SSC) and PTSA (Parent Teacher Student Association) in the fall. The mid-year update is shared with School Site Council during 2nd semester. School plans are aligned to the 4 FUHSD LCAP goals and feedback is solicited specific to student progress.

Cupertino HS: November 16, 2021 and January 25, 2022

Fremont HS: May 12, 2022

Homestead HS: September 2021 and March 8, 2022

Lynbrook HS: March 15, 2022

Monta Vista HS: April 5, 2022

At FHS the School Plan for Student Achievement was also reviewed with and agreed to by School Site Council (SSC) on May 12, 2022.

Feedback from students was solicited through IntraDistrict Council on April 25, 2022.

During the COVID-19 pandemic the FUHSD has continued community engagement through our COVID-19 Taskforce/Reopening Committee. This group has served as the District's LCAP Advisory team. Meetings were held on August 5, 2021, October 14, 2021 and January 20, 2022. Our COVID protocols were reviewed in connection with the ELO Grant and ESSER Funds that are supporting these efforts. Attendees include 3 students; 13 parents (PTSA, School Site Council, parent of a student with a disability); 7 staff members (6 certificated and 1 classified); both District nurses; 13 administrators/managers (5 site-principals, 8 District Office); and 2 Board members.

SELPA LCAP consultation occurred on April 26, 2022.

On April 27, the District Coordinator who oversees the FUHSD English Language Development program held a District English Language Advisory Committee (DELAC) meeting. It was attended by students, parents and staff representing all 5 comprehensive sites. Discussion prompts were focused on each of the 4 LCAP goals.

Another group of educational partners that have served in the role of District LCAP Advisory team is the Citizen's Advisory Committee. This group reconvened on May 10, the first time since the Fall of 2019. While their primary purpose has been to provide support and input regarding the declining enrollment that has been addressed since the 2015-16 school year in regards to Lynbrook High School and is now impacting the four other comprehensive sites to varying degrees, they have received significant education on district programs and processes that allows them to provide input on a variety of needs for students and programmatic emphases within the District.

In addition to the certificated and classified members of the FUHSD staff who participate on the COVID-19 Taskforce/Reopening Committee and the Citizen's Advisory Committee, both of which had a role in the LCAP input and review process during the 2021-22 school year, input is also gathered through our bargaining groups: CSEA and FEA.

The LCAP is presented to the FUHSD Board of Trustees during a study session on June 21, 2022 with approval sought on June 23, 2022.

A summary of the feedback provided by specific educational partners.

Feedback from parents in attendance at FHS SSC included interest in how decisions are made about adding or deleting courses, the importance of providing students with opportunities to explore careers and career paths as an option following high school, and the conflict between the 100% metric for A-G completion and a value of paths in addition to post-secondary education right after high school.

Students continued to be focused on how their voice and advocacy can be reflected in efforts and decisions implemented within the District. During the 2021-22 school year two prominent topics have been equity and mental health/wellness.

Feedback provided by the taskforce included a focus on balancing COVID-19 safety protocols with providing students a return to activities and structures they experienced prior to March 2020.

Students and parents in attendance at the DELAC meeting April 27, 2022 shared many details about what has supported student success and what else they feel might be helpful to their students. Feedback included for:

Goal 1

- Help students find volunteer opportunities outside of school
- Very happy with the program of studies
- Lots of speaking and listening, but would like more explicit grammar instruction
- ELD programs are very helpful for our students
- DELAC has been very helpful and educational
- If there is no sheltered class, would like to get more help from the mainstream teachers.
- The themes covered are good and the time spent in class is adequate.
- Teachers are nice and empathize with their students.
- ELD curriculum very fascinating and interesting
- Need for scaffolds in some classes
- Would want more speaking opportunities outside the classroom

Goal 2

- Students are getting what they need in their classes
- Would want to be more challenged in classes
- Academic rigor is good, but hard to tell if the classes are adequate to prepare students for college currently
- Students appreciate opportunities to speak/have discussions with other students
- Would want more information about colleges

Goal 3

- Students making friends in ELD class
- There were no sheltered classes in middle school and student felt intimidated. In sheltered classes in high school, students feel more comfortable asking questions
- Teachers seem to care about their students' well-being and listen to parent/student opinions
- Students are participating in club activities
- Very supportive and students feel they belong
- Sometimes the competitive school environment leaves student feeling out of place
- Would like more person-to-person communication rather than messaging

Goal 4

- ELAC and DELAC gave us a place to be involved
- Too many emails and hard to manage
- Hard to get immediate responses from counselors sometimes
- Would want to have more "outside-the-classroom" learning activities (e.g., field trips)

During the CAC meeting, participants reviewed their understanding of the District's commitment to maintain holistic offerings at the comprehensive sites including support for staff and interventions for students who are performing at levels different from their peers. Feedback that was received from educational partners by May 10, obtained through the above processes, was reviewed by the CAC.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The FUHSD considers our four goals to be well-established and broad enough to allow for modifications and additions of actions. Educational partners continue to agree that the current four goals are relevant to the needs across the District. Input provided by educational partners essentially served to reinforce the current LCAP goals and overall action plan and validated the strong relationship between current LCAP goals, metrics, and actions/services. The District did not receive input that necessitated a change to the Actions/Services in place within the 2021-24 LCAP.

Goals and Actions

Goal

Goal #	Description
1	Sustain generally high student performance while ensuring high levels of learning from every student.

An explanation of why the LEA has developed this goal.

Goal 1 was developed to address the need for all students to achieve high academic performance while ensuring that the needs of homeless or foster youth, English Language Learners, and students with disabilities to achieve at levels similar to their peers were addressed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.	Students meeting A-G, Class of 2020 Afr Am/Black 61.1% Asian 94.2% Filipino 81.3% Hispanic/Latino 43.2% White 77.8% Two or more races 83.2% English Learners 46.5% Socioecon Disadv 54.8% Students w/Disabilities 27.5% All Students 83.6%	Students meeting A-G, Class of 2021 Afr Am/Black 73.3% Asian 94.3% Filipino 73.1% Hispanic/Latino 44.7% White 75.5% Two or more races 80.6% English Learners 44.3% Socioecon Disadv 53.5% Students w/Disabilities 29.5% All Students 83.9%			100% for all identified groups
By student group, increase to 100% the number of students	Students meeting/exceeding standard:	Due to COVID related school closures, a limited number (388			100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).</p>	<p>ELA/Math (2019): Afr Am 61% / 22% Asian 89% / 92% Filipino 82% / 55% Hispanic 44% / 25% White 85% / 78% Two or more 85% / 74% EL 15% / 29% SED 52% / 38% SWD 26% / 18% All Students 82% / 78%</p>	<p>out of 2,649) of students participated in the SY 20-21 CAASPP testing. The small number of students is not representative of our district's demographics and should be used sparingly as a data reference about FUHSD's academic progress:</p> <p>These data below are referencing CAASPP administration year 2021.</p> <p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 92%/89% African American --/-- Asian 95%/95% Filipino --/-- Hispanic 76%/42% White 96%/91% Two or More Races 91%/94% English Learners 65%/79%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Socio-Economic Disadvantaged 65%/79%</p> <p>Students with Disabilities 48%/48%</p> <p>Homeless Students - /--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</p>			
Increase to 95% the number of student who participate in the California Assessment of Student Performance and Progress (CAASPP).	94.9% in 2019	Due to COVID related school closures, a limited number (387 out of 2,649) of students participated in the SY 20-21 CAASPP testing. The small number of students (14.6%) is not representative of our district's typical participation.			95%
By student group, decrease the dropout rate.	<p>Class of 2020 cohort dropout rate by student group:</p> <p>African American: 2/23 (8.7%)</p> <p>Asian: 4/1,607 (0.2%)</p> <p>Filipino: 2/67 (3.0%)</p>	<p>Class of 2021 cohort dropout rate by student group:</p> <p>African American: 0/15 (0%)</p> <p>Asian: 13/1,711 (0.8%)</p>			0% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic/Latino: 59/422 (14.0%) White: 5/434 (1.2%) Two or More Races: 1/130 (0.8%) SED: 62/605 (10.2%) ELL: 31/254 (12.2%) SWD: 24/277 (8.7%) All: 73/2,698 (2.7%)	Filipino: 3/70 (4.3%) Hispanic/Latino: 39/369 (10.6%) White: 6/460 (1.3%) Two or More Races: 2/160 (1.3%) SED: 48/514 (9.3%) ELL: 28/230 (12.2%) SWD: 21/278 (7.6%) All: 64/2,801 (2.3%)			
By student group, increase to 100% the number of students who graduate.	Students meeting graduation requirements, Class of 2020 (number/%) Afr Am/Black 18/78.3% Asian 1573/97.9% Hispanic/Latino 338/80.1% Filipino 64/95.5% White 414/95.4% Two or more races 125/96.2% English Learners 198/78% Socioecon Disadv 504/83.3% Students w/Disabilities 207/74.7% All Students 2546/94.4% (2698 in cohort)	Students meeting graduation requirements, Class of 2021 (number/%) Afr Am/Black 15/100% Asian 1,676/98% Hispanic/Latino 311/84.3% Filipino 67/95.7% White 444/96.5% Two or more races 155/96.9% English Learners 192/83.5% Socioecon Disadv 445/86.6% Students w/Disabilities 220/79.1% All Students 2683/95.8% (2801 in cohort)			100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase to 100% the portion of English Learners (Long Term ELs) who become English proficient as measured by the English Language Proficiency Assessments for California (ELPAC).	School year 2019-20: EL in US < 1 year: 7 (1.80%) EL in US > 1 year: 131 (33.76%) All EL: 138 (35.56%)	School year 2020-21: EL in US < 1 year: 0 (0%) EL in US > 1 year: 201 (32.9%) All EL: 201 (31.65%)			100%
Increase English Learner reclassification rate to 100%.	EL students reclassified in 2019-20: 65 (8.1%).	EL students reclassified in 2020-21: 68 (8.1%).			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and support staff	Sustain a high quality comprehensive high school program. <ul style="list-style-type: none"> Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. Seek additional resources to support staff and expand program/services when possible: professional development opportunities, sections for targeted intervention, etc. 	\$139,806,114.79	No
1.2	ELA: Skill Development	The English Curriculum Lead, in collaboration with the Coordinator of Curriculum and Teacher Leadership, continue to support course-alike teams and deliver professional development to implement a rigorous, guaranteed and viable curriculum; honing students' argumentative skills; challenging students to read complex texts (and non-fiction, in particular); and building students' speaking, listening, and academic conversation skills.	\$223,782.52	No

Action #	Title	Description	Total Funds	Contributing
1.3	ELA: Instruction	In support of equity, social justice and increasing student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students, professional development opportunities for teachers will focus on ensuring high levels of learning for all students and expanding the canon of English literature that is implemented.	\$80,093.10	No
1.4	ELA: Targeted Intervention	Continue to 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 and Foster Youth, Academic Reading and Writing (Read 180) is implemented as a targeted intervention in support of course passage and A-G completion.	\$2,095,508.63	Yes
1.5	ELD: Targeted Intervention	<p>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. In addition, as described in the Title III plan,</p> <ul style="list-style-type: none"> • Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands. • Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives. • Cross-site ELD teachers will continue to meet after school/or during a release day 4 to 5 times per school year as inter-site 	\$4,068,877.34	Yes

Action #	Title	Description	Total Funds	Contributing
		PLCs. The work will include creating and revising curriculum, lessons and assessments. Teachers will also look at student work to determine necessary changes to the instructions. (UPDATED)		
1.6	Mathematics: Instruction	In support of all students having access to high-level mathematics where they can think deeply, engage in discourse to make meaning of their learning, and struggle productively, professional development opportunities for teachers will focus on collaborative learning to support productive struggle and increase math discourse with the goal of students becoming independent math learners.	\$75,404.89	No
1.7	Mathematics: Targeted Intervention	Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide programs targeted to Student with Disabilities, Algebra Workshop and Specialized Academic Instruction are implemented as targeted interventions in support of course passage and A-G completion.	\$350,177.29	No
1.8	Specialized Academic Instruction	Through districtwide collaboration of special education teachers, essential skills in the areas of ELA and math for Specialized Academic Instruction will be agreed upon and implemented to ensure that students receive content and structure in support of increased performance and transition to general education content classes. This will include consideration of benchmark assessments.	\$155,851.82	No
1.9	Targeted Intervention	Continue to 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 Language Learners, low-income students and Foster Youth through	\$180,187.20	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted participation in Academic Foundations course sections to improve course passage and A-G completion.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: The Fremont Union High School District (FUHSD) is a community-funded district with rising property tax values in a period of declining enrollment. This formula generally indicates positive financials if managed properly. In the current year, for example, our employees will see an approximate 5.4% salary increase for all bargaining groups which will be retroactive back to July 1, 2021 and ongoing. This increase allows our salaries, along with strong benefits, to remain amongst the most competitive in our county. Our strong financials also allow us the opportunity to provide and support strong professional development programs, multiple supports for our staff including, but not limited to increased support in the area of mental health. Our continued in-house teacher induction and new teacher support program also provide strong support for our new staff, in particular; both new to our district and new to the profession.

Action 2: The focus for 2021-2022 in ELA was primarily in Action 3.

Action 3:

- Asian American literature professional development (PD) study/design group – The English Curriculum Lead plans to facilitate multiple meetings for a group of approximately 8 teachers to study Asian American literature and to plan a PD for other teachers in the 2022-2023 school year. The objective is to review the ELA syllabus to include works by Asian American writers.
- The English Curriculum Lead facilitates a book discussion of Letting Go of Literary Whiteness. Participants consider various approaches to analyze fiction and to consider literature with an emphasis on racial literacy.
- TEACHING FOR EQUITY AND SOCIAL JUSTICE IN ENGLISH (TESJE). In this PD, teachers grow their skills in promoting equity and social justice in their classrooms, departments, and school sites.
- Due to a COVID surge in early 2021, the Asian American literature PD design group had to cancel a meeting. Consequently, the work in creating a PD on Asian American literature will need to be extended into the summer.
- Due to COVID, certain sessions of the book discussion and TESJE had to be rescheduled. Teachers were asked to implement learnings between sessions and to collect artifacts that represent their implementation and results on student learning.

Action 4: Academic Reading and Writing is a reading support class offered at Cupertino, Fremont, and Homestead that uses the Read 180 curriculum. Cupertino had a total of 16 ninth grade students initially enrolled in the Academic Reading and Writing class. One student was exited the first week of the school year, due to a proficient reading level. Three students were exited from the program during the semester based on parent request, although they were still not reading at grade level. Two additional students raised their Lexile scores to the proficient level and graduated from the program at the end of the first semester. No additional students were added after the start of the

school year. Of the ten students remaining in the program, seven have increased their Lexile scores by an average of 77 points. Fremont had 21 students in grades nine through 12 enrolled in the course at the start of the year. Of these, one student moved, one student moved to a different intervention, one student was exited the first week due to a proficient reading level, two students exited per parent request, although their Lexile scores were still below grade level, and one student graduated from the program at the end of the first semester. Four students were added to the class after the start of the school year. There are currently 17 students enrolled in the program. Of these students, 12 have improved their Lexile scores for an average of 136 points. Homestead had six students enrolled at the start of the year. Two of these students were dropped from the class at the start of the school year, as their Reading Inventory scores showed they were reading at grade level. Three students were added to the class after the start of the school year. One student graduated from the program in December and another student left Homestead High School during the first semester. Of the five students remaining in the class, three have demonstrated gains in their Lexile scores. All freshmen English teachers at Fremont and Homestead High Schools administer the Gates-MacGinitie Reading Tests at the start of the school year. Students who score at a sixth-grade reading level or below are given the Read 180 Reading Inventory assessment. Those students with Lexile scores that qualify for the Read 180 program are offered placement in an Academic Reading and Writing class. At HHS, very few students demonstrated reading abilities below the sixth-grade level and all were being served through other intervention programs; therefore, no students were added based on this screening method. The Reading Interventions PLC continues to meet monthly to develop curriculum, share best practices and review and monitor student progress. The team continues to implement the “Boot Camp” developed the previous summer and added to the curriculum in the 20-21 school year to hone in on, and explicitly teach, skills that students need to develop to be successful in the Academic Reading and Writing class as well as their general education classes. These skills include: identifying and analyzing text features, navigating text, identifying context clues, skim and scan, identifying central ideas and details, and summarizing.

Recognizing the achievement gap between students who receive special education services and their general education peers, the District invested in the Read 180 student application licenses for all ninth-grade students receiving their English instruction in a specialized academic instruction, small group environment. Teachers are able to use this online tool to supplement classroom curriculum and instruction. 72 students across the five high schools took the Reading Inventory during the first semester. Of those students, seven scored in the proficient range, ten scored Basic and 55 Below Basic. Students will take the Reading Inventory again by the end of the 21-22 school year to measure growth. Three of the five high school sites are actively utilizing the program on a consistent basis, whereas usage at the other two sites is more sporadic. A Reading Specialist was added to the Read 180 PLC group to support the SAI Literature and Writing teachers with the implementation of the program. A need for additional training has been identified. Three training sessions have been purchased and will be offered to teachers who will be teaching SAI English classes in the 22-23 school year during the summer. Additionally, the District is exploring the possibility of purchasing additional licenses to expand the program to students in grades 10 – 12 taking English in a small group setting.

Action 5:

- Professional development to support Integrated ELD teachers in Math, Science, ELA and Social Studies across the district to focus on “how English works” to bolster comprehension of academic English was conceived for potential implementation in 2021-2022.

Actual Actions/Services Action 5:

- Due to the ongoing COVID-19 pandemic, pivots had to be made. Instead of a collective PD event, small roundtables (on Zoom) were used for course-alike integrated ELD teachers in Math, Science, ELA and Social Studies across the district to share instructional

dilemmas and strategies. The Roundtables were facilitated by the Coordinator of Curriculum and Teacher Leadership and Curriculum Leads.

- Several ELD teachers were on leave throughout the school year in 2021-2022, but the ELD 3 PLC met twice on Zoom.
- Two teachers of Long-term ELs read *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads*. This study group will identify promising strategies to implement in a cycle of inquiry in classes for Long-term learners.
- The professional development originally conceived for 2021 will be offered in 2022 for Integrated ELD teachers in Math, Science, ELA, Social Studies and electives across the district. The PD will focus on (1) providing input on new information in everyday language to help students understand the concept first. Then, introduce academic language for students to summarize and explain the concept layered with academic language and (2) using text-dependent questions to prompt students to focus on “how English works” as they read.

Action 6:

- Statistics and Probability PD - This PD is intended to equip teachers with foundational content knowledge and effective teaching practices needed to teach the essential and important statistics standards called for by the Common Core. A cross-site planning team will make a case for why it is important for all students to learn statistics and probability. Real data will be used and the learning will be embedded in real world applications by exploring issues such as economic inequality, racial profiling and policing, environmental issues, and opportunity. Teachers will wear their “student hats” to engage in exploration and problem solving, highlighting the role of interactive learning in collaborative sense making. Teachers will reflect on their learning with their colleagues and apply their learning by planning to implement the ready-made lessons.
- Productive Struggle - In this two-part PD, teachers will engage in collaborative learning to answer the question, “What instructional materials, resources, and teaching practices can we use to provoke struggle?” Outcomes are: 1. Build community for productive struggle. 2. Select and design high level tasks to create opportunities for productive struggle. 3. Support productive struggle and facilitate math discourse. 4. Engage students in reflecting on their productive struggle to become independent math learners.

Actual Actions/Services Action 6:

- The math Curriculum Lead facilitated two sessions during the 2021-2022 school year on productive struggle for teachers in various math courses to learn moves that contribute to creating an environment that causes students to struggle productively as a community of practice as they work through high-level tasks. One session was postponed due to COVID. Teachers have taken the sample Stats lessons to implement in their classroom.
- The series of Statistics PD was offered. Due to COVID, some teachers were not able to attend. As a result, the intention is to repeat the series in 2022-2023 for teachers who missed it in 2021-2022.

Action 7:

All special education staff were provided with resources and strategies to define and support executive function skills in students. This was presented in October and included the sharing of resources via a google folder to allow access across time.

A new universal assessment tool was introduced to measure progress for reading and math. The STAR assessment is being given three times in the year. Star Assessments are computer-adaptive tests that measure reading, and math skills. Teachers will be able to use the data to inform instructional practice as well as to monitor and report on IEP goal progress.

SAI teachers in Math and Science met to discuss curriculum pacing, and to collaborate on instructional practice. Each group held a professional development workshop connected to the general education curriculum and to deepen understanding of strategies and supports for students with disabilities.

The District has also invested in Renaissance STAR Reading and STAR Math assessment licenses for all students in grades nine and ten who are receiving special education services. The long-term goal of the program is to assess students three times per school year and use the data to drive curriculum and instruction in special education English and math classes to provide support targeted specifically to student needs. Implementation in the 21 – 22 school year has been slow. Training specific to the use of data in driving instruction is needed and will be addressed beginning with the 22 – 23 school year.

Action 8:

For SAI Math, teachers were invited to a targeted workshop led by the general education math curriculum lead titled Approaching Algebra with Manipulatives and Visuals. The group was provided with problem solving opportunities and various manipulatives for implementation. This created a likely scenario of classroom productive struggle. Teachers were highly engaged and shared various situations in their class to learn from each other.

For SAI ELA in addition to teachers being given access to assessment through STAR, each teacher was given a subscription to Read 180. The Read 180 program is integrated at least 1 time per week to help students improve their comprehension skills and reading proficiency.

There is a districtwide focus in special education on global literacy skill development for next year. The team is working to organize resources, continue intervention work with Read 180 and to create broader professional development for all staff on reading disabilities.

The District has also invested in Renaissance STAR Reading and STAR Math assessment licenses for all students in grades nine and ten who are receiving special education services. The long-term goal of the program is to assess students three times per school year and use the data to drive curriculum and instruction in special education English and math classes to provide support targeted specifically to student needs. Implementation in the 21 – 22 school year has been slow. Training specific to the use of data in driving instruction is needed and will be addressed beginning with the 22 – 23 school year.

Action 9: Academic Foundations continued to be offered at Fremont and Homestead High School with a particular focus on the achievement of English Language Learners, low-income students and foster youth. Due to the social-emotional needs of students in the transition back to in-person learning and unexpected impacts to the time and role of site administrators that the focus was on maintaining, not monitoring or developing the program. For the 22-23 school year Unified Insights, a customized student data analytics system will be in place and implemented to guide a rigorous process of course evaluation. The AF students from 21-22 (and each future group) will become a cohort through which current and future course passage and a-g completion will be monitored. This process will be utilized to guide further development or possibly a change in intervention, as necessary based on student progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5.4% increase in staff compensation that was retroactive back to the start of the 2021-22 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: effective as a result of the approximate 5.4% salary increase. No change in the action as written for 22-23.

Action 2: effective as the EL graduation rate remained stable at 78%. While the focus of the English Curriculum Lead during the 21-22 school year was on staff professional development, this action remains key to student progress. In the future there will be a focus on building students' speaking, listening, and academic conversation skills. No change in the action as written for 22-23.

Action 3: effective given the professional development that was provided during 21-22 and the plans to continue for 22-23; graduation rate increased from 94.4% to 95.8%. No change in the action as written for 22-23.

Action 4: overall effective. While the a-g rate metric for students who are SED decreased from 54.8% to 53.5%, the rate for students with disabilities increased from 27.5% to 29.5%. In addition, the District has invested in Renaissance STAR Reading and STAR Math assessment licenses for all students in grades nine and ten who are receiving special education services. The long-term goal of the program is to assess students three times per school year and use the data to drive curriculum and instruction in special education English and math classes to provide support targeted specifically to student needs. Implementation in the 21 – 22 school year has been slow. Training specific to the use of data in driving instruction is needed and will be addressed beginning with the 22 – 23 school year. No change in the action as written for 22-23.

Action 5: effective given the professional development that was provided during 21-22 and the plans to continue for 22-23; EL graduation rate remained stable at 78%. While no details were changed, Action 5 has been updated to remove the school year as each year the details are aligned with the Title III plan.

Action 6: effective given the professional development that was provided during 21-22 and the plans to continue for 22-23; graduation rate increased from 94.4% to 95.8%. No change in the action as written for 22-23.

Action 7: progress towards effective, the previous year the a-g rate for students with disabilities increased from 27.5% to 29.5%. No change in the action as written for 22-23.

Action 8: progress towards effective. Benchmark assessments are being implemented and participation of students with disabilities in general education more than 80% of the day has increased from 32.4% to 40.87% to 46.3% as of October 2021. No change in the action as written for 22-23.

Action 9: in progress. The implementation of Unified Insights will guide a rigorous process of course evaluation. No change in the action as written for 22-23.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The High School Dropout Rate Metric was added to the 22-23 LCAP. While no details were changed, Action 5 has been updated to remove the school year as each year the details are aligned with the Title III plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address the need for a guaranteed and viable curriculum to support all students and provide them with preparation for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	Students completing AP courses (2019-20): # who completed an AP course/# in the subgroup = % All Students 4428/11,071 = 40.0% American Indian 0/16 = 0% African American 8/78 = 10.3% Hispanic 169/1623 = 10.4% Pacific Islander 7/30 = 23.3% Two or more races 208/660 = 31.5% Asian 3499/6522 = 53.6%	Students completing AP courses (2020-21): # who completed an AP course/# in the subgroup = % All Students 4644/10,618 = 43.7% American Indian 1/24 = 4.2% African American 9/86 = 10.5% Hispanic 179/1,595 = 11.2% Pacific Islander 9/31 = 29% Two or more races 241/663 = 36.3% Asian 3619/6,283 = 57.6%			Increase by 2% underrepresented students completing AP courses in 2021-22, 2022-23, and 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 537/1733 = 31.0% SED 297/1657 = 17.9% SWD 44/1017 = 4.3% EL 55/843 = 6.5%	White 585/1,665 = 35.1% SED 197/1,551= 12.7% SWD 51/1,014= 5% EL 61/833 = 7.3%			
Increase the percentage of students who have passed an AP exam with a “3” or higher.	In 2020, 4,432 students took 10,653 exams with a pass rate of 91.5% compared to 90.7% from the previous year.	In 2021, 4,472 students took 11,003 exams with a pass rate of 86.5% compared to 91.5% from the previous year.			Maintain or increase pass rate, while maintaining or increasing the number of students who participate in AP
Increase the number of FUHSD courses that result in credit from a post-secondary program.	4	15 (March 2022)			10
By student group, increase to 100% the number of students deemed “ready for college” or “conditionally ready for college” as measured on CAASPP with a score of 3 or 4 to indicate “met or exceeded standard” in the area of ELA and Mathematics.	These data below are referencing CAASPP administration year 2019. Data isn't available for the 2020 administration due to COVID related closures. Student Group % “Met or Exceeded Standard” in ELA/Math:	Due to COVID related school closures, a limited number (388 out of 2,649) of students participated in the SY 20-21 CAASPP testing. The small number of students is not representative of our district's demographics and should be used sparingly as a data			100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students 82%/78%</p> <p>African American 61%/22%</p> <p>Asian 89%/92%</p> <p>Filipino 82%/55%</p> <p>Hispanic 44%/25%</p> <p>White 85%/78%</p> <p>Two or More Races 85%/74%</p> <p>English Learners 15%/29%</p> <p>Socio-Economic Disadvantaged 52%/38%</p> <p>Students with Disabilities 26%/20%</p> <p>Homeless Students --/--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</p>	<p>reference about FUHSD's academic progress:</p> <p>These data below are referencing CAASPP administration year 2021.</p> <p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 92%/89%</p> <p>African American --/--</p> <p>Asian 95%/95%</p> <p>Filipino --/--</p> <p>Hispanic 76%/42%</p> <p>White 96%/91%</p> <p>Two or More Races 91%/94%</p> <p>English Learners 65%/79%</p> <p>Socio-Economic Disadvantaged 65%/79%</p> <p>Students with Disabilities 48%/48%</p> <p>Homeless Students -/--</p> <p>"--" indicator that fewer than 10 students tested within</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the subgroup and data isn't published.			
100% of teachers will be highly qualified to teach the courses to which they are assigned.	School year 2020-21: 99% With full credential = 517 Without full credential = 5 Teachers Teaching Outside Subject Area of Competence (with full credential) = 22	School year 2021-22: 99% With full credential = 526 Without full credential = 9 Teachers Teaching Outside Subject Area of Competence (with full credential) = 18			100%
At FHS and HHS, increase student engagement and reduce “D” and “F” grades by 10% in English/EL and math as compared to prior year 9th grade students (Comprehensive Coordinated Early Intervening Services (CCEIS)).	FHS 2020 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 19.5% (# = 112) % of Ds & Fs in College Preparatory Math 17.2% (# = 104) HHS 2020 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 11.4% (# = 66)	FHS 2021 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 10.3% (# = 56) % of Ds & Fs in College Preparatory Math 16% (# = 80) HHS 2021 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 10.5% (# = 62)			FHS 2023 Term 1 9th Grade 82 Ds & Fs in Gen. Ed. English & ELD 77 Ds & Fs in Gen. Ed. Math HHS 2023 Term 1 9th Grade 49 Ds & Fs in Gen. Ed. English & ELD 52 Ds & Fs in Gen. Ed. Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% of Ds & Fs in College Preparatory Math 12.3% (# = 69)	% of Ds & Fs in College Preparatory Math 6.7% (# = 37) (January 2022)			
Develop and implement a Student Assistance Team (SAT) handbook, reflecting multi-tiered systems of support (MTSS), to guide practice, reducing the percentage of students referred for special education assessment by 5% (CCEIS and Differentiated Assistance (DA)).	98 students referred for special education across the district from 8/17/20-5/7/21	81 (end of the 21-22 school year: June 3, 2022)			86
Increase participation in the least restrictive environment for students with disabilities to the state target of 52.2% (Special Education Plan (SEP)).	40.87%	46.3% (October 2021)			52.2%
100% of students will have access to standards-aligned instructional materials/texts or	100%	100% (end of the 21-22 school year: June 3, 2022)			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
digital curriculum resources.					
Implementation of Academic Standards.	Implementation ranges from Full Implementation to Full Implementation and Sustainability	Implementation ranges from Full Implementation to Full Implementation and Sustainability (end of the 21-22 school year: June 3, 2022)			Full Implementation and Sustainability across all academic areas
English Learner Access to Common Core State Standards including English Language Development standards.	Full Implementation and Sustainability	Full Implementation and Sustainability (end of the 21-22 school year: June 3, 2022)			Full Implementation and Sustainability
Increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway.	Class of 2020: 216 pathway completers (8% of cohort). (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2021: 211 pathway completers (7.4% of cohort). (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)			Maintain or increase the number of CTE pathway completers/% in cohort from the Class of 2020.
Increase the percentage of students who have successfully completed both A-G requirements and a CTE pathway.	Class of 2020: 187 students in class of 2020 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2021: 188 students in class of 2021 completed A to G eligibility requirements and at least one CTE course pathway.			Maintain or increase the number of students meeting A to G eligibility and completing a CTE pathway from the Class of 2020.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum and Professional Development	<p>Sustain, and expand when possible, curriculum and professional development supports.</p> <ul style="list-style-type: none"> • A two-year, in- house induction program for new teachers. • Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer. • Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators. • Resources to attend external professional learning opportunities as appropriate. • Leadership learning opportunities for administrators. 	\$1,127,178.01	No
2.2	Learning Management System	Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System through professional development and course-alike team coaching to integrate technology and communication tools across content areas.	\$591,655.41	No
2.3	Student Data Analytics System	Implement the use of a customized Student Data Analytics System in order to provide ongoing, dynamic, monitoring of student academic progress and review of student progress in order to provide supports and interventions as appropriate.	\$170,000.00	No
2.4	Multi-Tiered Systems of Support	Continue to define and strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS), through the work of the Student Assistance Teams (SAT) including the development and implementation of a SAT handbook.	\$133,871.74	No

Action #	Title	Description	Total Funds	Contributing
2.5	Student Support	With a focus on students who are homeless or foster youth, monitor student progress towards graduation through coordination with the Educational Options Guidance Counselor and D/F/I counseling by Site Guidance Counselors and Administrators.	\$194,681.98	Yes
2.6	Instructional Materials	Routinely review instructional materials, including digital resources, to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.	\$23,854.66	No
2.7	Project-Based Learning in Science	Develop and implement a project-based learning (PBL) science course that is A to G eligible for the category of “d” Laboratory Science in order to provide additional access to NGSS-aligned science pathways that are College Preparatory and include real-world science application.	\$137,563.56	No
2.8	Online Course Content	Members of the Teaching & Learning team and teachers will acquire and/or develop course content across disciplines that can be accessed online, to meet a variety of student needs, thereby broadening reach across the district and providing varied opportunities.	\$170,518.44	No
2.9	Career Technical Education	Principally directed for students who are foster youth and low income while also addressing the needs of students with disabilities and foster youth in support of progress on the college/career indicator of the CA School Dashboard, continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for college credit and work-based learning.	\$41,150.73	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Teacher Recruitment	Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	\$31,358.34	No
2.11	Advanced Placement Courses	Through the collaborative work of the Curriculum & Guidance Council, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	\$1,346,241.23	No
2.12	Guidance Study Group	The Guidance Study Group and site teams will review and align their essential learning outcomes to accommodate the needs of the students as they return to in-person instruction. This work will include a focus on academic interventions post-remote learning.	\$61,232.30	No
2.13	Comprehensive Coordinated Early Intervening Services (CCEIS)	To increase student engagement and reduce “D” and “F” grades in English/ELD and math at FHS and HHS, teachers will learn about and use culturally responsive teaching practices.	\$247,257.21	No
2.14	Access to General Education	In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on accommodations and differentiated instruction. <ul style="list-style-type: none"> • Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations. • Integrate the principles of Universal Design for Learning (UDL) into existing content of professional development for general and special education teachers. (UPDATED) 	\$155,851.82	No
2.15	Support in General Education	Teaching and Learning administrators will collaborate with New Teacher Mentors and Curriculum leads to define and promote a	\$155,851.82	No

Action #	Title	Description	Total Funds	Contributing
		continuum of support options for students with disabilities within general education.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1:

Induction

- 1) The induction program has not had any substantive differences in planned actions and actual implementation. The program still runs on a full-release mentor model, serving both Education Specialist and General Education Induction teachers. In addition, due to declining enrollment, we have many teachers who are transferring to new sites, so we have added optional mentoring support for these teachers.
- 2) The new teacher induction program has been proven effective in terms of the provision of support, as evidenced by several surveys and focus groups of new teachers. However, these actions have only limited impact on the Goal 2 (all students have access to a guaranteed and viable curriculum) because this goal requires teams of teachers to develop and implement curriculum. The induction program helps teachers to become integrated into their teams but does not necessarily attempt to impact the work of these teams beyond the experience of the new teacher.
- 3) The last several years have been incredibly challenging in terms of inducting new members to our profession during an ongoing pandemic. As we plan for next year, we continue to develop the professional learning program for new hires to find a balance between one-on-one coaching support from mentors, more formal learning in workshops and other formats, and influence over the teams that the new teachers are joining.

Leadership Learning

Summer Leadership Retreat – Administrators learned about “stock stories” and examined how our social environment can create and disseminate narratives that can perpetuate stereotypes. Participants considered potential ways to question and add nuance/complexity to these stock story narratives as a way to foster a more inclusive educational environment.

Professional development from Curriculum Leads and Program Administrator

The subject-area professional developments were implemented largely as planned. However, certain sessions had to be rescheduled due to the surges in COVID-19. Attendance was lower than pre-pandemic levels. These were the areas of focus in professional development by subject area in 2021-2022:

- English – (1) Asian American literature PD study group. Purpose is to design a PD for English teachers in 2022-2023. (2) Teaching for Equity and Social Justice in English. (3) Book discussion about Letting Go of Literary Whiteness. See Goal 1 – Action #3 for details.
- Math – (1) Productive Math Struggle PD. (2) Statistics and Probability. See Goal 1 – Action 6 for details.
- Social Studies – (1) Incorporating art into Social Studies instruction (2) Synthesis PD for US History teachers

- Science – Next Generation Science Standards Routine PDs for Biology, Chemistry and Physics teachers that emphasis phenomena and performance tasks
- EL – (1) Roundtable for Integrated ELD teachers by subject area. (2) Classroom observation of new ELD teacher. (3) Course-alike meetings of ELD 3 teachers. (See Goal 1 – Action 5 for details.)
- Our Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore how to better serve our students with special needs.

Action 2:

- 1) A team of teachers were given release time to build a site-based support team for the Schoology Learning Management System to increase the reach and effectiveness of on-going professional development and direct support.
- 2) By forming a team of teacher/practitioners, we were able to establish more trust and credibility with teachers on site, provide more targeted and experiential support, and create a better feedback system to get information from teachers to district administrators to help guide and shape support.
- 3) For this year, we are building on this model by allocating more full-staff professional development time and topics as an additional layer of learning opportunity.

Action 3: The Student Data Analytics System will be implemented during summer/fall of 2022. Initial key end-user training took place on Friday, April 8, 2022 after the “essentials” programmed commenced. The customized data build for integrating dynamic Schoology grade data is still being built and will be available for the school-sites to use in order to make timely decisions for students who may be missing substantial school work. The system will provide trend data at the district, school, and individual student level and will be able to be disaggregated and filtered depending on “at-risk” indicators.

Action 4: Through collaboration with staff in the SCCOE Accountability, Equity and Educational Progress Division, six meetings were held with district staff to review the Student Assistance Team (SAT) process and align practices across the district. The work was an extension of activities that began in the 2020-21 school year. Stakeholders from each school site reviewed evidence-based practice processes to develop a single cohesive flow for referrals. The SAT handbook will be published in August and necessitates district-wide training opportunities for implementation. Along with the publishing of a handbook, the collaborative meetings revealed gaps in understanding best practices for intervention monitoring and the timelines consistent with published research. Additionally, SAT members identified the high number of parent referrals requesting assessment of their student compared to the number of staff referrals identifying students of concern. The handbook will be accompanied with newly agreed upon forms for referral with a plan of increasing data monitoring for intervention effectiveness. Training will be required across the district for all staff to become familiar with the process, definitions of tiered interventions, and effective methods used in the classroom to collect data.

Action 5: At the end of each grading period, counselors and administrators at each school identify students who receive Ds, Fs, and Incompletes (D/F/Is). Students who are homeless or foster youth as well as those who receive multiple D/F/Is are considered priority students. Counselors and administrators meet with these students and develop plans of support for them. These meetings with a counselor or administrator are marked in Infinite Campus as “Academic Review,” “Academic Intervention,” or “D/F/I Counseling.” The progress of these students is monitored in subsequent grading periods with additional support provided as necessary, including consultation/coordination

with the Educational Options Guidance Counselor regarding students who are homeless or foster youth. Based on the data recorded in Infinite Campus, counselors and administrators made the following number of initial contacts per grading period with identified D/F/I students:

- CHS counselors and administrators made a total of 2715 contacts with students for “D/F/I Counseling”
- FHS counselors and administrators made a total of 991 contacts with students for “D/F/I Counseling”
- HHS counselors and administrators made a total of 1210 contacts with students for “D/F/I Counseling”
- LHS counselors and administrators made a total of 637 contacts with students for “D/F/I Counseling”
- MVHS counselors and administrators made a total of 1514 contacts with students for “D/F/I Counseling”

Action 6: Teachers in both English and Social Studies continued to work on diversifying their curriculum. Supplemental Instructional materials, most often in literature, that reflected our commitment to equity by exposing students to a wider variety of cultural viewpoints, were purchased and implemented, .

Action 7: The “Science and Society” course was proposed and approved for development by the FUHSD Board of Trustees December of 2021. The curriculum development and curriculum review committee concluded the course planning January 2022. The course earned A to G approval February 2022 as a “d” eligible lab science and was part of the 2022-23 course request process. Across the district, the course currently has 575 student requests in its first year of course implementation. This course was designed around the main tenants of project-based learning (PBL) and will be implemented with this structure across the district. All Science and Society teachers have attended a professional training in PBL or will do so this coming summer. Summer collaboration is scheduled to support teachers in planning for the coming year in its inaugural year. Ongoing weekly collaboration across the district will continue throughout the 2022-23 school year to allow for teachers to coordinate upcoming routines in order to continue to maintain continuity of the curriculum as well as adherence to the course’s original design.

Action 8: With the continued COVID-19 pandemic and requirement that districts offer an independent study program during the 2021-22 school year, the focus of online course content across disciplines was on the implementation of Edgenuity/Imagine Learning. This online platform has broadened course offerings to include honors and advanced placement as well as electives. A new program, Remote Excel, was initiated this year for students were already participating in 8th block and required additional credit recovery opportunities or who are not able to attend 8th block. Students are assigned the online credit recovery coursework and then meet with a teacher one evening per week to check-in and receive support as needed based on their progress.

Action 9:

Partnerships with Local Community Colleges:

-Statway continued with Foothill College and had 23 participants. For the 2022-23 school year there wil. be three sections.

-We continue to offer 2 dual enrollment pathways in partnership with Foothill College: Kinesiology at FHS served 23 students and Law (new for 21-22) served 40 students. This pathway will expand to two capstone courses for the 22-23 school year: Business Law and Law & Society.

-The Health Careers Pathway at CHS transitioned to De Anza College and served 21 students.

-In other partnership with De Anza College the Automotive Pathway was discontinued due to low enrollment two years in a row. Students are encouraged to participate either at Fremont High School or De Anza within the existing courses. The Child Development Pathway did not

have any high school enrollment. The structure and timing of the course has been rearranged for the 22-23 school year in order to continue to recruit high school students while incorporating college students to ensure robust attendance.

- CTE Early College at FHS, in coordination with Foothill College, will begin its first cohort with the 22-23 school year.

District Administrators worked with administration from each school site to sustain Career Technical Education courses that prepare students for college and career and support them to pursue their passions.

Partnerships with Local Businesses

-FHS is maintaining its Project Lead the Way Engineering Pathway with 5 sections. For the 2020-21 school year this included 3 sections of the new course Engineering Essentials leading to Introduction and Principles.

-MVHS has continued its Project Lead the Way Engineering Pathway with 2 sections of Introduction to Engineering Design and 1 section of Principles of Engineering.

-HHS continues to offer their Project Lead the Way Engineering Pathway with 2 sections of Introduction to Engineering Design and a section of Principles of Engineering.

-CHS continued its Environmental Engineering Pathway with Introduction to Engineering and Alternative Energy. They also had a student participate in Principles at HHS in order to continue his pathway progress.

-FHS and HHS began to offer a new course, Digital Innovation and Design, during the 2016-17 school year developed with the intention of providing students who are underrepresented in STEM-fields (particularly Computer Science) with the opportunity to learn key skills to ready them for FUHSD's Java Programming course. There were 60 students who participated in 2016-17, 54 in 2017-18, 43 in 2018-19, in 59 in 2019-20, 88 in 2020-21 (FHS grew from 1 to 2 sections) and 87 in 2021-22.

Create opportunities for students to learn about how their passions connect to potential careers: due to the continued effects of the COVID-19 pandemic activities such as Career Days and Job Shadowing remain on hiatus. In addition, CTE teachers generally have one or more speakers come (or zoom in) to class to share information about careers related to the industry sector for that course.

Students have the opportunity for industry-recognized certifications in the following pathways:

-Patient Care (Sports Medicine & Kinesiology): CPR

-Food Science, Dietetics & Nutrition and Food Service & Hospitality (Culinary 1 & 2; Food Science): ServSafe Food Handler's and/ or ServSafe Manager-level at 1 school

-Transportation (Auto Tech 2): Student ASE Certification

-Engineering (Environmental Engineering Pathway): Computer-Aided Design certification

Beginning with the 2020-21 school year the FUHSD is a recipient, in consortium with the SCCOE, of a Strong Workforce Program grant to support licenses and implementation of Earn and Learn for development of Work-Based Learning opportunities.

The CTE Advisory Committee met on April 12, 2022.

For the 2021-22 school year the District continued to provide a CTE Certificate of Completion that can be earned in any of the 10 industry sectors currently in place. The certificate recognizes students who have attained work-based competencies and knowledge by completing a

designated Career Technical Education pathway and capstone course. Students who meet the eligibility criteria for the FUHSD CTE Certificate of Completion will receive a special certificate and a notation on their high school transcript. In order to be eligible for the certificate, students must earn a high school diploma, take the CAASPP ELA and Mathematics, and earn a GPA of 2.0 in industry pathway courses. This first year, 226 total students earned the certificate:

17 Arts, Media, and Entertainment - Design, Visual, & Media Arts

18 Building & Construction Trades - Cabinetry, Millwork, & Woodworking

14 Business & Finance - Business Management

70 Business & Finance - Financial Services

1 Engineering & Architecture - Engineering Design

25 Health Science & Medical Technology - Patient Care

21 Health Science & Medical Technology - Public & Community Health

21 Transportation - Systems Diagnostics, Service, & Repair

19 Public Services – Legal Practices (new for the 21-22 school year given the capstone created in partnership with Foothill College)

Action 10: The Fremont Union High School District continues to work closely with partner universities such as Stanford University, Santa Clara University, and San Jose State University to identify, recruit and hire top quality teaching candidates. Additionally, we are looking more closely at the makeup of our student body as compared to that of our teaching staff, specifically. With studies to suggest that students often perform better when they see themselves reflected in their teachers, we are aiming to recruit and hire quality teachers who are increasingly reflective of our student body. Our high retention rate of 95% (averaged over the last three years) indicates the teachers in our district are happy and committed to a growth mindset for both themselves and the students they serve. However, with a high retention rate and declining enrollment, we are also seeing fewer opportunities to hire new staff. Therefore, a dual focus to provide quality professional development to our current staff while seeking high quality new teachers has become increasingly important. With this in mind, we asked ourselves the following question in the fall of 2021; to what extent has the gap of student-to-staff ethnicity closed over the past year, two years, three years. Although much of the data we analyzed is self-reported, we have seen an increasingly diverse ‘new hire’ class each year, despite the fact that each of our new hire classes in total, have been smaller due to high retention and declining enrollment. In addition to looking at the reflection of students in our staff, we have also needed to adjust/consider adjusting our practices to account for the impacts of COVID-19, which are still unfolding and unclear. We are generally seeing smaller candidate pools for open positions district and county wide and are potentially starting to see some retirements and/or resignations that would not normally be expected. Therefore, focusing our efforts on providing staff support, particularly in the area of mental health as well as work/life balance are becoming increasingly important. Considering more formal and thorough exit interviews with those who are leaving our district will also be helpful in gathering important data and information. Anecdotally, we are seeing that those who are resigning are largely doing so to pursue a career outside of education or to take time off to travel. This tells us that our focus not only needs to be retaining and hiring quality teachers, but also building the candidate pool by drawing people into the profession to build and maintain strong teachers for years to come.

Action 11: Expanding recruitment and opportunities for students in under-represented groups to participate in AP courses continues to be an area of focus and need within FUHSD. With the implementation of the Student Data Analytics System, targeted outreach will be possible to use the PSAT 10 data to identify students with correlated “AP Potential” and are within traditionally underrepresented subgroups in AP courses. The district continues to report annual enrollment data by subgroup for AP courses across the district and subsequent achievement

data with AP testing. Enrollment continues to be disparate and additional focus on recruitment and retention strategies continues to be part of the upcoming work for the Curriculum and Guidance Council.

Action 12: The Guidance Study Group (GSG) helped facilitate multiple discussions around supporting the transition of students back to in-person learning. The team also helped facilitate discussions with mental health support to plan and anticipate student needs for returning to campus in order to address the potential for significant mental health support demands. Academic interventions were ongoing throughout SY 2021-22 in order to help support students with recovering content missed due to the pandemic as well as structurally accommodating student needs for an alternate schedule as a result of the pandemic.

As part of the ongoing leadership with GSG, the team organized and facilitated both whole-guidance team discussions and site-based discussions around the guaranteed guidance program across our district. As a result, the alignment of the American School Counselor Association (ASCA) and Collaborative for Academic, Social, and Emotional Learning (CASEL) standards currently being covered across the district, aligned to the three guidance pillars of academics, college/career, and social-emotional learning, were established as part of the GSG work to define the work of the guidance counselors and guidance program in FUSHD.

Action 13:

- Teachers have been incorporating culturally responsive teaching practices since the start of school. There are co-planning opportunities for teachers with both FHS and HHS to allow collaboration and consultation on student progress.
- Teachers are meeting as a cross-district team on a monthly basis. In the meetings in Fall 2021, the teachers clarified their goals around student engagement in cognitively-demanding tasks and their ability to see mistakes as information on a journey of learning. They developed various strategies for “kid-watching” to collect and assess data on these two goals.
- Teachers agreed to use the PERTS Elevate Survey (<https://www.perts.net/elevate>) to measure progress on these goals across the year and administered the first round of the survey (see Outcome 4 for details)
- The teacher team is has made recommendations to share with others as this work is being implemented. The number of teachers working in this PLC will grow next year and these are being shared to them along with key stakeholders across the district.
- One thing that was not considered in the development of the objective is that the Fremont HS math department established a policy several years ago that teachers will not give D grades. Data that is collected reflects a full semester along with the first progress report in Spring semester.

Action 14: The Special education team members worked on developing an accommodation glossary to define the use and implementation of common accommodations on IEP documents. The completed the glossary will be available for all staff to discuss and consider in support of students.

Each site has been increasing the teaching partner opportunities for considering co-teaching. Additionally, departments and furthering the conversation of what “push-in” looks like to support students in general education classes combining the support of a special education teacher and paraeducator partnership. Utilizing this pairing expands the number of students and classes that can receive support in a given period.

Action 15: Staff have been offered workshops to learn more about universal design. The district's Professional Learning Team has been investigating high leverage practices in special education for future professional development design. PLT members have interviewed general education teachers, special education teachers, and students with disabilities to learn what is working in the process of supporting students in general education as well as how to increase the numbers of students with IEPs in general education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5.4% increase in staff compensation that was retroactive back to the start of the 2021-22 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: effective given the systems in place to support and teams in place to support and continue the implementation and professional development that was provided during 21-22 and the plans to continue for 22-23. No change in the action as written for 22-23.

Action 2: effective as the graduation rate increased from 94.4% to 95.8%. Students, families and staff are utilizing the system to support learning and communication. For the 2022-23 school year a teacher lead position has been added at the 5th school so that all sites have direct support for continued development and implementation. No change in the action as written for 22-23.

Action 3: in progress. implementation was delayed due to customization by the company. No change in the action as written for 22-23.

Action 4: effective. The SAT handbook has been completed and is ready for dissemination, training and implementation of agreed upon practices for the 2022-23 school year. No change in the action as written for 22-23.

Action 5: progress towards effective, stable graduation rate at 83.3% for students who are SED. With implementation of a student data analytics system a correlation between counseling and progress will be available. No change in the action as written for 22-23.

Action 6: effective, most particularly through ongoing research, review and adoption of supplemental instructional materials, most often in literature, that reflect our commitment to equity by exposing students to a wider variety of cultural viewpoints. No change in the action as written for 22-23.

Action 7: effective. Science and Society has been Board and UC approved and sections are in place at each comprehensive site for the 22-23 school year. The development team is transitioning to an implementation team who will continue to provide oversight to assist with ongoing evolution of the course. No change in the action as written for 22-23.

Action 8: in progress. accessible course content across disciplines is now available and addressed the needs of all students including English Language Learners and students with disabilities. The necessity to broaden this further than Educational Options and existing academic intervention courses will be reviewed over the course of the 2022-23 school year. No change in the action as written for 22-23.

Action 9: effective via growth in career pathways through dual enrollment and expansion of work-based learning opportunities; slight decrease in pathway completion from 8% to 7.4%. No change in the action as written for 22-23.

Action 10: effective based on the maintenance of ongoing partnerships with local credential programs. No change in the action as written for 22-23.

Action 11: in progress, increase in students who are African-American (10.3% - 10.5%), Hispanic (10.4% - 11.2%), students with disabilities (4.3% - 5%), and English Learners (6.5% - 7.3%); decrease in students who are SED (17.9% - 12.7%). With the implementation of the Student Data Analytics System, targeted outreach will be possible to use the PSAT 10 data to identify students with correlated "AP Potential" and are within traditionally underrepresented subgroups in AP courses. in addition, it is anticipated that course outreach and recruitment will be able to return to in person methods that were being upgraded just prior to the pandemic. No change in the action as written for 22-23.

Action 12: effective. 4-year plan in place to continue to monitor development and progress. No change in the action as written for 22-23.

Action 13: in progress, while student surveys show increase in engagement, student progress for the 2021-22 cohort was below the baseline (English/ELD 10.3% from 19.5% at FHS; 10.5% from 11.4% at HHS. Math 16% from 17.2% at FHS; 6.7% from 12.3% at HHS). Teachers have been incorporating culturally responsive teaching practices since the start of school and co-planning between FHS and HHS to allow collaboration and consultation on student progress. Shifting how students view their strengths and ability to gain academic skill takes time and receiving such messages in one class may not be enough for all students to generalize for overall success in their education. The team has expanded to more teachers within the disciplines of English and math for the 22-23 school year. Further discussion and review, including administrative team members, will need to occur to determine feasibility of expansion to other disciplines. No change in the action as written for 22-23.

Action 14: effective. From the baseline of 40.87% of students in special education spending 80% or more of their time in general education there are now 46.3% of students doing so. For 2022-23 this action has been updated to reflect the integration of the principles of Universal Design for Learning (UDL) rather than differentiated instruction. This will largely be guided by an new position, Instructional Coach. No change in the action as written for 22-23.

Action 15: in progress, students with disabilities who meet A-G requirement by the time they graduate increased from 27.5% to 29.5%. The goal for the 2022-23 school year is to have professional development opportunities that promote a continuum of support for students with disabilities within general education. No change in the action as written for 22-23.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metric regarding college preparedness was updated to reflect students deemed “ready for college” or “conditionally ready for college” as measured on CAASPP with a score of 3 or 4 to indicate “met or exceeded standard” in the area of ELA and Mathematics. Metrics were added for the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway and for the percentage of students who have successfully completed both A-G requirements and a CTE pathway. Action 14 has been updated to reflect the integration of the principles of Universal Design for Learning (UDL) rather than differentiated instruction.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed to address student engagement, wellness, and campus climate in coordination to ensure all students feel staff and cared about in support of being academically and socially engaged in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	<p>2019</p> <p>I find my coursework interesting:</p> <p>10% strongly agree; 44% somewhat agree; 24% neither agree nor disagree; 16% somewhat agree; 6% strongly disagree</p> <p>I find my coursework to be relevant to my life and career goals:</p> <p>12% strongly agree; 37% somewhat agree; 21% neither agree nor disagree; 20% somewhat agree; 9% strongly disagree</p> <p>I am involved in my school community:</p>	<p>Due to the COVID-19 pandemic the student wellness survey was not administered in January 2021. The District will administer the CA Healthy Kids Survey during the 2022-23 school year.</p>			<p>Increase the portion of students who</p> <ul style="list-style-type: none"> found their coursework interesting. found their coursework relevant to their life and career goals, are involved in their school community, and look forward to going to school each day..

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>12% strongly agree; 35% somewhat agree; 23% neither agree nor disagree; 19% somewhat agree; 11% strongly disagree</p> <p>I look forward to going to school each day: 8% strongly agree; 28% somewhat agree; 29% neither agree nor disagree; 22% somewhat agree; 14% strongly disagree</p>				
<p>Increase the portion of students who respond positively when asked about sense of well-being (safe and cared about).</p>	<p>2019 At this school I feel valued for who I am: 21% always; 38% often; 28% sometimes; 9% rarely; 4% never My peers treat me with respect: 32% always; 53% often; 12% sometimes; 2% rarely; 1% never Adults at my school treat me with respect: 39% always; 43% often; 15% sometimes; 2% rarely; 1% never</p>	<p>Due to the COVID-19 pandemic the student wellness survey was not administered in January 2021. The District will administer the CA Healthy Kids Survey during the 2022-23 school year.</p>			<p>Increase the portion of students who</p> <ul style="list-style-type: none"> • feel valued for who they are, • report peers treat them with respect, • report adults treat them with respect, • report adults care about their emotional well-being, and • feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Adults at my school care about my emotional well-being: 26% always; 35% often; 28% sometimes; 9% rarely; 3% never</p> <p>I feel safe at school: 44% always; 42% often; 11% sometimes; 2% rarely; 1% never</p> <p>I experience physical or verbal bullying or harassment at my school: 1% always; 2% often; 6% sometimes; 22% rarely; 68% never</p> <p>I experience online or cyber bullying or harassment 1% always; 2% often; 4% sometimes; 15% rarely; 79% never</p>				Decrease the portion of students who report they experienced bullying or harassment.
Maintain low expulsion rate and monitor that no student groups are over-represented among expelled students.	<p>Students expelled in 2019-20 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 2 (0.03%)</p> <p>Filipino 1 (0.34%)</p> <p>Hispanic/Latino 2 (0.12%)</p> <p>White 0 (0.0%)</p>	<p>Students expelled in 2020-21 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 0 (0.0%)</p> <p>Filipino 0 (0.0%)</p> <p>Hispanic/Latino 0 (0.0%)</p> <p>White 0 (0.0%)</p>			Maintain or decrease expulsion rate from 2019-20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or more races 0 (0.0%) English Learners 0 (0.0%) Socioecon Disadv 2 (0.11%) Students w/Disabilities 0 (0.0%) Homeless Youth 0 (0.0%) All Students 5 (0.04%)	Two or more races 0 (0.0%) English Learners 0 (0.0%) Socioecon Disadv 0 (0.0%) Students w/Disabilities 0 (0.0%) Homeless Youth 0 (0.0%) All Students 0 (0.0%)			
Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	Students suspended at least once in 2019-20 (% of student group): Afr Am/Black 2 (2.3%) Asian 47 (0.7%) Filipino 5 (1.7%) Hispanic/Latino 114 (6.8%) Pac Islander 0 (0.0%) White 33 (1.9%) Two or more races 16 (2.4%) English Learners 44 (4.9%) Socioecon Disadv 95 (5.1%) Students w/Disabilities 92 (8.3%) Homeless Youth 2 (5.9%) All Students 217 (1.9%)	Students suspended at least once in 2020-21 (% of student group): Afr Am/Black 1/94 (1.1%) Asian 17/6,318 (0.3%) Filipino 0/280 (0.0%) Hispanic/Latino 1/1,642 (0.1%) Pac Islander 0/32 (0.0%) White 2/1,685 (0.1%) Two or more races 0/665 (0.0%) English Learners 4/873 (0.5%) Socioecon Disadv 3/1,652 (0.2%) Students w/Disabilities 5/1,110 (0.5%) Homeless Youth 0/18 (0.0%)			Maintain or decrease suspension rate from 2019-20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All Students 21/10,951 (0.2%)			
Maintain or increase the percentage of students considered regular attenders and decrease chronic absenteeism.	92.5% of students considered regular attenders for school year 2018-19 Students considered chronic absentee in 2018-19 (% of student group): Afr Am/Black 14 (14.4%) Asian 154 (2.3%) Filipino 19 (6.7%) Hispanic/Latino 310 (18.6%) Pac Islander 2 (8.7%) White 159 (8.2%) Two or more races 42 (7.3%) English Learners 132 (14.6%) Socioecon Disadv 327 (16.3%) Students w/Disabilities 230 (21.4%) Homeless Youth 10 (66.7%) All Students 702 (6.3%)	95.2% of students considered regular attenders for school year 2020-21 Students considered chronic absentee in 2020-21 (% of student group): Afr Am/Black 14/92 (15.2%) Asian 75/6,267 (1.2%) Filipino 23/276 (8.3%) Hispanic/Latino 287,1,615 (17.8%) Pac Islander 6/32 (18.8%) White 85/1,667 (5.1%) Two or more races 25/657 (3.8%) English Learners 127/858 (14.8%) Socioecon Disadv 249/1,624 (15.3%) Students w/Disabilities 212/1,045 (20.3%) Homeless Youth 7/18 (38.9%) All Students 524/10,841 (4.8%)			Maintain or increase the percentage of students considered regular attenders from the 2018-19 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the number of students who graduate.	Students meeting graduation requirements, Class of 2020 (number/%) Afr Am/Black 18/78.3% Asian 1573/97.9% Hispanic/Latino 338/80.1% Filipino 64/95.5% White 414/95.4% Two or more races 125/96.2% English Learners 198/78% Socioecon Disadv 504/83.3% Students w/Disabilities 207/74.7% All Students 2546/94.4% (2698 in cohort)	Students meeting graduation requirements, Class of 2021 (number/%) Afr Am/Black 15/100% Asian 1,676/98% Hispanic/Latino 311/84.3% Filipino 67/95.7% White 444/96.5% Two or more races 155/96.9% English Learners 192/83.5% Socioecon Disadv 445/86.6% Students w/Disabilities 220/79.1% All Students 2683/95.8% (2801 in cohort)			100% for all identified groups
Monitor post-secondary program success as indicated by college entrance and persistence data.	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2020 reported 80% enrollment in postsecondary education institutions within the first year after high school with 18% attending a 2-	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2021 reported 80% enrollment in postsecondary education institutions within the first year after high school with 16% attending a 2-			Maintain or increase college entrance rates and persistence rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year institution and 62% attending a 4-year institution. 96% of students in the Class of 2018 who enrolled in college in their first year returned for their second year.	year institution and 64% attending a 4-year institution. 95% of students in the Class of 2019 who enrolled in college in their first year returned for their second year.			
Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	<p>CHS Sep 2020 98% Good - Main findings was minor termite/dry rot damage. This will be addressed by the bond program in the next 1-2 years.</p> <p>FHS Dec 2020 100% Exemplary – No Findings</p> <p>HHS Dec 2020 100% Exemplary - No Findings</p> <p>LHS Dec 2020 99% Exemplary – Minor deficiency in one restroom.</p> <p>MVHS Dec 2020 100% Exemplary – No Findings</p>	<p>CHS January 2022 97% Good - Minor termite damage, windows could be updated and HVAC units could be replaced.</p> <p>FHS January 2022 100% Exemplary - No Findings</p> <p>HHS January 2022 97% Good - School is in the middle of a full remodel. Buildings K, GSS, I are all new buildings, A and B are the next in the phase of remodel with A being just taken off line.</p> <p>LHS January 2022 99%</p>			Exemplary: 99-100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Good - Found slight dry rot near dumpster area on portables. MVHS January 2022 100% Exemplary - No Findings			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Sexual harassment, Title IX, Equity, Wellness	Coordinate District and school site efforts as they relate to sexual harassment and Title IX, equity, and wellness.	\$73,095.71	No
3.2	Campus Climate	Principally directed to support students who are foster youth or low income, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions, and engage in professional development. The group will include a representative from Special Services in support of students with disabilities to align practices with IEP compliance and behavior service referrals.	\$38,990.60	Yes
3.3	Campus Climate Interventions	Principally directed to support students who are foster youth or low income, while also addressing the needs of students with disabilities, maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	\$23,017.33	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Saturday School	Principally directed to support students who are foster youth or low income, while also addressing the needs of students with disabilities, continue use of the Saturday School program as needed to reduce suspensions rates for minor offenses including absenteeism, insubordination, and disruption.	\$31,878.08	Yes
3.5	Athletic Program	Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.	\$101,968.27	No
3.6	Attendance	Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	\$24,227.36	No
3.7	Mental Health and Wellness Student Support	Support student mental health and wellness through individual and small group access to School Based Therapists.	\$128,069.86	No
3.8	Social-Emotional Learning	The Guidance Curriculum Lead and the School-Based Therapist Lead will coordinate a Social-Emotional Learning four-year plan, student advisories covering mental health and wellness, and provide staff training and support.	\$68,865.92	No
3.9	Facility Maintenance	Maintain safe and updated schools through routine maintenance.	\$2,637,615.59	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: For the second year in a row the District has provided advisory lessons over the course of the school year that have focused on sexual harassment and Title IX, anti-bias and anti-racism, and wellness through the concepts of social-emotional learning. Efforts of the Campus Climate team have assisted in implementation of a reporting system on each campus for any incidents, including those of a sexual

harassment nature.

Action 2: During the 2021-2022 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators. The main focus during the Fall was alignment of intervention and discipline responses across the five schools. Other agenda items included attendance/Chronic Absenteeism, Intervention programs, Title IX and sharing of best practices.

Action 3: During 2021-2022 school year, the district reinstated many of its intervention programs. Offered monthly, the 60-minute Drug Intervention Class and the 120-minute Perspectives Positive Decision-Making courses are early level interventions for drug and behavioral offenses on campus. Students requiring additional support were assigned to the 12-week Botvin Life Skills Class that was scheduled in the Fall and Spring (but cancelled mid-cycle in the Fall due to staffing issues on the provider side). Students requiring more intensive drug counseling can be referred to the Starlight Recovery Services Intensive Outpatient Program. A parent presentation 'Alum Rock Counseling Center Presentation on Student Drug Use' was held in December 2021. The presentation and slides were posted on the FUHSD website for viewing by parents who were unable to attend the presentation.

Action 4: Saturday School has run on 11 (of 15 scheduled) occasions during the 2021-2022 school year. As of the end of March 2022: 240 total students have been referred; 206 total students have attended. There are 4 more sessions scheduled for the balance of the year. This is a significant increase, both in terms of referral and attendance, from the last full year we had Saturday School (18-19). Each Saturday School session is staffed by 1 administrator, 1 Para-Educator or Student Conduct Specialist, and at least 1 teacher and 1 counselor (psychologist or guidance counselor). The role of the staff is to review a student success plan with the student, discuss why they got in trouble, and how not to repeat their actions again. The last step is follow-up with school staff. Typical offenses that receive referral are possession of drugs, under the influence of drugs, minor theft, truancy, bullying, failing to go to drug or behavioral intervention. Cross pollination of Saturday School with drug and behavioral support interventions has been positive and could be part of the student success plan. Students are assigned to Saturday School in place of school suspension so an increase in referrals and attendance directly supports the goals of Action 4.

Action 5: Beginning in August 2019, a new model for the work of the FUHSD Athletic Directors was introduced at all five schools. Piloted in 2017-18 at Monta Vista High School (MVHS), the new model aims to support FUHSD efforts to develop a positive climate in athletics and address bullying and harassment issues through building leadership capacity in athletes and supporting the active mentoring of coaches. For the current year (2021-22), the 2019 AD model helped to continue the operation of this approach and its activities, as well as to begin monitoring its effectiveness in meeting the intended outcomes. There were no substantive differences in planned actions and actual implementation of these actions.

The "new" model for the work of the FUHSD Athletic Directors has served to address efforts aimed at supporting the development of a positive climate in athletics and address bullying and harassment through:

- building leadership capacity in athletes, and
- supporting the active mentoring of coaches.

However, the extent to which this model has been effective in meeting these outcomes needs to be evaluated in a more structured and comprehensive way.

Action 6: FUHSD continued to implement the Chronic Absentee Intervention (CAI) process developed in 2017. This process includes a Letter 1 sent to all students whose attendance meets or exceeds the limit for chronic absenteeism. Continued non-attendance earns a student another letter and a pro-attendance check in with a caring adult. The third letter is an invitation to a meeting with the District Attorney and key district support staff. The fourth letter is an invitation to a school site level Student Attendance Review Team (SART) meeting that draws several key staff members together with the student and family to address any barriers to attendance. The fifth letter is an official summons to a district-level Student Attendance Review Board (SARB) meeting. This meeting includes the Deputy District Attorney, a representative from the City of Sunnyvale and several key district staff members. The purpose of the SARB is to bring together the resources of the district and larger community to support a student's return to positive attendance. All of the student-facing letters and other materials in this process include positive, pro-attendance language. Return to in person school, COVID quarantines and community illness presented a significant challenge to tracking and supporting student attendance this year. The Chronic Absentee Intervention Task Force will reconvene in summer 2022 to review the procedures with all stakeholders in preparation for a renewed roll-out in 2022-23.

Action 7: The School Based Therapists at each school site provide mental health support and social-emotional counseling. Students are identified by staff, peer, and parent referral or drop in. School psychologists also receive student referrals and drop-ins. During the period of school closure due to COVID a wellness check in request process was created and located at each school's website. This process remained intact this school year and is now a common foundation of outreach and intervention. At each school site, therapists created new opportunities for scheduling meetings with an app called Calendly. Additionally, QR codes were added to help students make appointments using their phones.

The level of student need in the area of mental health has been extraordinary. Each school's mental health team has been working together to meet the needs of students as they arise and the number of crisis intervention, re-entry from hospitalizations, collaboration with private practice and community partners to align interventions, has increased significantly this school year.

Utilization of the wellness check in form from August to March is recorded below.

Cupertino HS: 25

Educational Options: 1

Fremont HS: 224

Homestead HS: 58

Lynbrook HS: 37

Monta Vista HS: 18

Total: 363

The number of unduplicated students seen by student advocates and school psychologists in the Fall semester was 1,037 with a total of 2,375 sessions. This data does not include students served through special education. Anxiety, Academic Stress and Depression were the top 3 topics addressed counseling. Of the 1,037 students 62% were female. Students were referred by staff as often as student's referred themselves for counseling. Using one-time COVID dollars an increase in staffing was possible at Fremont HS. One large portion of the work for the new therapist is to monitor student safety plans that have been created during risk assessments.

In the future the district is hoping to receive grant funding to identify wellness rooms at each site. The activities to build suicide prevention awareness could be broadened across the year instead of a one-time presentation. Currently the Program Specialist for Mental health is receiving consultation from HEARD (Health Care Alliance for Response to Adolescent Depression) alliance to review mental health policies and practices to assure we are training new staff and updating current staff with best practices in the field of risk assessments. Monthly meetings are held with Therapists to address broad issues on delivering school-based services and best practices aligned with licensure

Parent education has been expanded throughout the school year with various offerings of district and community partners. In August 2021 a webinar was offered to introduce the mental health resources available at each school site. Santa Clara county behavioral health representatives also participated to provide substance use prevention information and resources. Additional parent education webinars included:

- Nurturing Digitally Resilient Teens in Uncertain Times presented by My DigitalTat2
- Mandarin parent workshop – 2 series presented by FUHSD Therapist and School Psychologist
- MV parent workshops presented by FUHSD Therapist
- Building Strong Families – partnered with YMCA – Project Cornerstone
- Strengthening families through SLS and RCS – 8-week class for parents and students.

STIBS for intervention in general education to address chronic absentee. Referrals higher at the start of the school year and have diminished. There were 15 STIBS Gen Ed referrals this year. Of those, 11 received, or are receiving services. One of the reasons for the decreased number is that our provider lost a full-time clinician in the Fall. They asked us to put referrals on hold for approximately 2.5 months. We anticipate maybe 1-2 more students receiving services through the end of the year. Staff have asked about the sustainability to continue this effort and this is something we are considering in our general intervention programs.

The School Linked Services Campus Liaison received 280 total referrals this school year. 171 of those referrals were successfully closed with some type of connection or resource acquisition through Santa Clara County community resources. 77% of the referrals were searching for resources to address behavior and mental health.

Starting in 2022 our partnership with SLS increased to add therapy and case management at CHS and HHS through Rebekah Children's Services. SLS is funding a part time staff at each school to provide individual counseling and case management for Medi Cal eligible or uninsured students. There is also potential to grow small therapy groups for any interested student using short term topical curriculum developed by RCS. The Unconditional Education partnership with Seneca Families continues at Fremont HS. The support staff grew to 2 therapists and 1 behavior specialist. At this time there are 21 Medi Cal eligible students being served with therapy.

The SBT Curriculum Lead began working on the SEL integration across FUHSD. The focus has been to reframe the staff perspective on how SEL is integrated currently even if it is not called out as such. There has been an emphasis on classroom support to create a culture/community of validation and caring. The message has also emphasized that equity and SEL are inextricably linked as well as the idea that rigor and SEL are not mutually exclusive.

A student advisory was delivered in December and highlighted the building of self-awareness skills through self-efficacy. A second student

advisory will occur in April Working on a second advisory to give students an opportunity to reflect on the range of advisory topics this year and how they are connected to the district's belief in equity. Students will also be given time to complete a survey to provide input on further advisory development.

The SBT Curriculum lead has also developed monthly communication to staff through a newsletter, tips and tools and a website to provide various SEL activities for the classroom. Two school sites used prep period staff meetings for the SBT to introduce the integration of a mood meter and supporting activities. There have also been opportunities to explore and learn about SEL in the classroom through department meetings, PLCs and individual teacher outreach.

Action 8: Guidance counselors districtwide, in conjunction with the Guidance Curriculum Lead and the School-Based Therapist Curriculum Lead, went through an iterative process to identify ASCA behavior and mindset standards and CASEL standards that are currently covered at each individual school site and then identified district-wide guaranteed implementation. As part of our next steps, and with an emphasis on self-awareness skills, our guidance team will be identifying standards currently without coverage across the district and look to implement the content within the FUHSD guidance program in order to develop a four-year plan. As part of this work, Guidance Counselors were trained to interpret the ASCA/CASEL standards in order to identify associated content coverage. With that, additional next steps will need to include measurable outcomes and data collection based on student learning of the content.

SEL Student advisories for SY 2021-22 included the focus of self-efficacy as part of addressing self-awareness. For the upcoming SY, 5 district-wide advisories will incorporate social-emotional learning and anti-bias/anti-racism trainings for students. Additionally, students will also receive sexual harassment/sexual assault training.

Action 9: For 2021-22, FUHSD has experienced zero Williams Complaints.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5.4% increase in staff compensation that was retroactive back to the start of the 2021-22 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: effective as implemented through advisory and the Campus Climate Team. No change in the action as written for 22-23.

Action 2: in progress. Expulsion rate decrease for students who are SED 0.11% - 0.0% and all students 0.04% - 0.0%, remained 0.0% for students who are homeless. Suspension rate decrease for students who are SED 5.1% - 0.2%, students who are homeless 5.9% - 0.0%, and all students 1.9% - 0.2%. Chronic absenteeism decreased for students who are SED 16.3% - 15.3%, students who are homeless 66.7% -

38.9%, and all students 6.3% - 4.8%. Due to the COVID-19 pandemic and transition of administrators into the role of campus climate much of the 2021-22 school year was spent aligning practices and supporting calibration of interventions through continued development and implementation of restorative approaches, particularly in support of students who are Black and Hispanic, low income and foster youth and others who have been disproportionately disciplined. The incident reporting process remains in place on each campus. No change in the action as written for 22-23.

Action 3: effective given the variety of courses that are available, including Strengthening Families in Spanish, that address the behavioral needs of all students including students who are Black and Hispanic, low income and foster youth and others who have been disproportionately disciplined. Expulsion rate decrease for students who are SED 0.11% - 0.0% and all students 0.04% - 0.0%, remained 0.0% for students who are homeless. Suspension rate decrease for students who are SED 5.1% - 0.2%, students who are homeless 5.9% - 0.0%, and all students 1.9% - 0.2%. Chronic absenteeism decreased for students who are SED 16.3% - 15.3%, students who are homeless 66.7% - 38.9%, and all students 6.3% - 4.8%. No change in the action as written for 22-23.

Action 4: effective given the increase use of Saturday School as an alternative to suspension which incorporates behavioral change strategies. Expulsion rate decrease for students who are SED 0.11% - 0.0% and all students 0.04% - 0.0%, remained 0.0% for students who are homeless and students with disabilities. Suspension rate decrease for students who are SED 5.1% - 0.2%, students who are homeless 5.9% - 0.0%, students with disabilities 8.3% - 0.5%, and all students 1.9% - 0.2%. Chronic absenteeism decreased for students who are SED 16.3% - 15.3%, students who are homeless 66.7% - 38.9%, students with disabilities 21.4% - 20.3% and all students 6.3% - 4.8%. No change in the action as written for 22-23.

Action 5: partially effective. Adjustments to actions are being considered, based on feedback from ADs as the year has progressed. Additionally, a more structured approach to gathering and analyzing this feedback is required in order to evaluate the 2019 AD model's effectiveness in meeting intended outcomes. No change in the action as written for 22-23.

Action 6: in progress. For all students the percentage of students considered regular attenders increased from 92.5% to 95.2% and chronic absenteeism decreased 6.3% - 4.8%. Return to in-person learning, COVID quarantines and community illness presented a significant challenge to tracking and supporting student attendance this year. The Chronic Absentee Intervention Task Force will reconvene in summer 2022 to review the procedures with all stakeholders in preparation for a renewed roll-out in 2022-23. No change in the action as written for 22-23.

Action 7: effective based on the increased use of the Wellness Check-In form and Care Solace referrals. While individual counseling by student and session saw a significant increase, the social-emotional learning (SEL) implementation efforts occurring at the classroom and school level should show a leveling off or decrease over time. For all students the percentage of students considered regular attenders increased from 92.5% to 95.2% and chronic absenteeism decreased 6.3% - 4.8%. No change in the action as written for 22-23.

Action 8: effective given the implementation of the SEL 4-year plan, advisories with a focus on SEL and ongoing training including the work of the School-Based Therapist Lead. For all students the percentage of students considered regular attenders increased from 92.5% to 95.2% and chronic absenteeism decreased 6.3% - 4.8%. No change in the action as written for 22-23.

Action 9: effective given FIT ratings that are good and exemplary, ranging from 97-100% across the five comprehensive sites, and 0 Williams Complaints. No change in the action as written for 22-23.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric for attendance was updated to reflect maintaining or increasing the percentage of students considered regular attenders and decrease chronic absenteeism.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Goal 4 was developed to ensure a focus on incorporating input and participation from all educational partners in the efforts of the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the % of parent participation in programs for students who are homeless, foster youth, low income, English Learners and students with disabilities	During the 20-21 school year the District has engaged and received input from families through monthly webinars. Attendance is typically 150 participants and has been as high as 1500. DELAC attendance increased from an average of 20 to 50.	Webinars to solicit parent input were not held during the 2021-22 school year. Focus was on parent education where attendance has averaged 40 participants. DELAC attendance has ranged from 15-50 (May 2022)			Increase participation from 2022-23 by 2%.
100% of topic/program specific advisory groups include parent and staff representation,	100%	100% (end of the 21-22 school year: June 3, 2022)			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student where appropriate.					
Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).	El Camino Hospital, Unity Care, Anti-Defamation League, Seneca Family of Agencies, Sunnyvale and Cupertino Rotary, Foothill Family Engagement Institute, Silicon Valley Teen Therapy, My DigitalTat2	Project Cornerstone, (end of the 21-22 school year: June 3, 2022)			14 total
Increase to 100% the number of parents/guardians who have an active Infinite Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.	2020-2021 % of students with an active parent account (IC portal/SL portal): CHS: 65%/53% FHS: 67%/33% HHS: 66%/50% LHS: 71%/70% MVHS: 56%/52%	2021-22 % of students with an active parent account (IC portal/Schoology login): CHS: 69%/53% FHS: 63%/33% HHS: 68%/49% LHS: 75%/66% MVHS: 68%/53%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Surveys	Continue to implement an ongoing plan for survey administration including students, parents, and staff.	\$40,781.87	No
4.2	Communication	Continue positive and proactive communication about the District through community and media access to news and stories about FUHSD and supporting Board initiatives (office hours, communication corner on the website, etc.). (UPDATED)	\$107,908.09	No
4.3	Committees	Continue district committees such as Career Technical Education (CTE) Advisory Committee, Citizens Oversight Committee (COC), Citizens Advisory Committee (CAC), Special Education Local Plan Area (SELPA) II Community Advisory Committee, and the Community Taskforce on Student Wellness to get student, parent and staff input on these programs.	\$24,981.46	No
4.4	LCAP Review and Feedback	Partner with FUHSD high school sites to insure that an LCAP review and feedback item is included on the meeting agenda, at least once per year, for: <ul style="list-style-type: none"> • Parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres, • Student through leadership classes, English Language Development (ELD) classes, and FUHSD Student Intra District Council, and • Staff through School Site Council, Professional Leadership Advisory Team of Educators (PLATE) and teacher retention subcommittee. 	\$32,404.63	No

Action #	Title	Description	Total Funds	Contributing
4.5	Family Engagement and PTSA	Continue family engagement committee and cross-district PTSA meetings.	\$40,781.87	No
4.6	Parent Education	Principally directed to parents of students who are English Learners, foster youth and low income, provide parent education to strengthen the home to school connection.	\$51,944.48	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Due to the COVID-19 pandemic the student wellness survey was not administered in January 2021. The District will administer the CA Healthy Kids Survey during the 2022-23 school year. In April 2022, 6174 students responded to a survey administered as a wrap-up to the advisory lessons provided over the school year. When asked how often have you experienced racism or racial bias since the beginning of the school year 75% said never/almost never, 22.2% sometimes, and 2.8% often. 44.9% of students said they process and work through such situations when they occur and 47.3% of students said they have learned about anti-racism and anti-bias through advisory lessons.

Action 2: In the 2021-2022 school year, the bulk of both internal and external communication was focused on the topics of COVID-19 and the reopening of our campuses for full, in-person instruction in Fall 2021. A significant amount of communication was done around the State requirements for students impacted by the closure of schools over the course of the previous year, including the new requirements around Independent Study.

As in the previous year, the greatest challenge in this area of communication was the pace of change in guidance from both the County and the California Department of Public Health as the COVID-19 situation fluctuated in our community, particularly as case counts rose with the emergence of different variants, and the rapid pace that we needed to provide information to our students, families and staff in response to those fluctuations. The level of centralized communication from the District Office was maintained, particularly in the summer months as we prepared for a return to school with our full district population after more than a year of remote learning for most students. Several items that would typically be a central focus for the communications team, including proactive media outreach on positive news stories, continue to be significantly reduced due to the increased staff workload in other areas.

COVID-19 & School Reopening Communications

- The Return to School and COVID-19 Resources webpage has remained the hub for all parent and student communication on health and safety protocols and the return to in-person instruction. Regular email updates to families are archived on this webpage.
- The COVID-19 Resources webpage for staff has continued to be updated with resources, including information on health and safety

precautions and extended COVID-19 related sick leave.

- Regular parent/community and staff webinars were held throughout Summer 2021 on the return to in-person instruction, Independent Study and other State requirements designed to assist students negatively affected by the pandemic.
- Regular COVID-19 testing and vaccination communication to staff, including coordination of five vaccine clinics in the 2021-22 school year.
- Sharing of information from the COVID-19 Taskforce with the public via our website.
- Regular communication on a variety of mental health supports has been shared with both our families and staff throughout the school year. This has included information on the Wellness Check In-Form, other internal resources (including Title IX resources), mental health resources outside of FUHSD (particularly during school breaks) and our partnership with Care Solace.
- Continued the use of virtual tours of new campus buildings to allow families and the community to celebrate new construction projects with the District.

Historic Wall Project

- A historic wall featuring the 100-year history of FUHSD and its high schools and programs was completed as part of the new District Office campus. The wall tells the story of our founding and history to the community and will serve as an interactive and educational tool for students, families, staff and the broader community when they are visiting the District Office or Adult School for various reasons.

FUHSD Websites, social media, email news and other publications

- Continued support of school site websites and webmaster staff team, with streamlined communications, particularly on the topics of COVID-19 and the return to in-person instruction
- The District continues to share critical information with all parents and families through multiple channels, including through our website's email news communication tool and our dedicated social media accounts

Board Communication

- The Board Communication Corner on the FUHSD website is regularly updated by the Communication Coordinator and includes contributions from Trustees featuring their activities in support of the District and community. The Board Corner can be found on the FUHSD website at <https://www.fuhsd.org/about-us/board-of-trustees/board-communication-corner>.
- Audio recordings of our remote Board Meetings can now be accessed on our website at <https://www.fuhsd.org/about-us/board-of-trustees/board-meetings>
- The Board held two virtual Office Hours sessions in Fall 2021
- The Board held four community input sessions and provided several feedback opportunities during the search for a new Superintendent beginning in January 2022. A Superintendent Search webpage was created to house all information and updates related to the search process and timeline, as well as responses to Frequently Asked Questions: <https://www.fuhsd.org/newsroom/fuhsd-superintendent-search>

Action 3: Continuing efforts of obtaining student, parent and staff input on various FUHSD programs, the following district committee meetings were hosted on the following dates:

Career Technical Education (CTE) Advisory Committee: April 14, 2022

Citizens Oversight Committee (COC): September 13, 2021; December 6, 2021; and February 28, 2022

Citizens Advisory Committee (CAC): May 10, 2022

Special Education Local Plan Area (SELPA) II Community Advisory Committee: The Board meets monthly the first Wednesday of the month starting in August and ending in July.

The Community Taskforce on Student Wellness: on hiatus since March 2020. Will reconvene during the 2022-23 school year.

Action 4: Partner with FUHSD high school sites to ensure that an LCAP review and feedback item is included on the meeting agenda, at least once per year, for parents, students, and staff.

- School Site Council meeting dates:

Cupertino HS: November 16, 2021 and January 25, 2022

Fremont HS: December 1, 2021 and May 12, 2022

Homestead HS: September 2021 and March 8, 2022

Lynbrook HS: March 15, 2022

Monta Vista HS: Will be reviewed in Fall 2022

FUHSD District English Learner Advisory Council (DELAC) dates: December 12, 2021; February 16, 2022; March 30, 2022; and April 27, 2022 (feedback)

Site ELAC meeting dates:

Cupertino HS: September 8, 2021 and November 10, 2021

Fremont HS: September 29; November 17; and April 27

Homestead HS: September 29; March 15; and April 26

Lynbrook HS: September 22; October 20; January 26; March 23; and May 11

Monta Vista HS: September 2 and February 3

- Intradistrict Council: April 25, 2022

- PTSA Council meeting dates: October 11, 2021; December 13, 2021; February 14, 2022; and April 11, 2022

- Family Engagement Committee meeting dates: November 15, 2021; January 17, 2022; March 21, 2022; and May 16, 2022

- Professional Leadership Advisory Team of Educators (PLATE) meeting dates: October 14, 2021; November 18, 2021; December 16, 2021; January 20, 2022; February 17, 2022; March 17, 2022; April 28, 2022; and May 19, 2022

Action 5:

The Family Engagement Committee (FEC), is comprised of parent and staff representatives from all five school sites, and several District representatives. The FEC was formed during the 2016-17 school year and was responsible for designing and helping administer the November 2017 Parent Engagement Survey. The FEC acts as the District's LCAP Advisory Committee. This year, 2021-22, the FEC met three times to review and support growth and development of the current parent education offerings provided by PTSAs, the District, and other community-based entities. Central focus areas of the FEC have been to bring about improved collaboration between PTSAs and improve sharing of parent education resources.

The FEC meetings and actions arising as a result of these meetings served to effectively address the following goal areas:

- i. Support family engagement with our schools to ensure high levels of student success.
- ii. Provide an opportunity for parents and school staff to share family engagement best practices.
- iii. Support connection and collaboration between all school communities and between each school community and the District.
- iv. Act as an advisory group to the school sites and District (e.g. LCAP advisory)

The “FUHSD PTSA Council” was formed during 2017-18. This group is an advisory group to the Superintendent made up of the PTSA Presidents from all five schools along with several of their Executive Board members, the President of the FUHS Foundation, the President of the Joint CFSCPTA, a number of community members (most of whom are former PTSA Presidents), both Assistant Superintendents, the Manager of Enrollment and Residency Options, the Communications Coordinator, and a Director of Human Resources. This year, 2021-22 the PTSA Council convened four times, twice per semester, to discuss and share a wide variety of issues occurring at the sites that are directly related to the experience of parents and families.

The FUHSD PTSA Council meetings and actions arising as a result of these meetings served to effectively address the following goal areas:

- i. Learn about and share best PTSA/parent related practices from all high schools.
- ii. Share District information with parent leaders.
- iii. Discuss how parent engagement can be maximized.
- iv. Share school community challenges and collectively seek solutions.
- v. Provide communication and updates (District to PTSA, PTSA to District, PTSA to PTSA).
- vi. Share with the District what is happening at the sites from the parent perspective.

Action 6: SELPA II CAC meetings held monthly with the CAC board in the first Wednesday of each month from August to May. They promoted and sponsored the following parent education workshops:

- Meet the Directors: An opportunity to learn about the SELPA special education system and ask questions for each district’s special education Director
- Limited Conservatorship: Presentation by the Self-Help Law Center in Santa Clara County to understand the process for considering and applying to obtain conservatorship for their child with a disability.
- CAC also promoted past presentations on transitions to encourage reviewing information in anticipation of grade changes for next year.
- Summer Resources: Community agencies were invited to share summer programs they offer for all ages and address the range of supports available for disabilities.
- Alternate Dispute: Marc Purchin consulting provided information to help parents prepare for IEP meetings and to develop skills of mediation when concerns arise within an IEP team.

FUHSD also sponsored parent workshops such as:

- Understanding mental health resources at school and in the community
- Nurturing Digitally Resilient Teens in Uncertain Times with the My Digital Tat2 organization
- Partnership with YMCA Project Cornerstone for 4 workshops in Spring: Introduction to SEL and Developmental Relationships, Creating

Caring Relationships, Adolescent Brain Development, and Managing Stress and Fostering Resilience

- Two series of the Mandarin Parenting workshop

In conjunction with SLS there were opportunities provided for families to join the Strengthening Families workshops in the spring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5.4% increase in staff compensation that was retroactive back to the start of the 2021-22 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: In progress. Due to the COVID-19 pandemic the student wellness survey was not administered in January 2021. The District will administer the CA Healthy Kids Survey during the 2022-23 school year. No change in the action as written for 22-23.

Action 2: effective given that the District provided consistent and robust communication to students, families, staff and the community throughout the 2021-22 school year particularly in connection with the COVID-19 pandemic. The Action 2 has been updated in language, not direction or content to best reflect the mission of providing communication to and from educational partners.

Action 3: effective given that the District maintains various committees through which various educational partners are able to engage and provide guidance and input. During the COVID-19 pandemic a focus was on the establishment and continued engagement of a Taskforce that became a Reopening Committee. Efforts were made to ensure families reflecting students who are homeless, foster youth and students with disabilities were represented. It is this type of effort that will continue in the 2022-23 school year. No change in the action as written for 22-23.

Action 4: partially effective. While the District continues to provide a variety of committees and oversight groups to support a variety of programs and efforts on behalf of student progress, due to the focus on returning to in-person learning, reengaging students and supporting the needs of staff the incorporation of LCAP review and input was less of a focus. This effort will be renewed during the 2022-23 school year. No change in the action as written for 22-23.

Action 5: partially effective. While the Family Engagement Committee and PTSA Council met regularly, LCAP review and input was not a focus during the COVID-19 pandemic. Both of these groups will be reorganized and repurposed for the 2022-23 school year. No change in the action as written for 22-23.

Action 6: effective. Parents were provided with a variety of opportunities for parent education, including in their native language (Parent Workshop in Mandarin, Strengthening Families available in Spanish). No change in the action as written for 22-23.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2 has been updated in language, not direction or content.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,455,467	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.28%	0.00%	\$0.00	3.28%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 4 ELA: Targeted Intervention. Continue to 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 and Foster Youth, Academic Reading and Writing (Read 180) is implemented as a targeted intervention in support of course passage and A-G completion.

This action is designed to increase graduation rate on the CA School Dashboard, currently red, for students who are homeless. Academic Reading and Writing is structured to support students in increasing their lexile and literacy. Coordination positions such as Intervention Specialist and GOALS are key to providing case management and oversight to student progress overall. This oversight is essential to assisting students to generalize strategies learned in the intervention classes across their program in support of earning credit towards graduation. During the 2022-23 school year monitoring of course passage and A-G completion will be monitored in a robust fashion. Overall effective. While the a-g rate metric for students who are SED decreased from 54.8% to 53.5%, the rate for students with disabilities increased from 27.5% to 29.5%. In addition, the District has invested in Renaissance STAR Reading and STAR Math assessment licenses for all students in grades nine and ten who are receiving special education services. The long term goal of the program is to assess students three times per school year and use the data to drive curriculum and instruction in special education English and math classes to provide support

targeted specifically to student needs. Implementation in the 21 – 22 school year has been slow. Training specific to the use of data in driving instruction is needed and will be addressed beginning with the 22 – 23 school year.

Goal 1, Action 5 ELD: Targeted Intervention. 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. In addition, as described in the Title III plan,

- Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands.
- Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives.
- Cross-site ELD teachers will continue to meet after school/or during a release day 4 to 5 times per school year as inter-site PLCs. The work will include creating and revising curriculum, lessons and assessments. Teachers will also look at student work to determine necessary changes to the instructions.

This action is designed to increase ELA achievement on the CA School Dashboard, currently red, for English Language Learners. Curriculum Leads will support ELD teachers to incorporate high-leverage principles into lessons delivered in both ELD and Sheltered classes. Through collaborative release days teachers will engage in sharing and reviewing student work in order to determine strategies to incorporate into their instruction that will increase student performance in use of academic language in support of their achievement in English/Language Arts. Effective given the professional development that was provided during 21-22 and the plans to continue for 22-23.

Goal 1, Action 9 Targeted Intervention. Continue to 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 Language Learners, low-income students and Foster Youth through targeted participation in Academic Foundations course sections to improve course passage and A-G completion.

This action is designed to increase student outcomes as measured by the CA School Dashboard: ELA achievement for English Learners, currently red, and graduation rate for students who are homeless, currently red. Academic Foundations is a companion to core content classes. Coordination positions such as Intervention Specialist and GOALS are key to providing case management and oversight to student progress overall. This oversight is essential to assisting students to generalize strategies learned in the intervention class across their program in support of earning credit towards graduation. In progress. The implementation of Unified Insights will guide a rigorous process of course evaluation.

Goal 2, Action 5 Student Support. With a focus on students who are homeless or foster youth, monitor student progress towards graduation

through coordination with the Educational Options Guidance Counselor and D/F/I counseling by Site Guidance Counselors and Administrators.

This action is designed to increase graduation rate for students who are homeless, currently red on the CA School Dashboard. Individual appointments occur for students who are homeless or foster youth in order to review their progress, implementation of strategies and to ensure they are aware of programs or supports that are available at the school or within the District. Progress towards effective. With implementation of a student data analytics system a correlation between counseling and progress will be available.

Goal 2, Action 9 Career Technical Education. Principally directed for students who are foster youth and low income while also addressing the needs of students with disabilities and foster youth in support of progress on the college/career indicator of the CA School Dashboard, continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for college credit and work-based learning.

This action is designed to increase the number of students who are considered prepared as indicated on the CA School Dashboard's College and Career Indicator (orange = students who are socioeconomically disadvantaged and students with disabilities; red = students who are homeless). Efforts include increased guidance around career pathways by guidance counselors, transition specialists and special education case managers, and coordinated efforts with local Community Colleges such as advertising details about the available programs during and post high school including transfer and vocational certifications. In addition, the District received a Strong Workforce Program grant to implement Earn and Learn, a work-based learning database. These are additional strategies to augment current efforts as dashboard status has not improved. Effective via growth in career pathways through dual enrollment and expansion of work-based learning opportunities.

Goal 3, Action 2 Campus Climate. Principally directed to support students who are foster youth or low income, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions, and engage in professional development. The group will include a representative from Special Services in support of students with disabilities to align practices with IEP compliance and behavior service referrals.

This action is designed to decrease suspension rate on the CA School Dashboard, currently red, for students who are homeless and orange for students with disabilities. Topics and discussion maintain a primary focus on students who are homeless. In progress. Due to the COVID-19 pandemic and transition of administrators into the role of campus climate much of the 2021-22 school year was spent aligning practices and supporting calibration of interventions through continued development and implementation of restorative approaches, particularly in support of students who are Black and Hispanic, low income and foster youth and others who have been disproportionately disciplined. The incident reporting process remains in place on each campus.

Goal 3, Action 3 Campus Climate Interventions. Principally directed to support students who are foster youth or low income, while also

addressing the needs of students with disabilities, maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.

This action is designed to decrease suspension rate on the CA School Dashboard, currently red, for students who are homeless and orange for students with disabilities. In planning opportunities available through the District, students who are homeless and low income are a focus in terms of language of presentation and interventions that are made available. Effective given the variety of courses that are available, including Strengthening Families in Spanish, that address the behavioral needs of all students including students who are Black and Hispanic, low income and foster youth and others who have been disproportionately disciplined.

Goal 3, Action 4 Saturday School. Principally directed to support students who are foster youth or low income, while also addressing the needs of students with disabilities, continue use of the Saturday School program as needed to reduce suspensions rates for minor offenses including absenteeism, insubordination, and disruption.

This action is designed to decrease suspension rate on the CA School Dashboard, currently red, for students who are homeless and orange for students with disabilities. Individual counseling and student success plans are provided to foster youth, low income, and students with disabilities who are invited to Saturday school in order to reduce suspension rates for minor offenses including absenteeism, insubordination, and disruption. Effective given the increase use of Saturday School as an alternative to suspension which incorporates behavioral change strategies.

Goal 4, Action 6 Parent Education. Principally directed to parents of students who are English Learners, foster youth and low income, provide parent education to strengthen the home to school connection.

Planning and implementation of parent education will include language of presentation, location in the community and audience, given that some opportunities will be publicized to all families while others will be targeted. Effective. Parents were provided with a variety of opportunities for parent education, including in their native language (Parent Workshop in Mandarin, Strengthening Families available in Spanish).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The services in the LCAP demonstrate a 3.28% increase of services to unduplicated students.
The unduplicated pupil percentage for the FUHSD as of October 2021 is 16.4% (1,684/10,296)

Cupertino High School = 2.7% (279/10,296; 2,108 CHS enrollment)
Fremont High School = 7.0% (725/10,296; 2,196 FHS enrollment)
Homestead High School = 3.7% (379/10,296; 2,321 HHS enrollment)
Lynbrook High School = 1.2% (125/10,296; 1,781 LHS enrollment)
Monta Vista High School = 1.6% (162/10,296; 1,839 MVHS enrollment)
Community Day School = 0.0% (4/10,296; 5 CDS enrollment)
Non-Public School = 0.1% (10/10,296; 46 NPS enrollment)

The increase in services are documented below.

Quantitatively, the expenditure of Local Control Funding Formula funds for additional personnel, materials, and services targeted primarily to unduplicated students is as follows above and beyond those provided to all students:

Supplemental personnel targeted to assist Foster Youth, students who are Socio-Economically Disadvantaged, and English Learners
.2 release for the GOALS teacher at FHS.

Professional development targeted to assist in access to the Common Core for differentiation based on unduplicated students

Research based materials to support access to Common Core curriculum for our unduplicated student populations.

Highlights of our services for Foster Youth and students who are Socio-Economically Disadvantaged include:

Teachers' salaries for reading and academic intervention classes

Parent and Community Liaison position

Additional Student Conduct Liaison position

Additional CTE classes above average # allocated to other schools

Teachers' salaries and materials for summer bridge classes

AVID or AVID-like interventions at all schools

Lower class sizes in Algebra

Formalized for the 2016-17 school year, when a foster youth enters the FUHSD the Educational Options Guidance Counselor reviews their transcript and coordinates an academic plan with the school-site guidance counselor who is designated to support foster youth. The school site guidance counselor holds check-in meetings with the student over the course of the year. The Educational Options GC and designated site GCs meet during the school year to discuss any updates in the law and monitor District supports on behalf of foster youth. Site specific activities to support low-income student are monitored throughout the school year by an Administrator on Special Assignment, Interventions and the school plan process. As of the 2018-19 school year this process includes students who are homeless.

Highlights of our EL program include:

ELD classes at levels 1-3 (for students at CELDT levels 1-5)

Sheltered content course with lower class sizes than similar courses for mainstream students (for newcomers and long-term English Learners)

EL Program Assistants who work with parents and teachers at each school

EL Instructional Assistants assigned to support students in content area courses

Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
 Summer EL Academies
 District Wide EL Prof. Development
 Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL
 The Fremont High School GOALS program for Long-term English Learners has been formalized with a course sequence. Across the district, site specific activities in support of English learners are monitored by a District administrator in coordination with the EL Coordinator and Administrative liaison.

Qualitatively: the following additional services will be provided for unduplicated students
 Assistance to foster youth, students who are socio-economically disadvantaged, and English learners, and their families, from District enrollment Office and school-based guidance staff and Student Advocates, re: course selection; post-secondary options, and social supports necessary to support student success in high school.

The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of student who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools has some students who need this additional support in orders to achieve at high levels; so our goals must generally apply to all schools.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

No applicable to the FUHSD

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$137,858,948.58	\$9,011,292.37	\$5,287,793.00	\$2,892,762.00	\$155,050,795.95	\$154,712,158.87	\$338,637.08

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Retain and support staff	All	\$123,828,957.00	\$8,043,860.00	\$5,287,793.00	\$2,645,504.79	\$139,806,114.79
1	1.2	ELA: Skill Development	All	\$143,689.42	\$80,093.10			\$223,782.52
1	1.3	ELA: Instruction	All		\$80,093.10			\$80,093.10
1	1.4	ELA: Targeted Intervention	Foster Youth Low Income	\$2,095,508.63				\$2,095,508.63
1	1.5	ELD: Targeted Intervention	English Learners	\$4,068,877.34				\$4,068,877.34
1	1.6	Mathematics: Instruction	All	\$75,404.89				\$75,404.89
1	1.7	Mathematics: Targeted Intervention	Students with Disabilities	\$350,177.29				\$350,177.29
1	1.8	Specialized Academic Instruction	Students with Disabilities	\$155,851.82				\$155,851.82
1	1.9	Targeted Intervention	English Learners Foster Youth Low Income	\$180,187.20				\$180,187.20
2	2.1	Curriculum and Professional Development	All	\$499,973.65	\$627,204.36			\$1,127,178.01
2	2.2	Learning Management System	All	\$591,655.41				\$591,655.41
2	2.3	Student Data Analytics System	All	\$170,000.00				\$170,000.00
2	2.4	Multi-Tiered Systems of Support	All	\$133,871.74				\$133,871.74

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Student Support	Foster Youth	\$194,681.98				\$194,681.98
2	2.6	Instructional Materials	All	\$23,854.66				\$23,854.66
2	2.7	Project-Based Learning in Science	All	\$57,475.77	\$80,087.79			\$137,563.56
2	2.8	Online Course Content	All	\$170,518.44				\$170,518.44
2	2.9	Career Technical Education	Foster Youth Low Income	\$41,150.73				\$41,150.73
2	2.10	Teacher Recruitment	All	\$31,358.34				\$31,358.34
2	2.11	Advanced Placement Courses	All	\$1,346,241.23				\$1,346,241.23
2	2.12	Guidance Study Group	All	\$61,232.30				\$61,232.30
2	2.13	Comprehensive Coordinated Early Intervening Services (CCEIS)	Students with Disabilities				\$247,257.21	\$247,257.21
2	2.14	Access to General Education	Students with Disabilities	\$155,851.82				\$155,851.82
2	2.15	Support in General Education	Students with Disabilities	\$155,851.82				\$155,851.82
3	3.1	Sexual harassment, Title IX, Equity, Wellness	All	\$73,095.71				\$73,095.71
3	3.2	Campus Climate	Foster Youth Low Income	\$38,990.60				\$38,990.60
3	3.3	Campus Climate Interventions	Foster Youth Low Income	\$23,017.33				\$23,017.33
3	3.4	Saturday School	Foster Youth Low Income	\$31,878.08				\$31,878.08
3	3.5	Athletic Program	All	\$101,968.27				\$101,968.27
3	3.6	Attendance	All	\$24,227.36				\$24,227.36
3	3.7	Mental Health and Wellness Student Support	All	\$128,069.86				\$128,069.86
3	3.8	Social-Emotional Learning	All	\$20,856.38	\$48,009.54			\$68,865.92
3	3.9	Facility Maintenance	All	\$2,637,615.59				\$2,637,615.59
4	4.1	Surveys	All	\$40,781.87				\$40,781.87

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Communication	All	\$107,908.09				\$107,908.09
4	4.3	Committees	All	\$24,981.46				\$24,981.46
4	4.4	LCAP Review and Feedback	All	\$32,404.63				\$32,404.63
4	4.5	Family Engagement and PTSA	All	\$40,781.87				\$40,781.87
4	4.6	Parent Education	All		\$51,944.48			\$51,944.48

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
105285416	\$3,455,467	3.28%	0.00%	3.28%	\$6,674,291.89	0.00%	6.34 %	Total:	\$6,674,291.89
								LEA-wide Total:	\$4,398,596.06
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,275,695.83

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	ELA: Targeted Intervention	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: CHS, FHS, HHS	\$2,095,508.63	
1	1.5	ELD: Targeted Intervention	Yes	LEA-wide	English Learners	All Schools	\$4,068,877.34	
1	1.9	Targeted Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FHS and HHS	\$180,187.20	
2	2.5	Student Support	Yes	LEA-wide	Foster Youth	All Schools	\$194,681.98	
2	2.9	Career Technical Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$41,150.73	
3	3.2	Campus Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$38,990.60	
3	3.3	Campus Climate Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$23,017.33	
3	3.4	Saturday School	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$31,878.08	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$142,421,772.00	\$154,028,805.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Retain and support staff	No	\$128,263,146.00	139407785
1	1.2	ELA: Skill Development	No	\$209,893.00	219279.40
1	1.3	ELA: Instruction	No	\$75,437.00	78682.65
1	1.4	ELA: Targeted Intervention	Yes	\$1,903,492.00	2048975.75
1	1.5	ELD: Targeted Intervention	Yes	\$3,679,172.00	3805517.78
1	1.6	Mathematics: Instruction	No	\$55,793.00	72872.68
1	1.7	Mathematics: Targeted Intervention	No	\$331,474.00	349132.68
1	1.8	Specialized Academic Instruction	No	\$143,784.00	151616.53
1	1.9	Targeted Intervention	Yes	\$203,721.00	189343.82
2	2.1	Curriculum and Professional Development	No	\$1,081,369.00	1104661.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Learning Management System	No	\$549,000.00	576788.66
2	2.3	Student Data Analytics System	No	\$159,920.00	169638.25
2	2.4	Multi-Tiered Systems of Support	No	\$127,698.00	132510.51
2	2.5	Student Support	Yes	\$186,505.00	187679.34
2	2.6	Instructional Materials	No	\$22,045.00	23194.87
2	2.7	Project-Based Learning in Science	No	\$132,644.00	134943.02
2	2.8	Online Course Content	No	\$180,000.00	173368.31
2	2.9	Career Technical Education	Yes	\$37,053.00	40448.71
2	2.10	Teacher Recruitment	No	\$29,261.00	30650.58
2	2.11	Advanced Placement Courses	No	\$1,263,947.00	1329948.70
2	2.12	Guidance Study Group	No	\$48,591.00	60821.63
2	2.13	Comprehensive Coordinated Early Intervening Services (CCEIS)	No	\$212,025.00	210451.28
2	2.14	Access to General Education	No	\$143,784.00	151616.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	Support in General Education	No	\$143,784.00	151616.53
3	3.1	Sexual harassment, Title IX, Equity, Wellness	No	\$71,427.00	73414.46
3	3.2	Campus Climate	Yes	\$36,653.00	39860.38
3	3.3	Campus Climate Interventions	Yes	\$22,210.00	22615.64
3	3.4	Saturday School	Yes	\$28,988.00	29851.45
3	3.5	Athletic Program	No	\$94,028.00	100922.10
3	3.6	Attendance	No	\$24,567.00	24008.12
3	3.7	Mental Health and Wellness Student Support	No	\$125,668.00	124114.87
3	3.8	Social-Emotional Learning	No	\$79,404.00	82496.80
3	3.9	Facility Maintenance	No	\$2,479,548.00	2437559.28
4	4.1	Surveys	No	\$37,364.00	39939.83
4	4.2	Communication	No	\$100,064.00	105497.55
4	4.3	Committees	No	\$22,769.00	24457.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	LCAP Review and Feedback	No	\$30,424.00	31836.60
4	4.5	Family Engagement and PTSA	No	\$37,364.00	39939.83
4	4.6	Parent Education	Yes	\$47,756.00	50747.16

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3521462	\$6,097,794.00	\$6,364,292.87	(\$266,498.87)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	ELA: Targeted Intervention	Yes	\$1,903,492.00	2048975.75		
1	1.5	ELD: Targeted Intervention	Yes	\$3,679,172.00	3805517.78		
1	1.9	Targeted Intervention	Yes	\$203,721.00	189343.82		
2	2.5	Student Support	Yes	\$186,505.00	187679.34		
2	2.9	Career Technical Education	Yes	\$37,053.00	40448.71		
3	3.2	Campus Climate	Yes	\$36,653.00	39860.38		
3	3.3	Campus Climate Interventions	Yes	\$22,210.00	22615.64		
3	3.4	Saturday School	Yes	\$28,988.00	29851.45		
4	4.6	Parent Education	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
107427164	3521462	0	3.28%	\$6,364,292.87	0.00%	5.92%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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