



**FREMONT UNION
HIGH SCHOOL DISTRICT**

LCFF Budget Overview for Parents

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

CDS Code: 43694680000000

School Year: 2023-24

LEA contact information:

Trudy Gross

Associate Superintendent

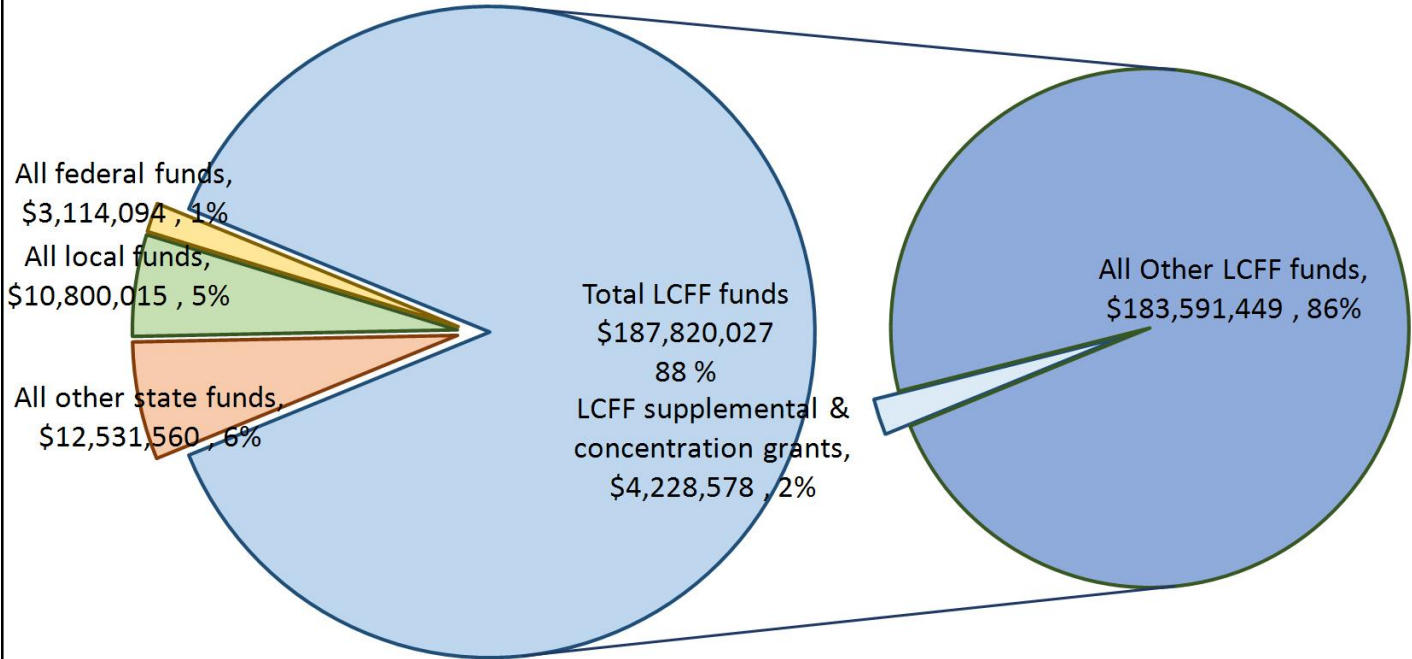
trudy_gross@fuhisd.org

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 2023-24 School Year

Projected Revenue by Fund Source

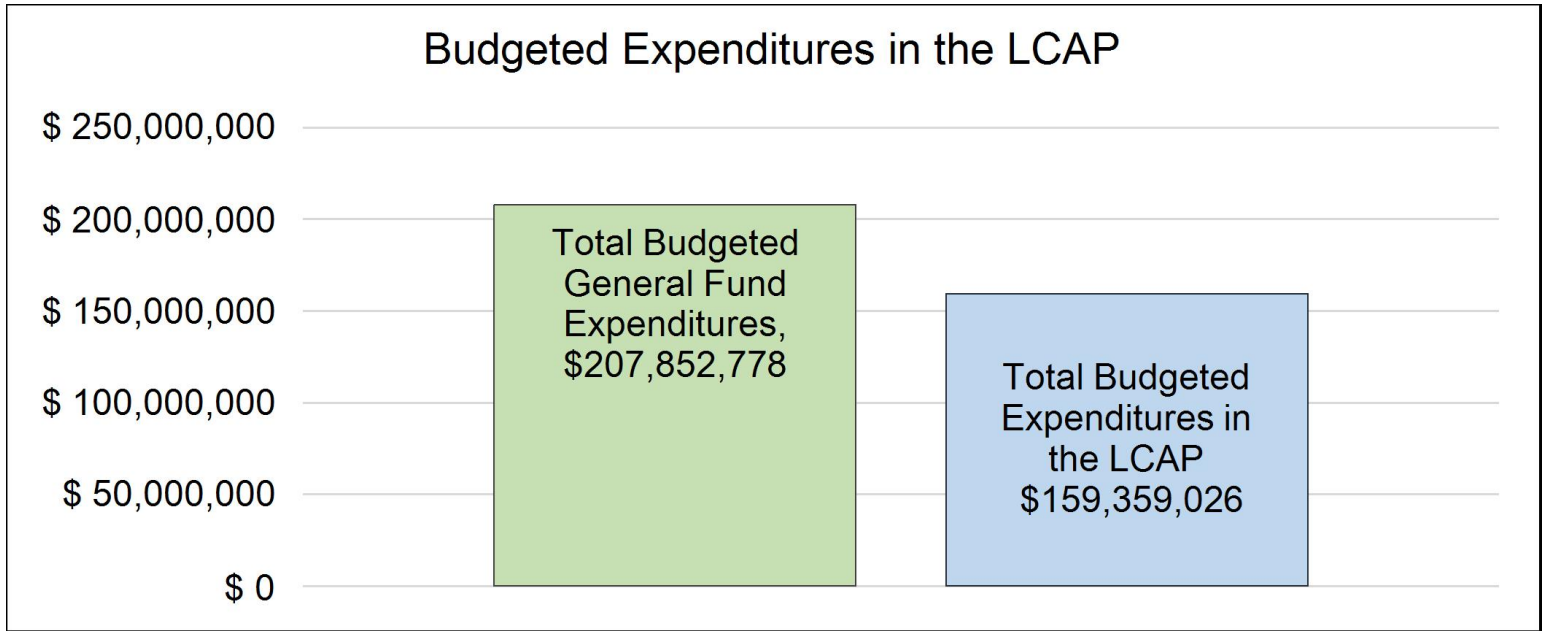


This chart shows the total general purpose revenue Fremont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Union High School District is \$214,265,696, of which \$187,820,027 is Local Control Funding Formula (LCFF), \$12,531,560 is other state funds, \$10,800,015 is local funds, and \$3,114,094 is federal funds. Of the \$187,820,027 in LCFF Funds, \$4,228,578 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 2023-24. 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 \$207,852,778 for the 2023-24 school year. Of that amount, \$159,359,026 is tied to actions/services in the LCAP and \$48,493,752 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

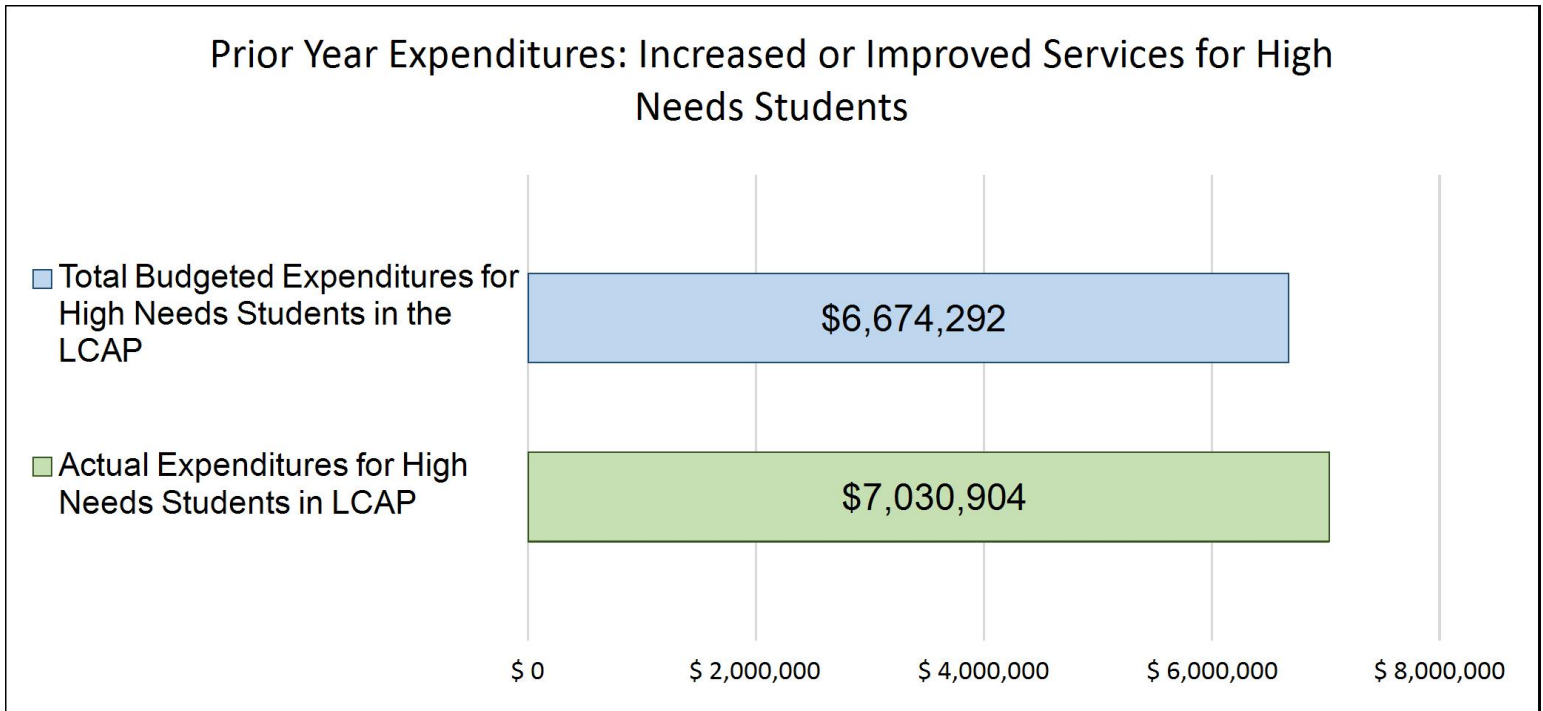
Supplies, contracted services, and other operational expenses for sites and departments (\$38,725,724); donations for scholarships and extracurricular activities and programs funded by the Lease Revenue fund (\$2,329,361); STRS on-Behalf (\$7,438,667).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Fremont Union High School District is projecting it will receive \$4,228,578 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 \$7,340,767 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 2022-23



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 2022-23, Fremont Union High School District's LCAP budgeted \$6,674,292 for planned actions to increase or improve services for high needs students. Fremont Union High School District actually spent \$7,030,904 for actions to increase or improve services for high needs students in 2022-23.



**FREMONT UNION
HIGH SCHOOL DISTRICT**

Local Control and 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
Fremont Union High School District	Trudy Gross Associate Superintendent	trudy_gross@fuhsd.org 408-522-2203

Plan Summary [2023-24]

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 2022-2023 we enrolled (CALPADS October 2022):

- 10,019 Total students
- 874 (8.7%) English Learners: 489 (55.9%) are Long-term English Learners (LTELs) (English Learners for six or more years)
- 1,125 (11.2%) Low Income Students
- 1,426 (14.2%) SED
- 7 (0.07%) Foster Youth
- 23 (0.23%) Homeless Youth
- 988 (9.86%) Students With Disabilities

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

Hispanic 1,758 (17.55%)
Am Indian/Alaskan Native 36 (0.36%)
Asian 5,583 (55.72%)
Native Hawaiian/Other Pacific Islander 31 (0.31%)
Filipino 274 (2.73%)
Black/African Am 80 (0.80%)
White 1,369 (13.66%)
Two or more races 640 (6.39%)
Declined to state 248 (2.48%)

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 \$214.3 million; 89% 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 55 Funds
- Discretionary Block Grants
- 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
- 39 Career Technical Education courses representing 10 different industry sectors
- 6 electives specifically designed for students who need extra support, including Student With Disabilities and 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
- 435 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 1.2 full-time equivalent licensed therapists, at least two school psychologists 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 Education Program (IEP). FUHSD’s total SPED budget is approximately \$44.1 M. Federal and State revenue for Special Education totals \$9.3 M. In addition, nineteen (19) FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education and forty-one (41) attend non-public schools (NPS).

Reclassified Fluent English Proficient (RFEP) 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 (General Fund and Title II). 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 state standards.
- Provide every teacher approximately 90 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 English Language Proficiency Assessment for CA (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 Coordinator and 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 ELs

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 Specialist 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.
- Lower class sizes in Algebra.
- Lower class sizes in 9th grade English.
- Assistance to Foster and homeless families and students: District Enrollment Office staff; and the Educational Options School Counselor who coordinates with school-based counseling and guidance staff re: course selection, social supports necessary to support student success in high school, and post-secondary options.
- 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 March 2023, 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.

The District's overall graduation rate for the Class of 2022 was 97% (94.4% for the Class of 2020/95.8% 2021), and the "Asian" 99.1% (97.9%/98%), "White" 97.8% (95.4%/96.5) and "Multi-Race" 98.1% (96.2%/96.9%) student groups have maintained high graduation rates. Student groups who have experienced increases are "Hispanic" 87.7% (80.1%/84.3%), "English Learners" 83.8% (78%/83.5%), "Students

with Disabilities” 86.5% (74.7%/79.1%) and “Socioeconomically Disadvantaged” 89.7% (83.3%/86.6%). While there were declines in certain groups, “Filipino” 91.7% (95.5% for the Class of 2020/95.7% 2021) and “African American/Black” 85.7% (78.3%/100%) the District's overall performance level on the CA School Dashboard ranges from Medium (English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) to High (Filipino) to Very High (Asian, Two or More Races, and White). Due to size, the remaining student groups did not receive a performance level on the dashboard.

In the area of English Language Arts assessment, CA School Dashboard results are as follows:

Medium: students who are socioeconomically disadvantaged (8.9 points above standard);

Very High are students who are Asian (135.4 points above standard), Filipino (76.8 points above standard), Two or More Races (95.1 points above standard), and White (83.6 points above standard).

In the area of Mathematics assessment, CA School Dashboard results are as follows:

High: students who are Filipino (21.1 points above standard);

Very High are students who are Asian (150.3 points above standard), Two or More Races (68.7 points above standard), and White (47.4 points above standard).

The FUHSD was identified for Differentiated Assistance from 2018-2022 due to Students who are Homeless being red on the CA School Dashboard for graduation. The focus of collaboration with the County Office of Education since 2021 has been 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. Educational partners from each school site reviewed evidence-based practice processes to develop a single cohesive flow for referrals. The SAT handbook was published in August 2022. The handbook was accompanied with newly agreed upon forms for referral with a plan of increasing data monitoring for intervention effectiveness. The focus for the 2023-24 school year will be training across the district for all staff to become familiar with the process, definitions of tiered interventions, and effective methods for use in the classroom to collect data. While the subgroup of students who are “Homeless” was too small to be reported on the CA School Dashboard for the Class of 2020, 2021, and 2022, local data show that the graduation rate for the Class of 2022 for students who were homeless was 75%. The LCAP continues to include a metric for Goal 2 to monitor student assessments for special education in support of implementation of the Student Assistance Team (SAT) handbook, reflecting multi-tiered systems of support (MTSS) and guiding practice districtwide.

Of the Class of 2022, 1,160 awards were issued for the California Seal of Biliteracy recognizing their language proficiency (43% of the cohort); 87 students earned more than one seal. 1,992 students qualified for the Golden State Seal Merit Diploma (74% of the cohort).

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 (CCI). Due to the COVID-19 pandemic, the CCI has not been updated on the Dashboard since 2019.

For the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process for special education the FUHSD met the following targets:

- Graduation Rate Medium (target greater than Very Low)
- Dropout Rate 5.33% (target less than or equal to 10%)
- Suspension Rate Low (target greater than Very Low)
- Least Restrictive Environment: students in special education spending less than 40% of their day in regular classrooms 5.83% (target is less than 18%)
- Parent Involvement 99.91% (target is 95.5%)
- Higher Education 71.64% (target is greater than or equal to 56.0%)
- Competitive Employment 88.81% (target is greater than or equal to 76.5%)
- Any Education/Employment 100.0% (target is greater than or equal to 87.5%)
- Child Find 10.17% (target is great than 8.07%)

The LCAP continues to include metrics, actions and services directed to supporting the progress and needs of students with disabilities for areas where the target is currently met or exceeded:

- Goal 1 Expected Annual Measurable Outcomes for graduation rate and dropout rate; Action 7
- Goal 2 Action 9.
- Goal 3 Expected Annual Measurable Outcomes for suspension rate; Actions 2, 3, and 4.
- Goal 4 Expected Annual Measurable Outcomes for parent participation.

As school was underway in the fall of 2022, a common reference was heard that high schools are returning to more of a “typical” rhythm for teaching and learning compared to pre-pandemic. The pandemic-related fears were waning, and teachers, students, staff and families alike were ready for more of a school-related focus without the COVID-related closures clouding our way of operating. With the State of California and FUHSD having put a number of safe-guards in place for grade/credit recovery, graduation access with a reduced credit diploma, and a pass/no pass option for students to adjust their transcript grades as a result of school closures, the pandemic-related “aftermath” for school year 2022-23 was less impactful. FUHSD was able to maintain high graduation rates for Class of 2022, high rates of students attending post-secondary education, and higher than county/state CAASPP scores from the spring 2022 administration. However, there were a number of students who entered their senior year with pandemic-related credit loss on their transcript. In order to continue to hold FUHSD students harmless from the negative effects of the COVID-related school closures, the FUHSD Board of Trustees approved a 180-credit diploma reducing the number of general elective credits required for graduation for the Class of 2023.

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.

Despite positive increases in the graduation rate of our students with disabilities, students who are socioeconomically disadvantaged, Hispanic, and English Learners they are two or more performance levels from All Students who are at the Very High performance level on the CA School Dashboard:

Medium: students with disabilities (85.7% graduated), students who are socioeconomically disadvantaged (89.4% graduated), Hispanic (87.8% graduated), and English Learners (83.1% graduated).

In the area of English Language Arts assessment, CA School Dashboard results are as follows:

Very Low: students who are English Learners (52.3 points below standard) and Students with Disabilities (95.5 points below standard).

Low: students who are Hispanic (15 points below standard).

Medium: students who are socioeconomically disadvantaged (8.9 points above standard).

Through the Expanded Learning Opportunities Grant an additional paraeducator position was in place for the 2020-21 and 2021-22 school years and has been continued through the Title III/EL budget. This position augments instruction by providing additional individual and small group support.

In the area of Mathematics assessment, CA School Dashboard results are as follows:

Very Low: Students with Disabilities (147.7 points below standard);

Low: English Learners (85 points below standard); and Hispanic (96.8 points below standard).

Medium: students who are socioeconomically disadvantaged (50.6 points below standard).

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 designed and has been 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 as of 2019 (orange = students who are socioeconomically disadvantaged and students with disabilities; red = students who are homeless) include increased guidance around career pathways by school counselors, transition specialists and special education case managers. In addition, the District has continued to be awarded a Strong Workforce Program grant (Round 5 Fall 2022) to continue implementation of Earn and Learn, a work-based learning database, and other similar resources.

The District Campus Climate team meets monthly. One area of focus is on disproportionate rates of suspension: Very High students who are homeless (10.3% suspended at least one day); High for students who are African American (6.3% suspended at least one day), English Learners (6.7% suspended at least one day), Hispanic (6.3% suspended at least one day), Socioeconomically Disadvantaged (6.1% suspended at least one day), and Students with Disabilities (6.6% suspended at least one day). Topics of discussion include alignment of intervention and discipline responses across school sites/programs and professional development for the Student Conduct Specialists restarted after a two-year COVID hiatus. The focus of these quarterly professional development sessions is student support and behavioral

best practices. The FUHSD Behavior Specialists, in conjunction with district staff, are providing the training and support for these sessions. Efforts to implement courses and programs that provide behavioral correction and support in lieu of suspension have increased. For instance, there has been 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.

The District has been participating in Intensive Level 3 for Significant Disproportionality since the 2019-20 school year in the areas of overall disproportionality for special education eligibility for students who are African American and Hispanic; eligibility for special learning disability for students who are African American and Hispanic; and eligibility for other health impaired for students who are Hispanic. There is a Comprehensive Coordinated Early Intervening Services (CCEIS) plan in place supported by a leadership team and educational partner group meetings.

For the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process for special education the FUHSD has not met the following targets:

- ELA Academic Performance Very Low (target is greater than Very Low).
- Math Academic Performance Very Low (target is greater than Very Low).
- Least Restrictive Environment: students in special education spending less than 80% of their day in regular classrooms 44.79% (target is greater than or equal to 60%).
- Least Restrictive Environment: students in special education attending a separate school (non-public school placement per their Individualized Educational Program) 5.64% (target is greater than 3.2%). Increasing support available within our programs for students with mental health, communication and behavioral challenges in the form of Registered Behavior Technicians and Behavior Specialists who are Board Certified Behavior Analysts.

The LCAP continues to include metrics, actions and services directed to supporting the progress and needs of students with disabilities in coordination with the CCEIS plan and CIM:

- Goal 1 Action 8
- Goal 2 Metrics connected to the CCEIS plan and Special Education Plan (SEP) and Action 14 and 15.

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 review of the year ahead is presented to the Board of Trustees in the fall by each comprehensive site with a mid-year update during 2nd semester. 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 educational partners 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 original 2021 - 22 LCAP (year 1), approved by the Board of Trustee's on June 22, 2021, continue to remain in alignment with our goals and reasonably calculated to provide educational benefit to our students, particularly those in identified groups, as we have moved through the three-year LCAP. Changes or modifications are described in the Goal Analysis section of each goal. While all areas are 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 Fremont High School (FHS) and Homestead High School (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 their sense of well-being (safe and cared about).

The CA Healthy Kids Survey was administered January/February 2023.

Goal # 4 Parents, students, and other educational partners 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 have been made 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.

Input from staff is gathered through our bargaining groups: CSEA and FEA.

School site principals shared their annual plans with the School Site Council (SSC) in the fall. The mid-year update is shared with the 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: March 28, 2023

Fremont HS: October 26, 2022 and May 24, 2023

Homestead HS: September 28, 2022 and March 7, 2023

Lynbrook HS: September 21, 2022

Monta Vista HS: November 2, 2022 and March 7, 2023

SELPA LCAP consultation occurred via email on April 18, 2023 and May 8, 2023.

Feedback from students was solicited through IntraDistrict Council (IDC) on April 24, 2023.

On April 26, 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.

During the 2022-2023 school year, the Family Engagement Committee (FEC) was reconstituted, representing staff and parents from each comprehensive site including a parent of a student with a disability. An initial meeting was held on March 28, 2023. On May 23 the FEC met to review the LCAP and feedback received from IDC and DELAC.

At FHS the School Plan for Student Achievement was reviewed with and agreed to by the School Site Council (SSC) on May 24, 2023. The LCAP was reviewed as part of the presentation.

The LCAP was presented to the FUHSD Board of Trustees during a study session on June 13, 2023, with approval sought on June 20, 2023.

A summary of the feedback provided by specific educational partners.

Focus for CSEA and FEA were on development and ratification of bargaining agreements.

No specific feedback from School Site Councils.

SELPA consultation confirmed incorporation of students with disabilities in the LCAP and emphasized areas of progress to include in the highlights section.

Students in IDC focused on Goal 3 and the provision of content to students through advisory. They wondered if assemblies would be more effective, not seen as a negative given that some students are concerned when an advisory occurs in place of tutorial. They suggested that content include how to help a friend when they are going through something and life skills post-high school such as finances/financial planning.

Students and parents in attendance at the DELAC meeting April 26, 2023, 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: Academic Achievement

- Use materials from “real-world” such as songs, television to help students develop interest and learn.
- Have classroom discussions. They are helpful in learning English.
- Extra-curricular activities (e.g., DECA, sports) help students learn English.
- Have more interactions with fluent English speakers to learn informal speech and culture.
- Give students choice of books to read.
- Ask students to make formal presentations.
- Smaller class sizes for ELD and sheltered classes are helpful for EL students.
- Sheltered classes are very helpful.
- It’s helpful to have different levels of ELD.
- Would like more listening comprehension practice.
- Could there be sheltered classes for elective courses?
- Reading more and writing formal essays help!
- Explicit vocabulary instruction (e.g., in Biology) helps.
- Speech contest lessons help the students speak and present in English!
- Opportunities for subjective thinking (e.g., Socratics).

Goal 2: Consistency, Curriculum, College & Career

- Students were excited about learning when they were able to connect texts with music and film.
- Important to help students communicate effectively and clearly to find jobs in US and elsewhere.
- Would like to hear from alums about their experiences and how they navigate college, etc.
- Helps to be encouraged by teachers.
- Would like to connect learning with real-world experiences.
- Help students think about life in the future.
- Have more interactive activities.
- Help students to understand American culture and being American.
- Share life-lessons with students so they can speak for themselves.

Goal 3: Safety and Support

- Feels awesome / welcoming!
- Sports help welcome students.
- Teachers, counselors, and friends also helped to create welcoming environment.
- Helpful for parents to know their student's teachers.
- Communication with teachers helpful (email).
- Having DELAC meetings is helpful.
- The school is very good at listening, but not all students may know where/whom to go to for help.

Goal 4: Educational Partner Input

- Put focus on how to help them speak English first. Want to know what they did before coming to the US: everyone has their own story, like achievements in math in their own country or they used to dance, etc.
- Give opportunities for new EL students to communicate with regular Ed students both inside and outside the classroom.
- Help students NOT to rely on technology (ChatGPT) for translations. Students should talk to each other.
- Appreciates staff and what they have done for students!
- Prepare a one-to-one mentor/mentee program to help students acclimate to the culture and meet new students.
- More discussions about practical subjects and having them understand why it is important. Broadening their knowledge.
- Social events such as luncheons and celebrations are important for the community.
- EL coordinator and parent volunteers (Bilingual committee) are all reaching out. EL teachers are speaking very clearly and patiently.
- Thankful for DELAC and ELAC and an interpreter really bridges the gap.
- Thank you for helping us understand and making our voices to be heard.
- When EL students take a small step, recognize their effort. When they make mistakes, it would be nice to encourage them!

On Tuesday May 23rd, the Family Engagement Committee (FEC) met to review portions of the LCAP. The first part of the meeting reviewed the \$2,000 Title I expenditures that go towards supporting Fremont High School's parent engagement. The expenses go towards their Los Padres group, a group of Latino parents who meet periodically with Fremont staff. The \$2,000 went towards food, translation, and overtime costs for the staff. The FEC voiced approval for this level of support, recognizing that finding ways to reach out to our Latino population is an important plank in the Family Engagement structure. Members of the FEC also encouraged us to make sure that parents are given opportunities to express meeting topics and ideas at Los Padres meetings.

The FEC was given access to the draft LCAP in advance, and they were encouraged to read it. The FEC was given an opportunity to provide some general feedback. Members stated that they thought our four goals effectively encompassed what FUHSD is endeavoring to do.

The FEC then reviewed the written LCAP feedback provided by the Intra District Council (IDC) as well as the feedback provided by the District English Learner Advisory Committee (DELAC). The summary of the FEC comments are as follows:

- Building connections seemed to really stand out in the comments from DELAC
- Increased skills outside of EL program are important

- Continue to Increase engagement of families was mentioned multiple times
- DELAC feedback was affirming due to changes district has made to better support EL students
- There appears to be a communication gap because parents/students are asking for services and support that we already provide/offer at the sites
- We are lacking or have a barrier to participate in athletics and activities because of barriers to entry such as communication about how to be involved, applications and physicals – we need to address this as a district

The final portion of our FEC meeting homed in on analyzing Goal 3 Action 7. This section focuses on specific workshops that FUHSD offered parents. Topics included Wellness for Parents, Eating Disorders, Monta Vista Parenting STEP workshops (presented in both English and in Mandarin), Building Strong Families and a Triple P Positive Parenting class. FEC members shared feedback on the workshops they experienced, and were given the opportunity to share their thoughts on other topics that future workshops might consider addressing. The summary of the feedback:

- Parent STEP workshops were really good – the individual follow ups were very important
- Developmental Assets – Project Cornerstone - YMCA supported the workshops – weekly for 8 weeks – this would be very good for all schools to offer
- Parents could benefit more from understanding Title IX/ Sexual Harassment – students are made aware of this frequently, but not sure if parents really know much about this (consequences and awareness)
- The Race and Racism portion of our parent workshops was very well received
- Recognizing the hidden signs of depression and stress in students
- Increase awareness for parents that if students are studying with students that have disabilities they feel bullied or not welcome in their classes or when studying for those classes – group projects especially – careful attention to the makeup and behavior in these groups
- How are parents to hold us accountable if they see an inequity or lack of the District actually doing what we say in the LCAP.
- Parenting workshops – what topics are presented? How frequently are they offered? We need to be more consistent and promote them more
- MVHS Parenting class – did not attend all sessions but even going to 3 it was really good – the book I received was really useful and still.
- The gap of understanding the cultural differences and adjust to our parenting based from our culture

FHS School Site Council members had received the LCAP Summary, SPSA, and SPSA Review of Progress presentation in advance of the meeting. The School Plan for Student Achievement (SPSA) is written in coordination with LCAP Goals 1 and 3, focusing on students and programs supported through Title I funds and English Learners. The focus of the SPSA is on high levels of learning and academic engagement from every student. There has been an increase in the graduation rate for all student groups. Performance level for English Language Arts and Mathematics assessments remains low for students who are English Learners, Hispanic, Homeless and students with disabilities. There has been an increase in chronic absenteeism for all students following the variety educational environments due to the COVID-19 pandemic. With greater increases for the targeted student groups. A SSC parent member highlighted the metric for student achievement for graduation rate of 100% as a strong, bold commitment.

Review of programs and progress began with the elective course Academic foundations. Focuses on academic and social-emotional skills for success in high school. Teaching and re-teaching literacy. Review of student progress from 21-22 and 22-23 shows an increase in the percentage of students who are A-G eligible (C or better) and on track to graduate (D or better). A student member of SSC inquired about the connection between AF and the development of CTE Early College. Providing students with a career focus, college incentivized as AF data 5-6 years ago showed that while students may achieve graduation, they lacked a plan and next steps to guide them after high school.

Programs supporting Long-Term English learners: Academic Foundations 9, Communication in the 21st Century, Growing Our Academic Language Skills (GOALS). The Principal shared details about the GOALS program and the differentiation from English Language Development courses for our newcomer English Learners.

Academic Reading and Writing Workshop incorporates Read 180 curriculum to support students with below grade level reading comprehension skills and System 44 curriculum to support students with decoding challenges. This year there was an increase in English Learners who do not have literacy in English or their primary language. The teacher is providing instruction on letter and sound recognition. For the 23-24 school year a 2nd section of Academic Reading and Writing Workshop will be implemented to provide more opportunities for differentiation of instruction given the varied needs of the learners.

CTE Early College. Foothill Firebird Academy (junior and senior year FHS classes and college classes related to career fields and other interests)

A teacher member of SSC shared her insights on the particular challenges faced by Long-Term English Learners, most of whom have always lived in the United States and consider English their first language. She inquired about professional development opportunities for teachers of Academic Foundations. The Principal shared that Academic Foundations is more of a Fremont class, so there are not the same professional/teaching development options as other classes might have. However, teachers in the program support teachers coming into the program. Given a cohort of AF teachers developing in the English department, time and funds are available to support the needs of the teachers in coordination with student progress.

A parent member of SSC referenced the inspiring, design thinking process of program development and availability and inquired how new arrivals receive information as it applies to their child/student. The Principal reviewed the process that occurs through the District enrollment center. Parents are alerted of English Language programs through different questions on the enrollment form for Fremont High School. Academic records are reviewed to determine other supports that might be appropriate.

The focus across all LCAP input was on incorporating student voice and increasing communication about parent opportunities to participate workshops.

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 already in place from the previous (2022 - 23) 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 percentage 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%	Students meeting A-G, Class of 2022 Afr Am/Black 38.9% Asian 93.0% Filipino 72.7% Hispanic/Latino 44.2% White 76.5% Two or more races 83.8% English Learners 45.4% Homeless Youth 11.1% Socioecon Disadv 56.0% Students w/Disabilities 27.1% All Students 82.9%		100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).	Students meeting/exceeding standard: 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%	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 reference about FUHSD's academic progress: These data below are referencing CAASPP administration year 2021. Student Group % "Met or Exceeded Standard" in ELA/Math: All Students 92%/89% African American --/-- Asian 95%/95% Filipino --/-- Hispanic 76%/42% White 96%/91%	These data below are referencing CAASPP administration year 2022. Student Group % "Met or Exceeded Standard" in ELA/Math: All Students 83%/74% African American 47%/27% Asian 92%/92% Filipino 75%/57% Hispanic 49%/20% White 87%/68% Two or More Races 89%/82% English Learners 17%/16% Socio-Economic Disadvantaged 57%/33% Students with Disabilities 28%/14% Homeless Students -/-- "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.		100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<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 the subgroup and data isn't published.</p>			
Increase to 95% the percentage of students 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% in 2022 for both ELA and Math exams		95% for both ELA and Math exams
By student group, decrease the dropout rate.	Class of 2020 cohort dropout rate by student group:	Class of 2021 cohort dropout rate by student group:	Class of 2022 cohort dropout rate by student group:		0% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 2/23 (8.7%) Asian: 4/1,607 (0.2%) Filipino: 2/67 (3.0%) 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%)	African American: 0/15 (0%) Asian: 13/1,711 (0.8%) 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%)	African American: 1/21 (4.8%) Asian: 0/1,616 (0.0%) Filipino: 4/72 (5.6%) Hispanic/Latino: 21/366 (5.7%) White: 0/417 (0.0%) Two or More Races: 0/157 (0.0%) SED: 25/545 (9.3%) ELL: 18/234 (7.7%) Homeless Youth: 2/12 (16.7%) SWD: 6/260 (2.3%) All: 27/2,690 (1.0%)		
By student group, increase to 100% the percentage 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%	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%	Students meeting graduation requirements, Class of 2022 (number/%) Afr Am/Black 18/85.7% Asian 1,602/99.1% Hispanic/Latino 321/87.7% Filipino 72/91.7% White 417/97.8% Two or more races 157/98.1% English Learners 196/83.8% Homeless Youth 9/75.0% Socioecon Disadv 489/89.7%		100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students 2546/94.4% (2698 in cohort)	All Students 2683/95.8% (2801 in cohort)	Students w/Disabilities 225/86.5% All Students 2,608/97% (2,690 in cohort)		
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%)	NA		100% (Metric retired and replaced with a metric connected to the ELPI)
Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).	2022 CA Dashboard 55% of ELs making progress towards English language proficiency	NA	NA		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%).	EL students reclassified in 2021-22: 60 (6.9%)		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and support staff	<p>Sustain a high quality comprehensive high school program.</p> <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. 	\$142,969,468.28	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.	\$242,497.74	No
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.	\$87,175.95	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.	\$1,884,457.13	Yes

Action #	Title	Description	Total Funds	Contributing
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 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) 	\$4,843,094.22	Yes
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.	\$81,925.20	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	\$392,227.31	No

Action #	Title	Description	Total Funds	Contributing
		Fund and other resources to provide programs targeted to Students with Disabilities, Algebra Workshop and Specialized Academic Instruction are implemented as targeted interventions in support of course passage and A-G completion.		
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.	\$153,654.31	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 targeted participation in Academic Foundations course sections to improve course passage and A-G completion.	\$191,871.11	Yes

Goal Analysis [2022-23]

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 is a community-funded district with steady and/or 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, employees will see an approximate salary increase of approximately 8-9% for all bargaining groups which will be retroactive back to July 1, 2022 and ongoing. This increase allows our salaries, along with strong benefits, to remain amongst the most competitive in our county. Our strong financials continue to allow us the opportunity to provide and support strong professional development programs as well as 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.

Additional resources to support staff and expansion of programs/services have been provided: continued compensation of team leads to guide the work of collaborative teams; an Instructional Coach that focuses on the implementation of High Leverage practices designed to

better meet the needs of students with special needs was also implemented in 2022-2023.

Action 2: The focus for 2022-2023 in ELA was primarily in Action #3.

Action 3: In English, the Curriculum Lead facilitated the following:

- Asian American literature professional development (PD) study/design group. Multiple meetings were held for a group of approximately eight teachers to study Asian American literature and to plan a PD for other teachers with the objective to consider an example ELA syllabus to include works by Asian American writers.
- A book discussion of "Letting Go of Literary Whiteness." Participants considered 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 grew their skills in promoting equity and social justice in their classrooms, departments, and school sites.

Action 4: Academic Reading and Writing is a targeted reading intervention class that uses the Read 180 curriculum to support students with below grade level reading comprehension skills and the System 44 curriculum to support students with decoding challenges. In previous years, the course has been offered at Cupertino, Homestead and Fremont High Schools. During the 2022 - 2023 school year, there were not enough students in need of this intervention to implement the course at Cupertino and Homestead High School. Fremont had 14 students in grades nine through 12 enrolled in the course at the start of the year and five additional students added after the start of the school year. Of these 19 students, two students reading only slightly below grade level and concurrently enrolled in the Academic Foundations intervention dropped the class during the second week of school to add other graduation requirements to their schedule. Two students moved out of the district and a third moved at the end of the first semester. Initial assessment data showed that four of the 15 remaining students in the first semester are English language learners who do not have literacy in English nor their primary language. These students cannot yet access the Read 180 or System 44 curriculum; therefore, the teacher is utilizing other resources and strategies to teach beginning literacy skills such as letter identification and sounds. Two students with beginner decoding skills were placed in the System 44 phonics intervention, one improved their fluency score then moved at the end of the semester, the other student continues to score in the beginning decoder range. Nine students in the reading comprehension intervention have shown an average growth of 77 points; four students improved their Lexile, five students showed no growth.

The Reading Interventions PLC dissolved since there is only one teacher this year; however, this teacher meets with the program coordinator monthly to discuss best practices, monitor student progress and determine any additional program needs and supports. The teacher continues to implement the "Boot Camp" developed 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.

The Intervention Specialist at Fremont High School has access to the Reading Inventory assessment and is able to use this to screen new students or students struggling academically to determine if the intervention class is an appropriate placement.

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 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. While all Specialized Academic Instruction (SAI) English teachers can access this intervention only two teachers are using the Read 180 Student Application consistently to supplement the standards-based grade level curriculum in their Specialized Academic Instruction English classes. In one class, the average Lexile growth increased by 71 points; eight students improved their Lexile and six showed no growth. In the other class, the average Lexile growth was 54 points; ten students improved their Lexile, seven students showed no growth. One SAI English teacher assessed students with the Reading and Phonics Inventory at the start of the school year and determined that most students had decoding and reading comprehension skills at a level that did not require an intensive intervention or supplemental support.

Another teacher assessed the students receiving SAI in a Learning Skills class and determined that two students would benefit from supplemental instruction through the Student Application. Both students improved their Lexile; the average growth was 101.

Students who demonstrate below grade level reading skills in need of credit recovery through the District's Summer Academy program will be enrolled in a SAI English class that will use the Academic Reading and Writing/Read 180 curriculum.

If space allows during the 2023 - 2024 school year, Fremont High School will explore the option of enrolling 10th - 12th grade students who are credit deficient in English and reading below grade level in the Academic Reading and Writing course for credit recovery and skill development.

A Reading Specialist is leading a PLC group to support the SAI English teachers. Across the district, 15 special education teachers teach six different specialized academic instruction English courses. Additionally, some also co-teach one or more of five different general education English classes. Each site has their own unique schedule for PLC and whole staff meetings. As a result, while the SAI English PLC continues to meet on a monthly basis, participation is sporadic and the goals of the group have shifted during the year. Initial goals of the group included supporting the implementation of the Read 180 Student Application intervention and the STAR Reading assessment. A need for Read 180 training was identified and offered to teachers prior to the start of the 2022 - 2023 school year. Despite initial interest, few teachers actually attended. However, as described above, some teachers are using the Read 180 application to support student learning.

The long-term goal for STAR Reading was to assess students three times during the school year and use the data to drive curriculum and instruction in special education English classes to provide support targeted specifically to student needs. Two teachers volunteered to administer the STAR Reading assessment at the beginning of the school year followed by targeted training sessions with the vendor to review the data and learn how to use the information to drive curriculum and instruction. Due to competing priorities, the STAR Reading assessments were not administered and this goal was abandoned. We will not continue our subscription moving forward.

Action 5: Professional development to support Integrated English Language Development (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. Thus, the plan for 2022-2023 was to offer teachers of integrated ELD (sheltered instruction) professional development (PD) on various language domains.

- Professional development for Integrated ELD teachers in Science, ELA and Social Studies: all-day PDs were offered to teachers of Integrated ELD in Science, ELA and Social Studies on one of the four language domains per ELD Standards. Four ELD 1 teachers attended the PD for sheltered English teachers on speaking, four ELD 2 teachers have continued to meet during release days 4 to 5 times per school year as inter-site PLCs. The work included creating and revising curriculum, lessons and assessments. Teachers also looked at student work to determine possible changes to the instructions.
- Algebra 1 Sheltered teacher met 5 times during the year to determine function words in Math (e.g., explain, solve) and to create/share lessons that explicitly teach these words.

Action 6: In math, the Curriculum Lead facilitated the following:

- Statistics and Probability PD. 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 was used and it is intended that 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 wore their “student hats” to engage in exploration and problem solving, highlighting the role of interactive learning in collaborative sense making. Teachers will continue to 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 engaged in collaborative learning to answer the question, “What instructional materials, resources, and teaching practices can we use to provoke struggle?” Outcomes were: 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.
- A book club to discuss Peter Liljedahl’s Thinking Classrooms in Mathematics, with 15 participants.

Action 7: STAR Math assessments have been made available over the past two years. This supplements the efforts continually made through PLC work. STAR Math has not gathered strength in implementation and will be discontinued at the end of 22-23 school year. Teachers are offered PD opportunities through the Math Curriculum Lead. This year this included a book club series offered in the Spring. This professional learning opportunity is intended to build upon two previous Math PD offerings: the Math Discourse PD and the Productive Math Struggle PD. The purpose of the Building Thinking Classrooms Book Club is to provide teachers with the opportunity to discuss key ideas from the book, which will help them learn practical tools and moves they can use to create a classroom environment in which students learn math deeply. The monthly book club sessions will also provide teachers with a support system as they apply their learning in the classroom.

Action 8: while this action focuses on districtwide collaboration of special education teachers in the areas of ELA and math, during the 2022-23 school year the focus was on reading and support for the new science class, Science and Society.

Reading “Back to Basics” was a focus across the district this year to ensure literacy support could be found in all classrooms. STAR assessment use was emphasized and a Literacy PLC team met during the year to monitor progress. Similar to Math, STAR assessment program has had minimal implementation. Teachers use the PLC format to review student work and standards implementation more successfully. Opportunities for teachers to incorporate the Read 180 app was available for targeted classes as well as individual intervention.

Reading strategies were emphasized along with a review of assessments and the interpretations that help build reading skills. Additionally, there was information shared to increase understanding and access for assistive technology.

The SAI science team met this year as part of implementation for a new course. The course is based on PBL and this format proved challenging particularly for students with inconsistent attendance. SAI teachers struggled to determine adaptations that would appropriately continue necessary rigor, address project-based learning opportunities, and determine appropriate assessments. Science and Society courses were supported across the district in various degrees through co-teaching, push-in and ongoing planning collaboration. A result of the efforts of the new course team has produced a strong recommendation to have special education teachers represented in planning but also available for lesson adaptation support within at least the first year.

Special education teachers in the area of math collaborated through the professional development offerings detailed above in Action 6.

Action 9: Academic Foundations is an elective course for 9th and 10th graders that focuses on academic and social-emotional skills for success in high school. These include study and organizational strategies and academic language and literacy. As appropriate, the teacher teaches and reteaches academic content students will be or have been instructed on in their core classes. Targeted students include students with disabilities, students who are homeless and students who are socioeconomically disadvantaged.

From school year 2021-22 to Term 1 of the 2022-23 school year, students who have participated in Academic Foundations 9th and 10th grades (targeting students who are homeless and socioeconomically disadvantaged, and students with disabilities) have increased from 31% to 38% earning a D or higher in courses required for graduation and from 16% to 25% earning a C or higher for A-G required courses.

Academic Foundations 9, supporting students who are English Learners, incorporates regular writing – both reflective and academic – into its curriculum. Throughout the school year, students complete at least one full process essay that reinforces basic writing skills that they are learning in their core literature and/or science classes (e.g. thesis, claim, evidence, reasoning/analysis). Beyond that, academic language is practiced in daily writing or speaking activities, specifically utilizing academic language frames to make inferences, compare/contrast, add on to a classmate’s idea, signal a cause/effect, etc. Targeted students are English Learners, particularly Long-Term English Learners.

Students who are Long-Term English Learners participating in Academic Foundations 9, made the following progress as of Term 1 of the 2022-23 school year: 57% earned a D or higher in courses required for graduation and 27% earned a C or higher for A-G required courses.

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 8-9% increase in staff compensation that was retroactive back to the start of the 2022-23 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 8-9% salary increase. No change in the action as written for 23-24.

Action 2: effective as the EL graduation rate increased from 83.5% to 83.8%. While the focus of the English Curriculum Lead during both the 21-22 and 22-23 school years has been 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 23-24.

Action 3: effective given the professional development that was provided during 22-23 and the plans to continue for 23-24; graduation rate increased from 95.8% to 97%. No change in the action as written for 23-24.

Action 4: progress towards effective. While the overall a-g rate metric decreased from 83.9% to 82.9%, students who are SED increased from 53.5% to 56%. Focus for supplemental instruction is on Read 180 Student Application and, on a space available basis during the 2023 - 2024 school year, Fremont High School will explore the option of enrolling 10th - 12th grade students who are credit deficient in English and reading below grade level in the Academic Reading and Writing course for credit recovery and skill development. No change in the action as written for 23-24.

Action 5: effective given the professional development that was provided during 22-23 and the plans to continue for 23-24; EL graduation rate increased from 83.5% to 83.8%. No change in the action as written for 23-24.

Action 6: effective given the professional development that was provided during 22-23 and the plans to continue for 23-24; graduation rate increased from 95.8% to 97%. No change in the action as written for 23-24.

Action 7: progress towards effective, the previous year the a-g rate for students with disabilities increased from 27.5% to 29.5% however has decreased to 27.1%. No change in the action as written for 23-24.

Action 8: progress towards effective. The concern about the decrease in LRE is related to return to school from the impact of COVID. There has been an increase in mental health concerns and difficulties with executive function skills. Students have demonstrated less resilience and stamina to be successful in general education classes. In Summer 2023, based on their reading inventory score/Lexile level, students needing credit recovery will have an option to enroll in a Read 180 class. The Math curriculum lead will be working with special education teachers to address grading in Math. Additionally, all special education teachers will receive ongoing training on implementation of high leverage practices and universal design for learning. This includes a cycle of inquiry for each teacher. This action has been updated to remove, "This will include consideration of benchmark assessments." given that benchmark assessments will not continue. No other change in the action as written for 23-24.

Action 9: progress towards effective. Students who participated in Academic Foundations experienced increase in performance in their courses required for graduation and A-G required courses. Students who are socioeconomically disadvantaged increased their A-G completion from 53.5% to 56% and English Learners increased from 44.3% to 45.4%. For graduation rate students who are socioeconomically disadvantaged increased from 86.6% to 89.7% and English Learners increased from 83.5% to 83.8%.

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.

Where applicable, metrics were updated to reflect percentage of students, rather than number.

Year 2 Outcome data for the following metrics includes students who are homeless due to the four-year cohort size being above 10 students:

- By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.
- By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).
- By student group, decrease the dropout rate.
- By student group, increase to 100% the percentage of students who graduate.

The metric that tracked 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 2021-22: EL in US 1 year: 204 (31.7%); All EL: 208 (28.9%)) has been retired and replaced with a metric connected to the ELPI: Increase to 100% the portion of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC). Baseline for the Class of 2021-22: 18.3% ELs who maintained ELPI level 4; 36.7% ELs who progressed at least one ELPI level.

Action 8 has been updated to remove, "This will include consideration of benchmark assessments." given that benchmark assessments will not continue. No other change in the action as written for 23-24.

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.	<p>Students completing AP courses (2019-20): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4428/11,071 = 40.0%</p> <p>American Indian 0/16 = 0%</p> <p>African American 8/78 = 10.3%</p> <p>Hispanic 169/1623 = 10.4%</p> <p>Pacific Islander 7/30 = 23.3%</p> <p>Two or more races 208/660 = 31.5%</p> <p>Asian 3499/6522 = 53.6%</p>	<p>Students completing AP courses (2020-21): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4644/10,618 = 43.7%</p> <p>American Indian 1/24 = 4.2%</p> <p>African American 9/86 = 10.5%</p> <p>Hispanic 179/1,595 = 11.2%</p> <p>Pacific Islander 9/31 = 29%</p> <p>Two or more races 241/663 = 36.3%</p> <p>Asian 3619/6,283 = 57.6%</p>	<p>Students completing AP courses (2021-22): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4239/10,225 = 41.5%</p> <p>American Indian 3/28 = 10.7%</p> <p>African American 5/89 = 5.6%</p> <p>Hispanic 178/1,623 = 11.0%</p> <p>Pacific Islander 11/38 = 28.9%</p> <p>Two or more races 245/644 = 38.0%</p> <p>Asian 3310/5,845 = 56.6%</p>		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%	White 487/1,506 = 32.3% SED 211/1,571= 13.4% SWD 54/1,018= 5.3% EL 66/865 = 7.6%		
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.	In 2022, 4,337 students took 10,687 exams with a pass rate of 87% compared to 86.5% 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 (April 2021)	15 (March 2022)	21 (April 2023)		10
By student group, increase to 100% the percentage 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	These data below are referencing CAASPP administration year 2022. Student Group % “Met or Exceeded Standard” in ELA/Math: All Students 83%/74% African American 47%/27% Asian 92%/92%		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>	<p>Filipino 75%/57%</p> <p>Hispanic 49%/20%</p> <p>White 87%/68%</p> <p>Two or More Races 89%/82%</p> <p>English Learners 17%/16%</p> <p>Socio-Economic Disadvantaged 57%/33%</p> <p>Students with Disabilities 28%/14%</p> <p>Homeless Students -/--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</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	School year 2022-23: 96% With full credential = 507 Without full credential = 8 Teachers Teaching Outside Subject Area of Competence (with full credential) = 15		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 2022 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 12.1% (# = 58 / 480) % of Ds & Fs in College Preparatory Math 18.6% (# = 80 / 431) HHS 2022 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 10.6% (# = 62 / 587)		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)	% of Ds & Fs in College Preparatory Math 9.1% (# = 50 / 549)		
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)	54 (3/30/23)		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)	44.79% (October 2022)		52.2%; 60% as of October 2022)
100% of students will have access to standards-aligned instructional	100%	100% (end of the 21-22 school year: June 3, 2022)	100% (April 2023)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials/texts or digital curriculum resources.					
Implementation of Academic Standards (scale range: Exploration and Research Phase, Beginning Development, Initial Implementation, Full Implementation, Full Implementation and Sustainability).	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)	Implementation ranges from Full Implementation to Full Implementation and Sustainability (April 2023)		Full Implementation and Sustainability across all academic areas
English Learner Access to Common Core State Standards including English Language Development standards (scale range: Exploration and Research Phase, Beginning Development, Initial Implementation, Full Implementation, Full Implementation and Sustainability).	Full Implementation and Sustainability	Full Implementation and Sustainability (end of the 21-22 school year: June 3, 2022)	Full Implementation and Sustainability (April 2023)		Full Implementation and Sustainability
Increase the percentage of students who have successfully completed courses	Class of 2020: 216 pathway completers (8% of cohort). (Calculation= # of students completing	Class of 2021: 211 pathway completers (7.4% of cohort). (Calculation= # of students completing	Class of 2022: 205 pathway completers (7.6% of cohort). (Calculation= # of students completing		Maintain or increase the number of CTE pathway completers/% in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that satisfy the requirement for a career technical education pathway.	CTE pathway in cohort/total number of students in cohort)	CTE pathway in cohort/total number of students in cohort)	CTE pathway in cohort/total number of students in cohort)		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.	Class of 2022: 170 students in class of 2022 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. 	\$1,091,306.14	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.	\$613,033.46	No

Action #	Title	Description	Total Funds	Contributing
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.	\$115,000.00	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.	\$152,493.61	No
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.	\$222,927.48	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.	\$25,055.03	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.	\$149,235.81	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	\$129,201.55	No

Action #	Title	Description	Total Funds	Contributing
		accessed online, to meet a variety of student needs, thereby broadening reach across the district and providing varied opportunities.		
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.	\$44,333.64	Yes
2.10	Teacher Recruitment	Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	\$33,923.71	No
2.11	Advanced Placement Courses	Through the collaborative work of the Counseling Assistant Principals and District administrators, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	\$1,472,626.85	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.	\$65,142.25	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.	\$260,259.12	No

Action #	Title	Description	Total Funds	Contributing
2.14	Access to General Education	In support of increased access to general education for students with disabilities, ongoing efforts and discussions of educational partners 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) 	\$153,654.31	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 continuum of support options for students with disabilities within general education.	\$153,654.31	No

Goal Analysis [2022-23]

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, in the context of declining enrollment and declining induction numbers, we have changed our model to include a .8-released “Lead Mentor” rather than 4 fully-released teachers. This teacher leader will still directly serve induction teachers, but also support the other mentors and provide a stable guiding hand as the program develops over the next five years. The Lead Mentor will continue to

develop the professional learning program for new hires to find a balance between one-on-one coaching support, more formal learning in workshops and other formats, and coaching support for more veteran teachers and those transferring schools.

Leadership Learning

1. The most substantive change in leadership support this year was the inception of a Coaching Program available to all administrators and a Coaching Skills for Leaders professional development program for teacher leaders and administrators. The Coaching program launched as a voluntary opportunity for administrators to serve as a coach or receive 1:1 coaching support from another leader. In the first year, 15 leaders served as coaches for 27 administrators. Coaches ranged from teacher leaders, to site administrators, to district office Coordinators, Directors, and Associate Superintendents. We also hired one outside consultant to coach 3 of the principals. In addition, Coaching Skills for Leaders was implemented to train teacher leaders and administrators in 1:1 coaching. In the first year, 22 teachers and 2 administrators participated in the program. Most of these intend to coach others next year and would like continued support in doing so. A Coaching Collaborative was also initiated in January as a more informal bi-weekly space for coaches to learn new tools and develop their skills as needed.

2. We have not started to measure the impact of these coaching relationships on Goal 2 because we are in the earliest phases and it is two-steps removed from the goal. We know that a guaranteed and viable curriculum requires strong teams, and that strong teams require strong leaders. Therefore the provision of coaching support to leaders will have a downstream impact on goal 2, but the direct connection will be difficult to measure. In the meantime, we are measuring the impact of the coaching program in terms of reach (scale) and self-reported impact on practice of leaders.

3. Next year, we are focusing on expanding both the coach training and the coaching relationships, aiming to have 50 or more administrators and managers receiving coaching support (over 50% of leaders). We are also hoping to expand the training by including both formal PD (Coaching Skills for Leaders) and informal coaching collaboratives to meet the differing needs and schedules of diverse leaders. In addition, as we revamp the administrator evaluation system, the provision of coaching for leaders will support the vision of the evaluation system: "A system that supports a culture of continuous growth, where administrators and managers use regular feedback to set goals to improve service to students, families and staff." Finally, we plan to develop a more robust training for Department Leads so that they can better manage departments in the journey toward a guaranteed and viable curriculum. Although a training called Courageous Leaders (5-session course series) is already available for leaders to learn soft skills like trust-building, consensus-building, ladder of inference, decision-making, and conflict mediation, we will add trainings on the mechanics of meetings and how to continually seek feedback and adapt processes to meet the unique needs of each team.

4. Summer Leadership Retreat: Administrators learned about identifying their strengths and how to best leverage them as leaders. The retreat was grounded in the book Strength Finders.

Professional development from Curriculum Leads and Program Administrator

The subject-area professional developments were implemented largely as planned.

- English – Asian American Pacific Islander Experience in Literature (Approximately 20 attendees)
- Math - Statistics and Probability. Book Club to discuss Building Classrooms in Mathematics by Petere Liljedahl.
- Science – Next Generation Science Standards Routine PDs for Biology, Chemistry and Physics teachers that emphasize phenomena and performance tasks

- EL – One-day PDs for integrated (sheltered) ELD teachers in Science, Social Studies and ELA on one of the four language domains. Algebra 1 Sheltered teachers met 5 times to discuss how and share lessons to teach “function words” (e.g., explain, solve) in math.
- Health – Teachers learned about the California standards and designed a course to be piloted in 2023-2024
- Ethnic Studies – Teachers learned about the Ethnic Studies Model Curriculum, principles of Ethnic Studies and designed a course to be piloted in 2023-2024.

Action 2: Teacher/practitioners leveraged their relationships with both teachers and administrators to build trust and visibility. In their unique role, instead of focusing purely on the LMS, our team was able to bridge gaps between technology, pedagogy, support, and professional development.

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 8th after the “essentials” programming 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.

The Student Data Analytics System (Unified Insights) has continued to be developed and expanded on during the school year 2022-23. School Counselors and administrative teams have been trained on using the system as a method for tracking and identifying students of need. The system training for teachers took place at one school site and has been put on hold until fall 2023 until teacher-focused “classroom” data was more readily available in the system. Aggregate school-level and individual student-level data has been organized within the system to allow for daily updates for School Counselors and administrators to track student progress. The site allows for quick connections between students with the most D’s/F’s and their Schoology grade portal in order for counselors/administrators to complete a deeper dive into a student’s academic progress.

Action 4:

- SAT Handbook published to all sites. Individual meetings occurred at the start of the year for orientation on data collection and to assure consistent data elements are incorporated.
- EL resources updated and ongoing as part of the handbook.
- Staff have been participating in EL Community of Practice for the SELPA. Resources collected to update the EL master plan. Training being scheduled for EL staff, Psychologists and Special education teachers to discuss evaluation process and pre-referral interventions.
- A draft of the pre-referral intervention process is underway and consultation with the Santa Clara County Office of Education staff restarted to address MTSS implementation and data collection.

The goal of MTSS work and the identification of Significant Disproportionality in Special education has shifted the focus to reducing the number of referrals for special education assessment. At this time the 3 years of data is below:

School Totals:

Cupertino HS

20-21: 14

21-22: 18

22-23 (as of 3/30/23): 16

Fremont HS

20-21: 34

21-22: 20

22-23 (as of 3/30/23): 16

Homestead HS

20-21: 30

21-22: 16

22-23 (as of 3/30/23): 21

Lynbrook HS

20-21: 3

21-22: 11

22-23 (as of 3/30/23): 1

Monta Vista HS

20-21: 8

21-22: 13

22-23 (as of 3/30/23): 6

Educational Options

20-21: 0

21-22: 10

22-23 (as of 3/30/23): 5

District Total

20-21: 89

21-22: 88

22-23 (as of 3/30/23): 54

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 contacts with identified D/F/I students during SY 2022-23:

- CHS counselors and administrators made a total of 2881 contacts with students for “D/F/I Counseling”
- FHS counselors and administrators made a total of 1189 contacts with students for “D/F/I Counseling”
- HHS counselors and administrators made a total of 1536 contacts with students for “D/F/I Counseling”
- LHS counselors and administrators made a total of 901 contacts with students for “D/F/I Counseling”
- MVHS counselors and administrators made a total of 2881 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 were purchased and implemented, that reflected our commitment to equity by exposing students to a wider variety of cultural viewpoints.

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 tenets of project-based learning 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 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.

The Science and Society course was implemented SY 2022-23 with 16 general education sections district-wide. The Science and Society team has continued to review, reflect and make revisions on the course during the first year including several release days embedded throughout the year in order to maintain continuity across the sites in the development of the course. Moving forward, this course will continue to engage in ongoing improvements through a district-wide PLC structure.

Action 8: The District has continued to implement Edgenuity/Imagine Learning. This online platform has broadened course offerings to include honors and advanced placement as well as electives. Remote Excel continued for the second year in support of students who were already participating in 8th block and required additional credit recovery opportunities or who were 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: The Associate Superintendent of Student and Special Services continues to work 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.

Cupertino High School (CHS)

- In partnership with De Anza College dual enrollment, continues to offer the Public & Community Health pathway: Contemporary Health Concerns, Medical Terminology, and Introduction to Health Technologies. Beginning with the 2021-22 school year, added Financial Accounting I and II as a capstone to the Financial Services pathway. These courses are open to any student in the District: Health at CHS and Accounting online.
- In partnership with Foothill College dual enrollment, beginning with the 2021-22 school year, added Business Law I and Law & Society as capstone courses for the Legal Practices pathway. These courses are open to any student in the District and taught at CHS.

Fremont High School (FHS)

- Maintaining its Project Lead the Way Engineering Design pathway with 4 sections: Engineering Essentials (2, Introduction to Engineering Design (1), and Digital Electronics.
- In partnership with Foothill College dual enrollment, continues to offer Emergency Athletic Injury Care and First Aid and CPR/AED as concentrator courses in the Patient Care pathway and Treatment & Rehabilitation of Athletic Injuries as the capstone course. These courses are open to any student in the District and taught at FHS.

Homestead High School (HHS)

- Maintaining its Project Lead the Way Engineering Design pathway with 2 sections of Introduction to Engineering Design and 2 sections of Principles of Engineering. In partnership with De Anza dual enrollment, Design & Manufacturing Technologies courses Survey of Design and Manufacturing Process/Modern Fabrication and 3D Printing, Reverse Engineering and Rapid Prototyping: Strategies in Industry were added for the 2022-23 school year as capstone courses. These courses are taught at De Anza and open to any student in the District.
- Continues to offer the Education, Child Development & Family Services pathway: College Major and Career Options, Child Development (The Early Years), and Child, Family and Community Interrelationships. These courses are open to any student in the District and taught at HHS.

Monta Vista High School (MVHS)

- Maintained its Project Lead the Way Engineering Design pathway with 2 sections of Introduction to Engineering Design and 1 section of Principles of Engineering.

FUHSD received 5th Round funding for two Strong Workforce Program grants.

- The CTE Early College program at FHS, Foothill Firebird Academy, launched its first cohort of sophomores for the 2022-23 school year. The FHS teacher coordinator partnered with Foothill faculty to offer Exploring Career Fields, Lifelong Learning Strategies, and Self-Assessment. The primary expenses for the grant are a period release of an FHS teacher for program coordination, staff planning time for both FHS and Foothill College, and a field trip to the Foothill campus. Grant funds were also utilized to partner with Student Industry Connections to provide industry guest speakers in connection with previous coursework and skills such as resume

writing and interviewing once the college coursework had concluded, and attend the Asian American Women's Alliance Career Seminar held at San Jose City Hall.

- As part of the CTE Consortium with Santa Clara County Office of Education, this grant supports the growth of work-based learning within our CTE courses/programs. Primary expenses are a period release for a CTE teacher and 20% time of Job Development Support. These individuals have met with each CTE teacher, guided access to work-based learning resources and platforms, and supported integration into the classroom. Funds also supported student participation in the Sustainable Future Outdoor Academy full-day event to explore outdoor sustainability and green careers.
- The transition department supports/coordinates the following career exploration events over the course of the school year: FUHSD College Fair (September); Construction Careers, Cybersecurity Month, Disability Awareness, and Manufacturing Careers (October); National Apprenticeship Month (November); Hour of Code/STEAM (December); National Mentoring (January); CTE Month (February); Computer Science (March); Youth Financial Literacy (April); and Youth Workers Health & Safety (May).
- The CTE Advisory Committee, a requirement of the Perkins grant, held its first meeting since 2019. There were 28 District staff members present to participate in an overview of CTE in the FUHSD, information about work-based learning endeavors, and meet with industry professionals in the areas of Arts, Media & Entertainment; Business & Finance; and Engineering Design.
- In partnership with De Anza dual enrollment, CHS created a Senior Transitions Pathway for students who had been participating in the Terra Nova program or otherwise would benefit from continued support during high school and in transition to their post-secondary goals. The pathway includes College Major and Career Options, Life Skills for Higher Education, and Introduction to Personal Finance.
- FHS continues to offer Statway through dual enrollment in partnership with Foothill College. Enrollment increased to 56 students over three sections.
- In partnership with De Anza dual enrollment, courses have been offered after school in the following disciplines: Computer Information Systems, Business, and Psychology. These courses are advertised to all students in the district.
- In partnership with Foothill dual enrollment and beginning with the 2021-22 school year, courses in the Learning in New Media Classrooms division have been offered after school for students enrolled in the MVHS STEM Research course.

For the 2022-23 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. 256 total students earned the certificate:

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

10 Building & Construction Trades - Cabinetry, Millwork, & Woodworking
70 Business & Finance - Business Management
66 Business & Finance - Financial Services
4 Education, Child Development, and Family Services: Child Development (the first completers since program inception in 2020-21)
4 Engineering & Architecture - Engineering Design
23 Health Science & Medical Technology - Patient Care
7 Health Science & Medical Technology - Public & Community Health
8 Hospitality, Tourism, and Recreation: Food Science, Dietetics, and Nutrition
19 Hospitality, Tourism, and Recreation: Food Services and Hospitality
32 Public Services: Legal Practices
10 Transportation - Systems Diagnostics, Service, & Repair

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 over 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 remains 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. We have revisited this each year since 2021 and plan to continue to do so, annually. Although much of the data we analyze 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 a relatively significant decline in enrollment. In addition to having fewer opportunities to hire new staff, we are also seeing smaller candidate pools for open positions. 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. Interestingly, those who are resigning are largely doing so to pursue a career outside of education or to take time off to travel. We can hypothesize that this may largely be due to the stress and strains that were experienced during the peak of the COVID pandemic and we know many are still recovering from those stresses. 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 and we are placing more effort and resources to that area.

Action 11: This 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 student groups 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 Counseling Assistant Principals and administrators.

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 students' 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 ACSA and CASEL standards currently being covered across the district, aligned to the three guidance pillars of academics, college/career, and social-emotional learning, was established as part of the GSG work to define the work of the guidance counselors and guidance program in FUHSD.

As schools across the country opened up in fall of 2022, a common reference was heard that high schools are returning to more of a “typical” rhythm for teaching and learning compared to pre-pandemic. The pandemic-related fears were waning and teachers, students, staff and families alike were ready for more of a school-related focus without the COVID-related closures clouding our way of operating. With the State of California and FUHSD having put a number of safe-guards in place for grade/credit recovery, graduation access with a reduced credit diploma, and a pass/no pass option for students to adjust their transcript grades as a result of school closures, the pandemic-related “aftermath” for school year 2022-23 was less impactful. FUHSD was able to maintain high graduation rates for Class of 2022, high rates of students attending post-secondary education, and higher than county/state CAASPP scores from the spring 2022 administration. However, there were a number of students who entered their senior year with pandemic-related credit loss on their transcript so in order to continue to hold FUHSD students harmless from the negative effects of the COVID-related school closures, the FUHSD Board of Trustees approved a 180-credit diploma reducing the number of general elective credits required for graduation for the Class of 2023.

Action 13:

- Teachers continue to meet as a cross-district team twice per month. During PLC meetings, teachers are engaged in asset based metacognitive conversations to help coach students in connecting choices to outcomes.
- Teachers are recording these conversations and using meetings to analyze transcripts and identify areas to keep targeting for instruction.
- Teachers designed and tested a rubric that is designed to support teacher reflection on how to build agency in students through the asset-based conversations that help students connect their strengths and choices with outcomes in the class.

Cross-district collaboration amongst the two schools continues with teachers developing common practices and coherence around grading. Classroom culture has also been a focal point of PLC work.

- Teachers looked at different ways of data collection to improve specific measures of student performance in their courses.
- Teachers discussed how the district emphasis on Universal Design for Learning can dovetail with the culturally responsive practices that they have been piloting as a potential bridge to bring culturally responsive instruction to more mainstream classrooms.
- English teachers on the PLC team have met with Sarah Zerwin, author of Pointless - an English teacher’s guide to more meaningful grading and are exploring the possibility of a summer workshop to support the integration of more equitable grading practices in more English classrooms

Impact on student performance is not consistently demonstrated when using grades alone as the measurement. The opportunity to spread CRE practices by this teaching team has been limited and when cross-department collaborations occur they have not been received positively. Alongside these efforts a new professional development workshop has begun with implementation of UDL principles and more staff have expressed a willingness to engage in this work and its impact with equitable practices in the classroom. This will shift focus on efforts moving forward.

Action 14 and Action 15: High Leverage Practices and UDL principles were delivered to all special education staff. The focus of this work is to ensure that all special education teachers have the skills and information necessary to contribute in collaboration discussions with general education teachers as the learning experts. The Lead Resource Specialists were provided with the HLP and UDL Now books with ongoing monthly meetings for incorporating the principles at each site. A one-day workshop for all special education teachers was followed up with a half day to implement the cycle of inquiry for implementing HLP components in their classrooms. The work solidifies the need for understanding how UDL and HLPs intersect particularly for struggling students.

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 8-9% increase in staff compensation that was retroactive back to the start of the 2022-23 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

2.3 - decrease due to one-time implementation fees that were only for 21-22. This was updated after 22-23 Adoption.

2.4 & 2.5 - increase due to School Counselors adding 3 additional days to their work calendar as well as increasing FTE to be no less than 4 per site.

2.8 - decrease due to change in Learning Loss Admin

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 22-23 and the plans to continue for 23-24. No change in the action as written for 23-24.

Action 2: effective as the graduation rate increased from 95.8% to 97%. Students, families and staff are utilizing the system to support learning and communication. No change in the action as written for 23-24.

Action 3: in progress. Implementation was delayed due to customization by the company. School Counselors and administrative teams have been trained on using the system as a method for tracking and identifying students of need. The system training for teachers took place at

one school site and has been put on hold until fall 2023 until teacher-focused “classroom” data was more readily available in the system. No change in the action as written for 23-24.

Action 4: effective. The SAT handbook was completed and disseminated; training and implementation of agreed upon practices for the 2023-24 school year. No change in the action as written for 23-24.

Action 5: progress towards effective. Year 2 Outcome data for students who are homeless is available due to the four-year cohort size being above 10 students: 75% graduation rate. 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 23-24.

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 23-24.

Action 7: effective. Science and Society has been implemented. An implementation team has continued to provide oversight to assist with ongoing evolution of the course. No change in the action as written for 23-24.

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. No change in the action as written for 23-24.

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%. Students in special education, as measured by the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process, have displayed the following progress:

- Higher Education 71.64% (target is greater than or equal to 56.0%)
- Competitive Employment 88.81% (target is greater than or equal to 76.5%)
- Any Education/Employment 100.0% (target is greater than or equal to 87.5%)

No change in the action as written for 23-24.

Action 10: effective based on the maintenance of ongoing partnerships with local credential programs. No change in the action as written for 23-24.

Action 11: in progress. For participation in AP courses:

- increase in students who are SED (12.7% - 13.4%), students with disabilities (5% - 5.3%), and English Learners (7.3% - 7.6%);
- decrease in students who are Hispanic (11.2% - 11.0%), and African American (10.5% - 5.6%).

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. This action has been updated to read, "Through the collaborative work of the Counseling Assistant Principals and District administrators..." as the Curriculum & Guidance Council is no longer operational. No other change in the action as written for 23-24.

Action 12: effective. 4-year plan in place to continue to monitor development and progress. No change in the action as written for 23-24.

Action 13: in progress. Following significant progress for the 2021-22 cohort in comparison to the baseline, there are slight increases in Ds/Fs for the 2022-23 cohort:

- English/ELD 12.1% from 10.3% at FHS; 10.6% from 10.5% at HHS.
- Math 18.6% from 16% at FHS; 9.1% from 6.7% 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 focus for the 2023-24 school year will be on implementation of UDL principles and its impact with equitable practices in the classroom. No change in the action as written for 23-24.

Action 14: in progress. From the baseline of 40.87% of students in special education spending 80% or more of their time in general education there were 46.3% of students doing so as of October 2021 and 44.79% as of October 2022. For 2023-24 the instructional coach will expand professional development on the integration of the principles of Universal Design for Learning (UDL) to teachers in general education. No change in the action as written for 23-24.

Action 15: in progress, students with disabilities who meet A-G requirement by the time they graduate increased from 27.5% to 29.5% and then decreased to 27.1% for the Class of 2022. The goal for the 2023-24 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 23-24.

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 following metric was updated to reflect percentage, rather than number: By student group, increase to 100% the percentage 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.

Action 11 updated to read, "Through the collaborative work of the Counseling Assistant Principals and District administrators..." as the Curriculum & Guidance Council is no longer operational. No other change in the action as written for 23-24.

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 3 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 percentage 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: 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: 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>	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>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered January/February 2023)</p> <p>Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school": 9th grade: 27% 10th grade 26% 11th grade 25% 12th grade 29%</p>		<p>The District is now administering the CA Healthy Kids Survey and has updated the desired outcome as follows: Increase the percentage of students who report "Pretty much true" or "Very much true" to "Meaningful participation at school".</p> <p>The desired outcome from baseline/2019 has been retired. Increase the portion of students who</p>

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>				<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..
<p>Increase the percentage of students who respond positively when asked about their sense of well-being (safe and cared about).</p>	<p>2019</p> <p>At this school I feel valued for who I am: 21% always; 38% often; 28% sometimes; 9% rarely; 4% never</p> <p>My peers treat me with respect: 32% always; 53% often; 12% sometimes; 2% rarely; 1% never</p> <p>Adults at my school treat me with respect: 39% always; 43% often; 15%</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>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered January/February 2023)</p> <p>Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness":</p> <p>9th grade: 63%</p> <p>10th grade 61%</p> <p>11th grade 61%</p>		<p>The District is now administering the CA Healthy Kids Survey and has updated the desired outcomes as follows:</p> <p>Increase the percentage of students who report "Agree" or " Strongly agree" to "School connectedness".</p> <p>Increase the percentage of students who report "Pretty much true" or "</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>sometimes: 2% rarely; 1% never Adults at my school care about my emotional well-being: 26% always; 35% often; 28% sometimes: 9% rarely; 3% never I feel safe at school: 44% always; 42% often; 11% sometimes: 2% rarely; 1% never I experience physical or verbal bullying or harassment at my school: 1% always; 2% often; 6% sometimes: 22% rarely; 68% never I experience online or cyber bullying or harassment 1% always; 2% often; 4% sometimes: 15% rarely; 79% never</p>		<p>12th grade 50%</p> <p>Average percent of students reporting "Pretty much true" or "Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61%</p> <p>Perceived School Safety 74% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?"</p> <p>The following represent the percentage of students who reported not being victimized. Low Violence Victimization 88% No Harassment 82% No Mean Rumors 80% No Fear of Getting Beaten Up 94%</p>		<p>Very much true" to "Caring adults in school".</p> <p>Increase the percentage of students who report "Safe" or "Very Safe" at school when asked, "How safe do you feel when you are at school?"</p> <p>Increase the percentage of students who report not being victimized at school.</p> <p>The desired outcomes from baseline/2019 has been retired: 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,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> report adults care about their emotional well-being, and feel safe at school. <p>Decrease the portion of students who report they experienced bullying or harassment.</p>
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>Two or more races 0 (0.0%)</p> <p>English Learners 0 (0.0%)</p> <p>Socioecon Disadv 2 (0.11%)</p> <p>Students w/Disabilities 0 (0.0%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 5 (0.04%)</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> <p>Two or more races 0 (0.0%)</p> <p>English Learners 0 (0.0%)</p> <p>Socioecon Disadv 0 (0.0%)</p> <p>Students w/Disabilities 0 (0.0%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 0 (0.0%)</p>	<p>Students expelled in 2021-22 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 0 (0.0%)</p> <p>Filipino 1 (0.3%)</p> <p>Hispanic/Latino 7 (0.4%)</p> <p>White 1 (0.1%)</p> <p>Two or more races 0 (0.0%)</p> <p>English Learners 5 (0.5%)</p> <p>Socioecon Disadv 4 (0.2%)</p> <p>Students w/Disabilities 4 (0.4%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 9 (0.1%)</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
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%) All Students 21/10,951 (0.2%)	Students suspended at least once in 2021-22 (% of student group): Afr Am/Black 6/97 (6.2%) Asian 35/5,916 (0.6%) Filipino 9/286 (3.1%) Hispanic/Latino 109/1,728 (6.3%) Pac Islander 3/38 (7.9%) White 24/1,536 (1.6%) Two or more races 6/651 (0.9%) English Learners 98/955 (6.8%) Socioecon Disadv 109/1,768 (6.2%) Students w/Disabilities 75/1,118 (6.7%) Homeless Youth 3/29 (10.3%) All Students 197/10,527 (1.9%)		Maintain or decrease suspension rate from 2019-20.
Increase percentage of students who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	82.9% (2019-2020)	89.9% (2020-2021)	72.4% (2021-2022)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease chronic absenteeism.	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%)	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%)	Students considered chronic absentee in 2021-22 (% of student group): Afr Am/Black 24/90 (26.7%) Asian 253/5,847 (4.3%) Filipino 31/282 (11.0%) Hispanic/Latino 480/1,695 (28.3%) Pac Islander 11/38 (28.9%) White 176/1,516 (11.6%) Two or more races 51/643 (7.9%) English Learners 210/928 (22.6%) Socioecon Disadv 451/1,727(26.1%) Students w/Disabilities 321/1,043 (30.8%) Homeless Youth 15/27 (55.6%) All Students 1,046/10,386 (10.1%)		Absenteeism 0-5%
By student group, increase to 100% the percentage of students who graduate.	Students meeting graduation requirements, Class of 2020 (number/%) Afr Am/Black 18/78.3%	Students meeting graduation requirements, Class of 2021 (number/%) Afr Am/Black 15/100% Asian 1,676/98%	Students meeting graduation requirements, Class of 2022 (number/%) Afr Am/Black 18/85.7%		100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)	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)	Asian 1,602/99.1% Hispanic/Latino 321/87.7% Filipino 72/91.7% White 417/97.8% Two or more races 157/98.1% English Learners 196/83.8% Homeless Youth 9/75.0% Socioecon Disadv 489/89.7% Students w/Disabilities 225/86.5% All Students 2,608/97% (2,690 in cohort)		
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-year institution and 62% attending a 4-year institution. 96% of students in the	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-year institution and 64% attending a 4-year institution. 95% of students in the	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2022 reported 81% enrollment in postsecondary education institutions within the first year after high school with 19% attending a 2-year institution and 62% attending a 4-year institution. 95% of students in the		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
	Class of 2018 who enrolled in college in their first year returned for their second year.	Class of 2019 who enrolled in college in their first year returned for their second year.	Class of 2020 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% Good - Found slight dry rot near dumpster area on portables.</p> <p>MVHS January 2022 100%</p>	<p>Community Day School September 2022 100% Exemplary - No Findings</p> <p>CHS September 2022 97% Good - Minimal issues.</p> <p>FHS September 2022 100% Exemplary - No Findings</p> <p>HHS September 2022 99% Exemplary - No Findings</p> <p>LHS September 2022 97% Good - Working to resolve deficiencies.</p> <p>MVHS September 2022 100% Exemplary - No Findings</p>		Exemplary: 99-100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.	\$82,028.65	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.	\$42,768.51	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.	\$25,398.82	Yes
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.	\$29,578.08	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Athletic Program	Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.	\$109,740.07	No
3.6	Attendance	Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	\$25,067.02	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.	\$135,122.57	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.	\$73,528.65	No
3.9	Facility Maintenance	Maintain safe and updated schools through routine maintenance.	\$2,984,589.61	No

Goal Analysis [2022-23]

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 third 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 2022-2023 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 threat assessment training, emergency planning, attendance/Chronic Absenteeism, Intervention programs, and sharing of best practices. In addition, professional development for the School Conduct Specialists restarted after a two year COVID hiatus.

The focus of the quarterly professional development sessions is student support and behavioral best practices. The FUHSD Behavior Specialists, in conjunction with district staff, are providing the training and support for these trainings.

Action 3: During the 2022-2023 school year, the district continued to offer a variety of intervention programs. Offered monthly, the 90-minute Drug Intervention Class is an early level intervention for drug 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. Students requiring more intensive drug counseling can be referred to the School Linked Services Coordinator who will connect them with outside resources. New this year, parents were invited to sign up for the Triple P Teen (Positive Parenting) Program. This eight-week educational course for parents focuses on healthy communication, boundary setting, behavioral challenges and goal setting and consists of group and individual parent coaching sessions. There is a course running this spring and another will be offered in the early summer for the remaining interested participants.

Action 4: Saturday School has run on 14 (of 17 scheduled) occasions during the 2022-2023 school year. As of 4/10/23: 333 total students have been referred; 258 total students have attended. There are 3 more sessions scheduled for the balance of the year. This is an increase, both in terms of referral and attendance, from last year. 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. 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. The planned action for the current year (2022-23) regarding the 2019 AD model was to continue the operation of this approach and its activities and 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: (1) building leadership capacity in athletes, and (2) 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.

There were no major changes made to planned goal, metrics, desired outcomes, or actions for the coming year that resulted from formalized reflections on prior practice. However, 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.

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 group attendance meeting with 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. Post-COVID attendance continues to be an issue. All five high schools were provided a review of the CAI process at the beginning of the year and asked to refine their site-level process and attendance teams.

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. Students and families have the ability to request support through an online form that is placed on each school's website. School Based Therapists continue to schedule meetings with an app called Calendly or via QR codes. On a monthly basis the School Based Therapists meet to discuss services and implementation of best practices. Following a review of safety protocols, all Therapists and School Psychologists received training on forms and processes related to risk assessment. Additionally, the district's crisis manual was updated and reviewed for the most current practice recommendations.

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.

The number of unduplicated students seen by student advocates and school psychologists in the Fall semester was 1,040 with a total of 2,499 sessions. This data does not include students served through special education. Anxiety, Academic Stress and Home/Family were the top 3 presenting issues addressed in counseling sessions. 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. Fremont High experienced a large influx of migrant students with trauma events that impacted their education and transition to the community. An identified, Spanish speaking therapist is meeting regularly with students.

The district's commitment to wellness extends to the people working on behalf of our students each day. In 2022-23, staff wellness was a new area of focus for all schools. Through school funding and a special grant obtained by Caminar/Family and Children's Services, wellness coach services were available for any staff member to access. By the third week of February, 258 individual sessions had been conducted. There were 5 wellness groups averaging 5 people across the district. Based on input and utilization it was clear that staff wanted individual coaching instead of group. When surveyed, staff reported that self-care/life balance was the primary reason to request coaching (83.33% of respondents). Staff also expressed great satisfaction with the services delivered (88.89% Very satisfied).

Santa Clara County Office of Education offered opportunities for schools to partner in the development of wellness spaces, and FUHSD began this partnership to open a wellness space at Cupertino High. After identifying an appropriate space, staff from SCCOE and CHS interviewed possible clinicians to staff, however, due to significant staffing shortages a clinician has not been hired. The district remains optimistic that this partnership will be fruitful. A job description has been proposed for the district to employ a wellness center liaison to

manage spaces in the future. All school sites are reviewing facilities and considering wellness spaces for the future.

Parent education workshops are primarily held virtually and have covered a range of topics:

- Wellness for parents – presented by FUHSD Therapists
- Eating Disorders - presented by Emily Palmer Rice, Kaiser Health
- Mandarin parent workshop –presented by community Therapist and School Psychologist
- MV parent workshops presented by FUHSD Therapist
- Building Strong Families – partnered with YMCA – Project Cornerstone and FUHSD Therapist
- Triple P Positive Parenting class with SLS and RCS – 8 week class for parents and students.

Short Term Intensive Behavior Services (STIBS) was available for intervention in general education to address chronic absenteeism. The number of referrals has decreased since last year, although chronic absenteeism continues to be a high interest subject of intervention staff. There were 10 STIBS Gen Ed referrals this year. Of those, 5 received, or are receiving services. One of the limitations in connecting families to this service has been a lack of Mandarin speaking therapists. The community provider has been able to offer some Spanish speaking support. We had one request for a Farsi speaking family and we were unable to locate a provider. Recently there have been two referrals made for a newer service providing behavior intervention at home and school and this has limited success so unsure if it will continue in the future.

So far this year, 235 referrals have been made for School Linked Services. 148 of those referrals have had a successful linkage to community agencies for services. Starting in 2022 our partnership with SLS increased to add prevention and early intervention services including therapy and case management at CHS and HHS through Rebekah Children’s Services. While there is potential to grow small therapy groups, there has not been an opportunity or continued interest by students to implement. The Unconditional Education partnership with Seneca Families continues at Fremont HS. Therapy and behavior services are provided to Medi Cal eligible students.

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.

This year the student advisories have been guided by a diverse group of students and educators (from various disciplines), genders, racial backgrounds, and ethnicities. The overarching goals of the advisories:

- Using an equity lens, developing SEL skill building for students and staff
- Increase home/school communication
- Develop common language between staff, students and parents/caregivers

The theme for the advisories is taking care of ourselves and others which makes a connection to the self-management and social awareness components of the CASEL framework. Topics of the four advisories included:

- Learning about our brains (upstairs and downstairs brain)
- Transformative empathy (windows and mirrors)

- Know your rights and speaking up (Title 9)
- Stress management

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. There have been opportunities to explore and learn about SEL in the classroom through department meetings, PLCs and individual teacher outreach. The SBT Curriculum Lead is participating in the development of the Health course curriculum due to pilot in 2023-24.

Action 8: For school year 2022-23 school counselors have engaged in district-wide training regarding anxiety/depression, solution-focused counseling, supporting English Language Learner students, and LGBTQ+ support for communicating with adults. Each of these trainings is in effort to provide support to counselors and students support in developing wellness as a priority on our campuses. Student advisories for school year 2022-23 are developed through an advisory council facilitated by the School Based Therapist Lead. The Advisory council includes staff and students who compile information and produce advisory materials. Coordinating advisory topics, a parent newsletter is published to assure that families have access to information shared and can further cement learning at home. Topics that have covered mental health and wellness include: self-management, social awareness, taking care of ourselves, taking care of others, empathy, Title IX and stress management.

For school year 2023-24, professional development plans for school counselors include a deep dive into our existing program and resources to identify opportunity gaps for all student groups, particularly those needing additional support. The plan for this process includes a robust review of our current Social-Emotional Learning curriculum to identify any gaps in our work with students and staff.

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.

For school year 2022-23 school counselors have engaged in district-wide training regarding anxiety/depression, solution-focused counseling, supporting English Language Learner students, and LGBTQ+ support for communicating with adults. Each of these trainings is in effort to provide support to counselors and students support in developing wellness as a priority on our campuses.

The four Districtwide student advisories this school year have focused on Social-Emotional Learning (SEL) and integrated Taking Care of Ourselves and Others throughout: Learning About Our Brains; Mirrors, Windows, & Transformative Empathy; School Safety, Consent, and Title IX; and Finals Stress Management: the stories we tell ourselves. Following each advisory, parents have received a newsletter highlighting key concepts and providing tips on conversations with their child(ren).

Action 9: For 2022-23, FUHSD has had one Williams Complaint. The Apparatus Guidelines document for Physics Honors will include an expanded statement regarding how students may obtain assistance from their teachers to acquire any necessary materials to complete the projectile launcher project. Students will be informed of this policy verbally in class and students will continue to not be required to build their projectile launchers out of wood or use power tools to complete their assignment.

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 8-9% increase in staff compensation that was retroactive back to the start of the 2022-23 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

3.1 - increase due to changes to total District Admin FTE as well as step increase.

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 23-24.

Action 2: in progress. Metrics have been fluctuating between the 2019-20, 2020-21 (largely remote), and 2021-22 school years for students who are socioeconomically disadvantaged (CAI 16.3%, 15.3%, 26.1%; suspension 5.1%, .2%, 6.2%; expulsion 0.11%, 0%, 0.2%) and students with disabilities (CAI 21.4%, 20.3%, 30.8%; suspension 8.3%, 0.5%, 6.7%; expulsion 0%, 0%, .4%). Students in special education, as measured by the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process, met the target for suspension rate. In their monthly meetings, the Campus Climate group has focused on alignment of intervention and discipline responses across sites and programs. Over the course of the 2022-23 school year, district behavior specialists have provided professional development on student support and behavioral best practices. Student Conduct Specialists have attended along with members of the site administrative teams. This effort will continue for the 2023-24 school year. Strategies and learnings will also be shared with site staff in order to further these practices and student supports. No change in the action as written for 23-24.

Action 3: in progress. Metrics have been fluctuating between the 2019-20, 2020-21 (largely remote), and 2021-22 school years for students who are socioeconomically disadvantaged (CAI 16.3%, 15.3%, 26.1%; suspension 5.1%, .2%, 6.2%; expulsion 0.11%, 0%, 0.2%) and students with disabilities (CAI 21.4%, 20.3%, 30.8%; suspension 8.3%, 0.5%, 6.7%; expulsion 0%, 0%, .4%). A variety of intervention classes and parent education courses continue to be available, including Project Cornerstone with Spanish translation. No change in the action as written for 23-24.

Action 4: in progress. Metrics have been fluctuating between the 2019-20, 2020-21 (largely remote), and 2021-22 school years for students who are socioeconomically disadvantaged (CAI 16.3%, 15.3%, 26.1%; suspension 5.1%, .2%, 6.2%; expulsion 0.11%, 0%, 0.2%) and

students with disabilities (CAI 21.4%, 20.3%, 30.8%; suspension 8.3%, 0.5%, 6.7%; expulsion 0%, 0%, .4%). Sessions of Saturday School, an alternative to suspension which incorporates behavioral change strategies, continued to be added over the course of the 2022-23 school year. No change in the action as written for 23-24.

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 23-24.

Action 6: in progress. For all students the percentage of students who attend school regularly (as defined by percent of students who are absent less than 5%) decreased from 89.9% to 72.4% and chronic absenteeism increased from 4.8% to 10.1%. The School Attendance Review Team process will be reviewed with Principals and reestablished with site teams at the start of the 2023-24 school year. No change in the action as written for 23-24.

Action 7: in progress. Continued 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 decreased from 95.2% to 89.9% and chronic absenteeism increased from 4.8% to 10.1%. No change in the action as written for 23-24.

Action 8: in progress. Continued 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 who attend school regularly (as defined by percent of students who are absent less than 5%) decreased from 89.9% to 72.4% and chronic absenteeism increased from 4.8% to 10.1%. No change in the action as written for 23-24.

Action 9: effective given FIT ratings that are good and exemplary, ranging from 97-100% across the five comprehensive sites and Community Day School; 1 Williams Complaint; and almost 70% of students agreeing on the CA Healthy Kids Survey that, "My school is usually clean and tidy." No change in the action as written for 23-24.

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.

Where applicable, metrics were updated to reflect percentage of students, rather than number or portion.

Metrics for positive attendance and chronic absenteeism were separated:

- Increase percentage of students who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).
- Decrease chronic absenteeism.

Year 2 Outcome data for, "By student group, increase to 100% the percentage of students who graduate" includes students who are homeless due to the four-year cohort size being above 10 students:

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 educational partners 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	<p>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.</p> <p>DELAC attendance increased from an average of 20 to 50.</p>	<p>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.</p> <p>DELAC attendance has ranged from 15-50 (May 2022)</p>	<p>Parent education has continued to average 40 participants, fluctuating based on topic (see details below in goal analysis for Actions 3 and 6) and location (in-person or remote).</p> <p>Los Padres (attendance ranges based on the school site: CHS, FHS, HHS)</p> <p>DELAC attendance has remained stable. (May 2023)</p> <p>Positive Parenting Program (6)</p>		Increase participation from 2022-23 by 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of topic/program specific advisory groups include parent and staff representation, student where appropriate.	100%	100% (end of the 21-22 school year: June 3, 2022)	100% (May 2023) Citizens Advisory Council SELPA II; Citizens Advisory Committee for Enrollment; Educational Partner Group Meetings for the CCEIS Plan; DELAC; Wellness Council; Family Engagement Committee		100%
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)	Student Industry Connections, ing (Islamic Networks Group), Israeli-American Council (IAC) (May 2023)		14 total
Increase to 100% the number of parents/guardians who have an active Infinite Campus portal (new student	2020-2021 % of students with an active parent account (IC portal/SL portal): CHS: 65%/53% FHS: 67%/33%	2021-22 % of students with an active parent account (IC portal/Schoology login): CHS: 69%/53%	2022-23 % of students with an active parent account (IC portal/Schoology login): CHS: 79%/59%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	HHS: 66%/50% LHS: 71%/70% MVHS: 56%/52%	FHS: 63%/33% HHS: 68%/49% LHS: 75%/66% MVHS: 68%/53%	FHS: 79%/37% HHS: 77%/54% LHS: 86%/64% MVHS: 78%/63%		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Surveys	Continue to implement an ongoing plan for survey administration including students, parents, and staff.	\$43,941.28	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)	\$117,164.47	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.	\$26,145.85	No

Action #	Title	Description	Total Funds	Contributing
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. 	\$35,454.44	No
4.5	Family Engagement and PTSA	Continue family engagement committee and cross-district PTSA meetings.	\$43,941.28	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.	\$56,338.39	Yes

Goal Analysis [2022-23]

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 District administered the core CA Healthy Kids Survey during January-February 2023. The mental health module will be administered during the 2023-24 school year. Administration will continue to alternate in future years.

Action 2: In the 2022-23 school year, communication began to normalize after several years of emphasis on public health related communications and staff were able to return to a focus on sharing positive news with the community, particularly through the creation of a comprehensive Annual Report that was mailed to every home in the district boundaries.

FUHSD Annual Report

Communications staff created a 12-page annual report to the community, which was mailed to approximately 105,000 residences across the district in early Feb. 2023. The report included background information about FUHSD, an introduction of Superintendent Clark and Student Board Representative Rochelle Awuah, data on student achievement, a highlight segment on the FUHSD Adult School and information about several critical topics, including student mental health and wellness, our district philosophy and values, the district's bond and technology programs, FUHSD staff and fiscal management. The Annual Report was viewed online 353 times in the first week after publication, with the average user spending over three minutes reviewing the report.

Districtwide Communication to parents and families on critical topics

Communications staff sent out more than 70 individual districtwide parent and/or student email communications during the period between the start of school in August and the week of April 9. The average open rate for district level emails is 65% (compared with 49% of all emails sent by school districts using Finalsite and average industry rates for Education of 38%). These districtwide communications spanned a wide variety of topics including:

- Mental Health resources
- Parenting resources, panels and webinars (i.e. FUHSD Strengthening Families class)
- CASSPP scores
- Upcoming course additions, including Ethnic Studies
- Opportunities for parent participation, including on the district's Citizens Advisory Committee, Wellness Council and parent focus groups
- AP testing
- Board Office Hours
- Districtwide Advisory Lessons
- Power outages, extreme heat and other campus emergencies
- Community and District events (i.e. Sunnyvale Unity Event)
- Dual Enrollment options

FUHSD Websites, social media, email news and other publications

The District continues to share critical information and positive news with all parents and families through multiple channels, including through our website, email and dedicated social media accounts.

Communication on Mental Health Supports for students and families

Students and families received regular communication on the variety of mental health supports available through FUHSD and community agencies throughout the school year. This includes information on the Wellness Check In-Form, other internal resources (including Title IX resources), mental health resources outside of FUHSD (particularly during school breaks when staff are unavailable) and our partnership with Care Solace.

Continued COVID-19 related communication

During the 2022-23 school year, COVID-19 communication decreased, however, regular emails were still sent prior to the start of school and

each school break with reminders on the importance of vaccination and boosters, the continued recommendations to wear a mask indoors and the availability of at-home test kits. A COVID-19 booster clinic was held for the entire community at Homestead High School during the first semester.

Green Ribbon Schools Application

Communications staff contributed to the writing of the Green Ribbon Schools application, which was submitted in Nov. 2022, and highlighted the achievements FUHSD has made in the area of sustainability. FUHSD received the Silver level award for this submission.

Community Engagement

The annual community survey of voters in FUHSD was conducted by EMC Research in early 2023 with findings presented at the April 11 board meeting.

Board Communication

Board communication to the public included the following activities:

- Communication on Superintendent search and transition that occurred in Spring 2022
- The Board Communication Corner on the FUHSD website, which 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 are available on our website at <https://www.fuhsd.org/about-us/board-of-trustees/board-meetings>
- The Board held several Office Hours sessions in the 2022-23 school year
- The Board and cabinet staff held Townhall listening sessions with students at each of the high schools and district sites in the second semester of the school year
- The Board and new Superintendent conducted listening sessions with staff at each of the high schools and district sites at the start of the school year
- Communication to the FUHSD community on Board vacancy which occurred in March 2023

Action 3: FUHSD Committees

Career Technical Education (CTE) Advisory Committee: April 5, 2023

Citizens Oversight Committee (COC) meeting dates: 9/12/22, 12/5/22. 2/27/23

SELPA CAC meeting dates: The Board met the second Wednesday of the month starting in August and ending in May.

CAC (Enrollment) meeting dates: Sept. 13, 2022; Sept. 27, 2022; Oct. 11, 2022; Oct. 25, 2022; Nov. 8, 2022

Wellness Council meeting dates: Feb 28 and April 25, 2023

Parent Engagement meeting dates: March 21 and May 23, 2023

Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore how to better serve our English Language Learners. Through these meetings, PLATE recommended the creation of an English Learner Instructional Lead position that will put on professional development and implement coaching to improve the instructional practices for English learners. This position will commence in the 2023-

2024 school year. PLATE meeting dates: 2022: 11/17, 12/15; 2023: 1/19, 2/9, 3/16, 4/13, and 5/18.

The CTE Advisory Committee met on April 5, 2023. There were 28 District staff members present to participate in an overview of CTE in the FUHSD, information about work-based learning endeavors, and meet with industry professionals in the areas of Arts, Media & Entertainment; Business & Finance; and Engineering Design.

The District Wellness Council resumed, having not met since January 2020. Applicants were sought from students, families, community members, and staff. The Council is composed of four students from each comprehensive site and one from Middle College; three parents (including alumni) from each comprehensive site; and two staff members from each comprehensive site and the district office. The planning team is composed of the Associate Superintendent of Student and Special Services, Executive Assistant to Teaching & Learning, Director of Educational and Special Services, Coordinator of Data & Assessment, District Manager of Food Services, Program Specialist for Mental Health Services, Guidance Curriculum Lead, and SBT Lead. Two meetings were held during 2nd semester:

- Purpose and history of the Wellness Council; overview of current wellness efforts; and the role of nutrition in student wellness and the Nutrition Services Student Board. At the conclusion of the meeting, each participant had the opportunity to share facts they had learned; a new idea, thought, or question they had; an action item they had created; and what they would like to learn more about. This information was utilized to structure the content for the second meeting.
- Defining wellness, SEL and mental health; providing details on the SEL efforts for students, families/community, and staff; update on wellness spaces; and mental health programs and staffing.

Action 4: LCAP Review and Feedback dates

School site principals shared their annual plans with the School Site Council (SSC) in the fall. The mid-year update is shared with the 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: March 28, 2023
 - Fremont HS: October 26, 2022 and May 24, 2023
 - Homestead HS: September 28, 2022 and March 7, 2023
 - Lynbrook HS: September 21, 2022
 - Monta Vista HS: November 2, 2022 and March 7, 2023
- IDC meeting April 24, 2023
DELAC April 26, 2023
Parent Engagement meeting May 23, 2023

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 continues with new members each year, where needed. The FEC acts as the District's LCAP Advisory Committee. This year, 2022-23, the FEC met on two occasions to review and support growth and development of the current parent education offerings and community engagement opportunities. These included partnerships with local Service groups such as Rotary, services provided by our School Linked Services program, parent engagement groups such as Los Padres and Kababayan, as well as outreach in the form of Principals Coffee and Board Office hours.

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

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

Action 6: SELPA II CAC meetings held monthly with the CAC board on the second 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
- Supporting your student with Dyslexia provided characteristics at different ages but also ways that parents can support reading, spelling, and writing at home.
- School Psychologist, Jenny Ponzuric, provided information on executive functioning skills with practical strategies that parents can use for home and school success.
- Instruction in mindfulness techniques by Dr. Linda Lotspeich, offered ways to use strategies for stress reduction, managing emotions, and coping to live more meaningful lives.
- A recreation resource fair brought the first in person gathering back to the SELPA. Attended by approximately 100 people, the fair represented a range of community organizations and activities for parents to consider for their child.
- The year will end with a gathering at the Magical Bridge park in Sunnyvale.

FUHSD also sponsored parent workshops such as:

- Mental health and wellness of students
- The Psychology of Technology with the My Digital Tat2 organization
- Partnership with YMCA Project Cornerstone for 4 workshops in 2023: Creating Caring Relationships, Adolescent Brain Development and Stress, Race, Racism and Equity, How to Talk to our Teens about Current Events
- A Fall series of the Mandarin Parenting workshop and a Fall series of the Parenting workshop at Monta Vista open to all district parents.

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 8-9% increase in staff compensation that was retroactive back to the start of the 2022-23 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. Administration of the core CA Healthy Kids Survey occurred in January/February 2023. No change in the action as written for 23-24.

Action 2: effective given that the District provided consistent and robust communication to students, families, staff and the community throughout the 2022-23 school year. No change in the action as written for 23-24.

Action 3: effective given that the District maintains various committees through which various educational partners are able to engage and provide guidance and input. Citizens Advisory Committee for Enrollment, the Wellness Council, and the Family Engagement Committee were all reconstituted during the 2022-23 school year. Efforts continued to ensure families reflecting students who are homeless, foster youth and students with disabilities were represented. No change in the action as written for 23-24.

Action 4: effective. The effort to renew focus on incorporation of LCAP review, particularly through School Site Councils, was in place with the decrease in COVID demands. No change in the action as written for 22-23.

Action 5: partially effective. A reconstituted version of the Family Engagement Committee met on March 28. The purpose of the group was reviewed. Time was spent introducing and taking input on the Family Engagement Plan which was approved by the committee that day and the Board of Trustees on April 11. Cross-district PTSA meetings have not continued for the 2022-23 school year. No change in the action as written for 23-24.

Action 6: effective. Parents were provided with a variety of opportunities for parent education, including in their native language (Parent Workshop in Mandarin, Project Cornerstone workshops available in Spanish). No change in the action as written for 23-24.

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.

Goal 4 was updated to address educational partners, rather than community stakeholders.

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

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.

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

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.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,228,578.00	\$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
3.38%	0.00%	\$0.00	3.38%

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 for students who are socioeconomically disadvantaged and foster youth. Academic Reading and Writing is structured to support students in increasing their lexile and literacy. Coordination positions such as Intervention Specialist and Growing Our Academic Language Skills (GOALS) for Long-Term English Learners 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. Progress towards effective. While the overall a-g rate metric decreased from 83.9% to 82.9%, students who are SED increased from 53.5% to 56 %. Focus for supplemental instruction is on Read 180 Student Application and, on a space available basis during the 2023 - 2024 school year, Fremont High School will explore the option of enrolling 10th - 12th grade students who are credit deficient in English and reading below grade level in the Academic Reading and Writing course for credit recovery and skill development.

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 for English Language Learners. In 2019 15% of English Learners met or exceeded the ELA standard and in 2022 17%; 65% met or exceeded in 2021 however data from that year is not representative of our Districts' demographics due to the limited number of students who participated. Curriculum Leads support ELD teachers to incorporate high-leverage principles into lessons delivered in both ELD and Sheltered classes. Through collaborative release days teachers 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 22-23 and the plans to continue for 23-24; EL graduation rate increased from 83.5% to 83.8%.

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 for students who are English Learners and students who are socioeconomically disadvantaged and foster youth:

- English Learners: graduation rate increased from 83.5% to 83.8%; a-g rate increased from 44.3% to 45.4%
- Socioeconomically Disadvantaged: graduation rate increased from 53.5% to 56.0%.

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. Progress towards effective. Students who participated in Academic Foundations experienced increased performance in their courses required for graduation and A-G required courses.

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 and foster youth. 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. Year 2 Outcome data for students who are homeless is available due to the four-year cohort size being above 10 students: 75% graduation rate. 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 (no update to the CA School Dashboard since 2019 when the performance was orange for students who are socioeconomically disadvantaged and students with disabilities and red for students who are homeless). Efforts include increased guidance around career pathways by school 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 continues to apply for and receive a Strong Workforce Program grant to implement Earn and Learn, a work-based learning database. 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 and expulsion rate and increase attendance as measured by the CA School Dashboard for the following groups (data is provided for 2019-20 and 2021-22 given remote learning for the majority of 2020-21):

- Students who are socioeconomically disadvantaged: suspension rate 5.1% increased to 6.2%; expulsion rate 0.11% increased to 0.2%; chronic absenteeism 16.3% increased to 26.1%
- Students with disabilities: suspension rate 8.3% decreased to 6.7%; expulsion rate 0.0% increased to 0.4%; chronic absenteeism 21.4% increased to 30.8%

Topics and discussion maintain a primary focus on students who are foster youth, socioeconomically disadvantaged, and homeless as well as students with disabilities. In progress. In their monthly meetings, the School Climate team has focused on alignment of intervention and discipline responses across sites and programs. Over the course of the 2022-23 school year, district behavior specialists have provided professional development on student support and behavioral best practices. Student Conduct Specialists have attended along with members of the site administrative teams. This effort will continue for the 2023-24 school year. Strategies and learnings will also be shared with site staff in order to further these practices and student supports.

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 as measured by the CA School Dashboard for the following groups (data is provided for 2019-20 and 2021-22 given remote learning for the majority of 2020-21):

- Students who are socioeconomically disadvantaged: suspension rate 5.1% increased to 6.2%
- Students with disabilities: suspension rate 8.3% decreased to 6.7%

In planning opportunities available through the District, students who are foster youth and socioeconomically disadvantaged are a focus in terms of language of presentation and interventions that are made available. In progress given the variety of intervention classes and parent education courses that continue to be available, including Project Cornerstone with Spanish translation.

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 as measured by the CA School Dashboard for the following groups (data is provided for 2019-20 and 2021-22 given remote learning for the majority of 2020-21):

- Students who are socioeconomically disadvantaged: suspension rate 5.1% increased to 6.2%
- Students with disabilities: suspension rate 8.3% decreased to 6.7%

Individual counseling and student success plans are provided to students who are foster youth and socioeconomically disadvantaged, and students with disabilities who are invited to Saturday school in order to reduce suspension rates for minor offenses including absenteeism, insubordination, and disruption. In progress given the increase in sessions of Saturday School, an alternative to suspension which incorporates behavioral change strategies, over the course of the 2022-23 school year.

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 3.38% increase of services to unduplicated students. The unduplicated pupil percentage for the FUHSD as of October 2022 is 17.4% (1,742/10,019)

- Cupertino High School = 2.5% (255/10,019; 1,997 CHS enrollment)
- Fremont High School = 7.6% (760/10,019; 2,171 FHS enrollment)
- Homestead High School = 4.4% (437/10,019; 2,311 HHS enrollment)
- Lynbrook High School = 1.1% (112/10,019; 1,741 LHS enrollment)
- Monta Vista High School = 1.5% (146/10,019; 1,751 MVHS enrollment)
- Community Day School = 0.1% (6/10,019; 7 CDS enrollment)
- Non-Public School = 0.1% (8/10,019; 41 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 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 has some students who need this additional support in order 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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$143,021,806.70	\$8,738,910.62	\$5,300,497.00	\$2,297,811.89	\$159,359,026.21	\$159,010,259.13	\$348,767.08

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	\$127,887,971.00	\$7,743,447.51	\$5,300,497.00	\$2,037,552.77	\$142,969,468.28
1	1.2	ELA: Skill Development	All	\$155,321.79	\$87,175.95			\$242,497.74
1	1.3	ELA: Instruction	All		\$87,175.95			\$87,175.95
1	1.4	ELA: Targeted Intervention	Foster Youth Low Income	\$1,884,457.13				\$1,884,457.13
1	1.5	ELD: Targeted Intervention	English Learners	\$4,843,094.22				\$4,843,094.22
1	1.6	Mathematics: Instruction	All	\$81,925.20				\$81,925.20
1	1.7	Mathematics: Targeted Intervention	Students with Disabilities	\$392,227.31				\$392,227.31
1	1.8	Specialized Academic Instruction	Students with Disabilities	\$153,654.31				\$153,654.31
1	1.9	Targeted Intervention	English Learners Foster Youth Low Income	\$191,871.11				\$191,871.11
2	2.1	Curriculum and Professional Development	All	\$409,071.84	\$682,234.30			\$1,091,306.14
2	2.2	Learning Management System	All	\$613,033.46				\$613,033.46
2	2.3	Student Data Analytics System	All	\$115,000.00				\$115,000.00
2	2.4	Multi-Tiered Systems of Support	All	\$152,493.61				\$152,493.61

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	\$222,927.48				\$222,927.48
2	2.6	Instructional Materials	All	\$25,055.03				\$25,055.03
2	2.7	Project-Based Learning in Science	All	\$62,128.72	\$87,107.09			\$149,235.81
2	2.8	Online Course Content	All	\$129,201.55				\$129,201.55
2	2.9	Career Technical Education	Foster Youth Low Income	\$44,333.64				\$44,333.64
2	2.10	Teacher Recruitment	All	\$33,923.71				\$33,923.71
2	2.11	Advanced Placement Courses	All	\$1,472,626.85				\$1,472,626.85
2	2.12	Guidance Study Group	All	\$65,142.25				\$65,142.25
2	2.13	Comprehensive Coordinated Early Intervening Services (CCEIS)	Students with Disabilities				\$260,259.12	\$260,259.12
2	2.14	Access to General Education	Students with Disabilities	\$153,654.31				\$153,654.31
2	2.15	Support in General Education	Students with Disabilities	\$153,654.31				\$153,654.31
3	3.1	Sexual harassment, Title IX, Equity, Wellness	All	\$82,028.65				\$82,028.65
3	3.2	Campus Climate	Foster Youth Low Income	\$42,768.51				\$42,768.51
3	3.3	Campus Climate Interventions	Foster Youth Low Income	\$25,398.82				\$25,398.82
3	3.4	Saturday School	Foster Youth Low Income	\$29,578.08				\$29,578.08
3	3.5	Athletic Program	All	\$109,740.07				\$109,740.07
3	3.6	Attendance	All	\$25,067.02				\$25,067.02
3	3.7	Mental Health and Wellness Student Support	All	\$135,122.57				\$135,122.57
3	3.8	Social-Emotional Learning	All	\$21,758.83	\$51,769.82			\$73,528.65
3	3.9	Facility Maintenance	All	\$2,984,589.61				\$2,984,589.61
4	4.1	Surveys	All	\$43,941.28				\$43,941.28

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Communication	All	\$117,164.47				\$117,164.47
4	4.3	Committees	All	\$26,145.85				\$26,145.85
4	4.4	LCAP Review and Feedback	All	\$35,454.44				\$35,454.44
4	4.5	Family Engagement and PTSA	All	\$43,941.28				\$43,941.28
4	4.6	Parent Education	English Learners Foster Youth Low Income	\$56,338.39				\$56,338.39

2023-24 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
\$125,098,411	\$4,228,578.00	3.38%	0.00%	3.38%	\$7,340,767.38	0.00%	5.87 %	Total:	\$7,340,767.38
								LEA-wide Total:	\$5,264,439.14
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,076,328.24

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	\$1,884,457.13	
1	1.5	ELD: Targeted Intervention	Yes	LEA-wide	English Learners	All Schools	\$4,843,094.22	
1	1.9	Targeted Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FHS and HHS	\$191,871.11	
2	2.5	Student Support	Yes	LEA-wide	Foster Youth	All Schools	\$222,927.48	
2	2.9	Career Technical Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$44,333.64	
3	3.2	Campus Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$42,768.51	
3	3.3	Campus Climate Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$25,398.82	
3	3.4	Saturday School	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$29,578.08	

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 (%)
4	4.6	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,338.39	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$155,050,795.95	\$166,546,210.47

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	\$139,806,114.79	150480818.77
1	1.2	ELA: Skill Development	No	\$223,782.52	242321.92
1	1.3	ELA: Instruction	No	\$80,093.10	87360.34
1	1.4	ELA: Targeted Intervention	Yes	\$2,095,508.63	2046542.43
1	1.5	ELD: Targeted Intervention	Yes	\$4,068,877.34	4440412.73
1	1.6	Mathematics: Instruction	No	\$75,404.89	82104.04
1	1.7	Mathematics: Targeted Intervention	No	\$350,177.29	377265.06
1	1.8	Specialized Academic Instruction	No	\$155,851.82	154391.94
1	1.9	Targeted Intervention	Yes	\$180,187.20	185124.70
2	2.1	Curriculum and Professional Development	No	\$1,127,178.01	1121556.16

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	\$591,655.41	645719.10
2	2.3	Student Data Analytics System	No	\$170,000.00	110617.86
2	2.4	Multi-Tiered Systems of Support	No	\$133,871.74	151010.09
2	2.5	Student Support	Yes	\$194,681.98	218344.19
2	2.6	Instructional Materials	No	\$23,854.66	25007.10
2	2.7	Project-Based Learning in Science	No	\$137,563.56	149276.10
2	2.8	Online Course Content	No	\$170,518.44	128897.76
2	2.9	Career Technical Education	Yes	\$41,150.73	44438.55
2	2.10	Teacher Recruitment	No	\$31,358.34	33842.85
2	2.11	Advanced Placement Courses	No	\$1,346,241.23	1461825.18
2	2.12	Guidance Study Group	No	\$61,232.30	64703.31
2	2.13	Comprehensive Coordinated Early Intervening Services (CCEIS)	No	\$247,257.21	268477.93
2	2.14	Access to General Education	No	\$155,851.82	154391.94

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	\$155,851.82	154391.94
3	3.1	Sexual harassment, Title IX, Equity, Wellness	No	\$73,095.71	81834.85
3	3.2	Campus Climate	Yes	\$38,990.60	42491.14
3	3.3	Campus Climate Interventions	Yes	\$23,017.33	25172.10
3	3.4	Saturday School	Yes	\$31,878.08	29578.08
3	3.5	Athletic Program	No	\$101,968.27	108890.93
3	3.6	Attendance	No	\$24,227.36	25040.67
3	3.7	Mental Health and Wellness Student Support	No	\$128,069.86	132062.02
3	3.8	Social-Emotional Learning	No	\$68,865.92	74009.36
3	3.9	Facility Maintenance	No	\$2,637,615.59	2876824.64
4	4.1	Surveys	No	\$40,781.87	44045.02
4	4.2	Communication	No	\$107,908.09	115705.82
4	4.3	Committees	No	\$24,981.46	26166.03

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	\$32,404.63	35196.40
4	4.5	Family Engagement and PTSA	No	\$40,781.87	44045.02
4	4.6	Parent Education	No	\$51,944.48	56306.40

2022-23 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)
3951910.00	\$6,674,291.89	\$7,030,903.92	(\$356,612.03)	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	\$2,095,508.63	2046542.43		
1	1.5	ELD: Targeted Intervention	Yes	\$4,068,877.34	4440412.73		
1	1.9	Targeted Intervention	Yes	\$180,187.20	185124.70		
2	2.5	Student Support	Yes	\$194,681.98	218344.19		
2	2.9	Career Technical Education	Yes	\$41,150.73	44438.55		
3	3.2	Campus Climate	Yes	\$38,990.60	42491.14		
3	3.3	Campus Climate Interventions	Yes	\$23,017.33	25172.10		
3	3.4	Saturday School	Yes	\$31,878.08	28378.08		

2022-23 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)
119918293.00	3951910.00	0	3.30%	\$7,030,903.92	0.00%	5.86%	\$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).

California Department of Education
January 2022