

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: FUHSD

CDS Code: 43694680000000

School Year: 2021-22

LEA contact information:

Ngan Le Shanahan

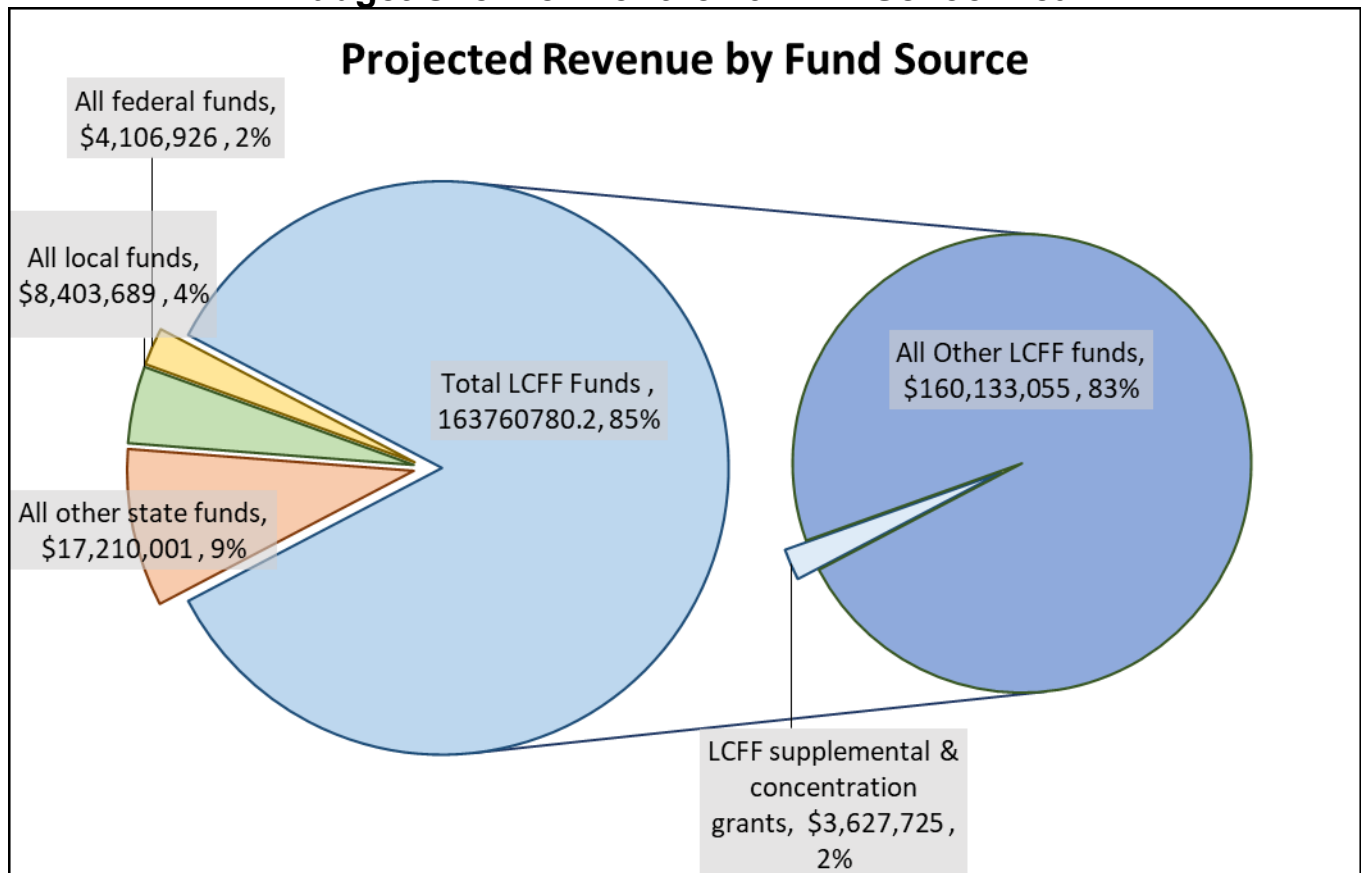
Controller

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4085222203

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 2021-22 School Year

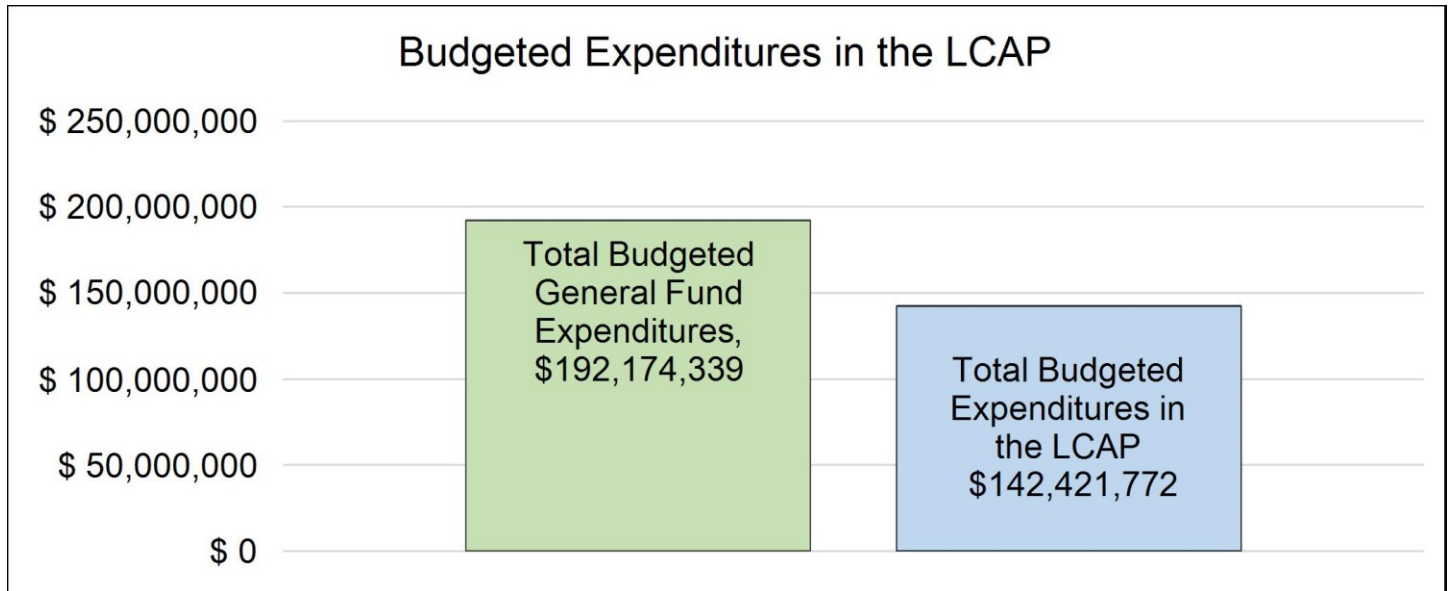


This chart shows the total general purpose revenue FUHSD expects to receive in the coming year from all sources.

The total revenue projected for FUHSD is \$193,481,396.02, of which \$163,760,780.15 is Local Control Funding Formula (LCFF), \$17,210,000.62 is other state funds, \$8,403,689.25 is local funds, and \$4,106,926.00 is federal funds. Of the \$163,760,780.15 in LCFF Funds, \$3,627,725.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much FUHSD plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

FUHSD plans to spend \$192,174,339.11 for the 2021-22 school year. Of that amount, \$142,421,772.11 is tied to actions/services in the LCAP and \$49,752,567 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

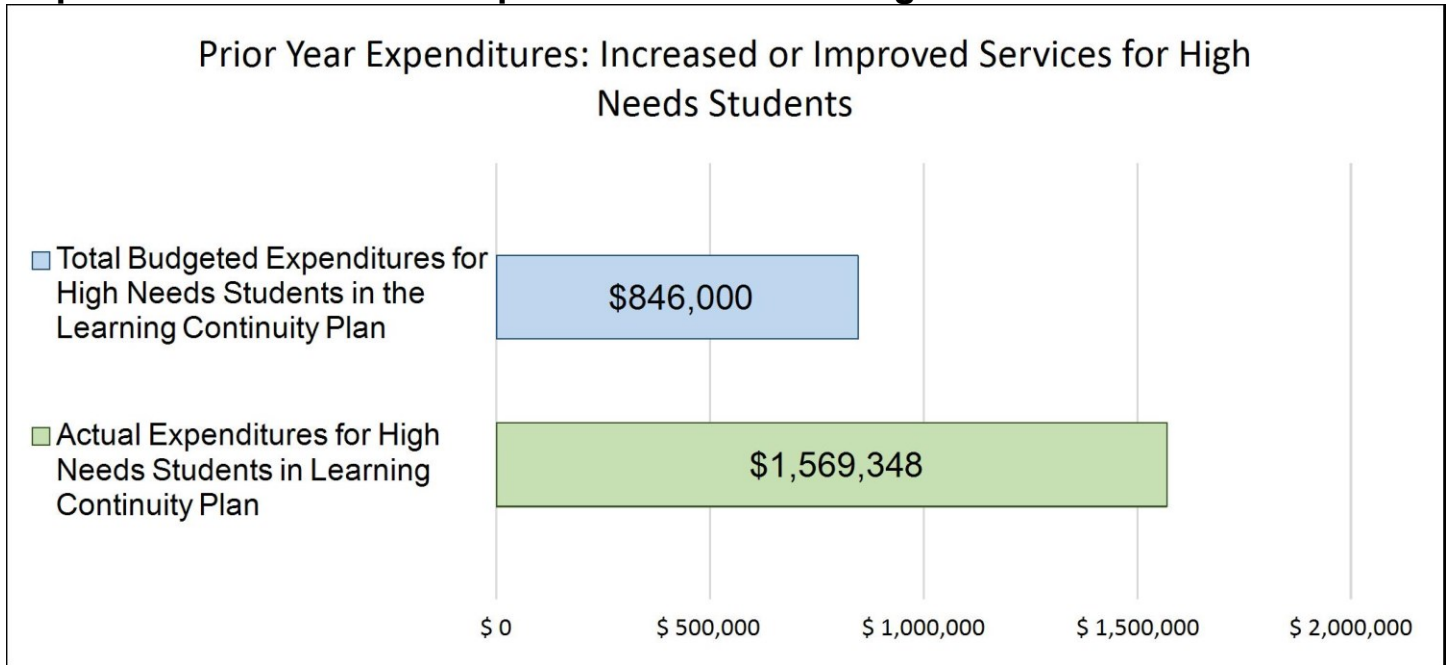
Supplies, contracted services, and other operational expenses for sites and departments (\$33,741,966); donations for Scholarships and extracurricular activities and programs funded by the Building fund (\$1,690,450); STRS on-Behalf (\$7,341,330); salary and benefits of vacancies and Leave of Absence personnel (1,302,000). On-time funding Sources (\$5,676,821) from ESSER II and ELO

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, FUHSD is projecting it will receive \$3,627,725.00 based on the enrollment of foster youth, English learner, and low-income students. FUHSD must describe how it intends to increase or improve services for high needs students in the LCAP. FUHSD plans to spend \$6,145,550 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 2020-21



This chart compares what FUHSD budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what FUHSD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, FUHSD's Learning Continuity Plan budgeted \$846,000 for planned actions to increase or improve services for high needs students. FUHSD actually spent \$1,569,348 for actions to increase or improve services for high needs students in 2020-21.



**FREMONT UNION  
HIGH SCHOOL DISTRICT**

## **Annual Update for Developing the 2021-22 Local Control and Accountability Plan**

### **Annual Update for the 2019–20 Local Control and Accountability Plan Year**

LEA Name	Contact Name and Title	Email and Phone
FUHSD	Trudy Gross Associate Superintendent	trudy_gross@fuhsd.org 4085222203

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate. <b>19-20</b> Targets for Class of 2019 100% for all student groups  <b>Baseline</b> Students meeting A-G, Class of 2016 Afr Am/Black 50.0% Asian 90.5% Filipino 60.8% Hispanic/Latino 34.6% White 72.6% Two or more races 67.6% English Learners 18.4% Socioecon Disadv 39.0% Students w/Disabilities 15.2% All Students 76.4%	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%

Expected	Actual
<p><b>Metric/Indicator</b> PIR Indicator 3b Increase to 95% the number of students with disabilities who participate in the California Assessment of Student Performance and Progress (CAASPP).</p> <p><b>19-20</b> Targets for 2019: 100% of students with disabilities</p> <p><b>Metric/Indicator</b> PIR Indicator 3c By student group, increase to 100% the number of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).</p> <p><b>19-20</b> Targets for 2019: 100% for all student groups</p> <p><b>Baseline</b> Students meeting/exceeding standard on CAASPP ELA/Math (2016): Afr Am 50% / 40% Asian 94% / 94% Filipino 69% / 49% Hispanic 47% / 23% White 87% / 79% Two or more 85% / 80% EL 29% / 43% SED 49% / 33% SWD 30% / 21% All Students 84% / 77.35%</p>	<p>CAASPP was not administered spring 2020 due to COVID-related school closures.</p> <p>We tested 83% of students with disabilities in 2019.</p> <p>CAASPP was not administered spring 2020 due to COVID-related school closures.</p> <p>Below are CAASPP data for 2019 from previous LCAP updates.</p> <p>Students meeting/exceeding standard: ELA/Math (2019): Afr Am 61% ELA / 22% Math Asian 89% ELA / 92% Math Filipino 82% ELA / 55% Math Hispanic 44% ELA / 25% Math White 85% ELA / 78% Math Two or more 85% ELA / 74% Math EL 15% ELA / 29% Math SED 52% ELA / 38% Math SWD 26% ELA / 18% Math All Students 82% ELA / 78% Math</p>
<p><b>Metric/Indicator</b> By student group, increase to 100% the number of students deemed “ready for college” as measured on CAASPP (Early Assessment Program (EAP)).</p> <p><b>19-20</b> Targets for 2019: 100% for all student groups</p>	<p>CAASPP was not administered spring 2020 due to COVID-related school closures.</p> <p>College/Career Indicator Data are reflected below with percent of students deemed “ready for college” based on earning a “3” or higher on both the ELA and Math portion of the CAASPP test.</p>

Expected	Actual
<p><b>Baseline</b>  Students “ready for college”  ELA/Math (CAASPP 2016):  Afr Am 27% / 16%  Asian 74% / 80%  Filipino 31% / 21%  Hispanic 14% / 8%  White 63% / 55%  Two or more 66% / 60%  EL 3% / 25%  SED 18% / 15%  SWD 9% / 9%  All Students 62% / 62%</p>	<p>These indicators are referencing Class of 2020 as the exam is administered spring of the student’s 11th grade year:</p> <p>Student Group % “Ready for College”  All Students 67%  African American 15%  Asian 85%  Filipino 46%  Hispanic 21%  White 59%  Two or More Races 65%  English Learners 24%  Socio-Economic Disadvantaged 33%  Students with Disabilities 14%  Homeless Students 6%</p>
<p><b>Metric/Indicator</b>  By student group, increase to 100% the number of students who graduate</p> <p><b>19-20</b>  Targets for Class of 2019 100% for all student groups</p> <p><b>Baseline</b>  Students meeting graduation requirements, Class of 2016 (number/%)  Afr Am/Black 36/89.3%  Asian 1409/98.7%  Hispanic/Latino 356/84.3%  Filipino 79/95.3%  White 519/96.7%  Two or more races 111/96.7%  English Learners 114/84.6%  Socioecon Disadv 364/88.5%  Students w/Disabilities 235/82.1%  All Students 2516/95.9% (2620 in cohort)</p>	<p>Students meeting graduation requirements, Class of 2019 (number/%)  Afr Am/Black 26/96.3%  Asian 1506/97.9%  Hispanic/Latino 365/86.7%  Filipino 60/93.8%  White 451/96.0%  Two or more races 137/95.8%  English Learners 221/86.0%  Socioecon Disadv 510/87.9%  Students w/Disabilities 223/76.9%  All Students 2561/95.5% (2681 in cohort)</p> <p>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%</p>

Expected	Actual
	<p>Two or more races 125/96.2%</p> <p>English Learners 198/78%</p> <p>Socioecon Disadv 504/83.3%</p> <p>Students w/Disabilities 207/74.7%</p> <p>All Students 2546/94.4% (2698 in cohort)</p>
<p><b>Metric/Indicator</b> Increase to 100% the portion of English Learners in the US for more than one year who score proficient on the English Language Proficiency Assessments for California (ELPAC). (This metric has been updated from 18-19 in order to align with the way ELPAC results are reported).</p> <p><b>19-20</b> Targets for 2019-20 100% for all EL groups</p> <p><b>Baseline</b> LTELs scoring proficient on CELDT (2015): 47.9%</p> <p><b>Metric/Indicator</b> Increase English Learner reclassification rate to 100%.</p> <p><b>19-20</b> Target for 2019-20: 100%</p> <p><b>Baseline</b> From 9.6% in 2012-13; 9.1% in 2013-14; 8.6% in 2014-15; 5.1% in 2015-16, decrease is accounted by a change to reclassification in spring only beginning in the 15-16 school year</p>	<p>EL in US &lt; 1 year: 7 (1.80%) EL in US &gt; 1 year: 131 (33.76%) All EL: 138 (35.56%)</p> <p>Due to COVID related closures, not all ELPAC testing was completed SY 2019-20. Roughly 50% of students were able to complete the summative ELPAC spring 2020.</p> <p>EL students reclassified in 2019-20: 65 (8.1%). Due to COVID related closures, not all ELPAC testing was completed SY 2019-20. Roughly 50% of students were able to complete the summative ELPAC spring 2020 as part of the reclassification criteria.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sustain a high quality comprehensive high school program.		



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.</li> <li>• Seek additional resources to support staff and expand program/services when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• LCFF Base (Resources 0XXX, 1400, 6500, 8150): \$114,888,696</li> <li>• State Funds (Resources 1100, 6387, 6512, 6520): \$4,354,220</li> <li>• Local Funds (Fund 040, resource 0000): \$5,174,103</li> </ul> <p>Teacher salary</p> <ul style="list-style-type: none"> <li>• Resources 0XXX, 1XXX, 65XX; Objects 11XX, 19XX: \$56,427,083</li> </ul> <p>Teacher Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>• Resources XXXX; Objects 3XXX: \$22,570,833</li> </ul> <p>Psychologist, Guidance and Other Pupil Support Salary</p> <ul style="list-style-type: none"> <li>• Resources 0000 &amp; 6500; Objects 12XX: \$5,042,915</li> </ul> <p>Psychologist, Guidance and other Pupil Support Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>• Resources 0000 &amp; 6500; Objects 3XXX: \$2,017,166</li> </ul>	<ul style="list-style-type: none"> <li>• LCFF Base (Resources 0XXX, 1400, 6500, 8150): \$119,484,532</li> <li>• State Funds (Resources 1100, 6387, 6512, 6520): \$4,528,406</li> <li>• Local Funds (Fund 040, resource 0000): \$5,381,067</li> </ul> <p>Teacher salary</p> <ul style="list-style-type: none"> <li>• Resources 0XXX, 1XXX, 65XX; Objects 11XX, 19XX: \$58,684,166</li> </ul> <p>Teacher Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>• Resources XXXX; Objects 3XXX: \$23,473,666</li> </ul> <p>Psychologist, Guidance and Other Pupil Support Salary</p> <ul style="list-style-type: none"> <li>• Resources 0000 &amp; 6500; Objects 12XX: \$5,244,631</li> </ul> <p>Psychologist, Guidance and other Pupil Support Statutory and Health &amp; Welfare Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Coaches Stipends</p> <ul style="list-style-type: none"> <li>Resources 0000; Objects 1191, 1192, 2121, 2122, 2191: \$1,248,366</li> </ul> <p>Coaches Statutory Benefits</p> <ul style="list-style-type: none"> <li>Resources 0000; Objects 3XXX: \$374,509</li> </ul> <p>Classified Instructional Aides Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 1400, 65XX; Objects 211X: \$5,481,255</li> </ul> <p>Classified Instructional Aid Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 1400, 65XX; Objects 3XXX: \$2,192,520</li> </ul> <p>Custodians &amp; Groundskeepers Salary</p> <ul style="list-style-type: none"> <li>Resources 0000 &amp; 8150; Objects 22XX: \$4,363,531</li> </ul> <p>Custodians &amp; Ground Keepers Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0000 &amp; 8150; Objects 3XXX: \$1,745,412</li> </ul>	<ul style="list-style-type: none"> <li>Resources 0000 &amp; 6500; Objects 3XXX: \$2,097,852</li> </ul> <p>Coaches Stipends</p> <ul style="list-style-type: none"> <li>Resources 0000; Objects 1191, 1192, 2121, 2122, 2191: \$1,298,300</li> </ul> <p>Coaches Statutory Benefits</p> <ul style="list-style-type: none"> <li>Resources 0000; Objects 3XXX: \$389,489</li> </ul> <p>Classified Instructional Aides Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 1400, 65XX; Objects 211X: \$5,700,505</li> </ul> <p>Classified Instructional Aid Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 1400, 65XX; Objects 3XXX: \$2,280,221</li> </ul> <p>Custodians &amp; Groundskeepers Salary</p> <ul style="list-style-type: none"> <li>Resources 0000 &amp; 8150; Objects 22XX: \$4,538,072</li> </ul> <p>Custodians &amp; Ground Keepers Statutory and Health &amp; Welfare Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Clerical, technical &amp; Office Staff Statutory and Health &amp; Welfare Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 8150, 6500; Objects 24XX: \$5,024,126</li> </ul> <p>Clerical, technical and Office Staff Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 8150, 6500; Objects 3XXX: \$2,099,650</li> </ul> <p>Student Advocates and Other Classified Support Staff Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 1400,65XX; Objects 29XX: \$3,374,927</li> </ul> <p>Student Advocates and Other Classified Support Staff Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 3XXX: \$1,349,971</li> </ul> <p>School Site Admin Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX; Objects 13XX &amp; 23XX: \$6,357,541</li> </ul>	<ul style="list-style-type: none"> <li>Resources 0000 &amp; 8150; Objects 3XXX: \$1,815,228</li> </ul> <p>Clerical, technical &amp; Office Staff Statutory and Health &amp; Welfare Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 8150, 6500; Objects 24XX: \$5,225,091</li> </ul> <p>Clerical, technical and Office Staff Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 8150, 6500; Objects 3XXX: \$2,183,636</li> </ul> <p>Student Advocates and Other Classified Support Staff Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 1400,65XX; Objects 29XX: \$3,509,924</li> </ul> <p>Student Advocates and Other Classified Support Staff Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 3XXX: \$1,403,969</li> </ul> <p>School Site Admin Salary</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>School Site Admin Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 3XXX: \$2,565,492</li> </ul> <p>District Admin Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 13XX &amp;23XX: \$1,558,373</li> </ul> <p>District Admin Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 3XXX: \$623,349</li> </ul> <p>\$124,417,019</p>	<ul style="list-style-type: none"> <li>Resources 0XXX; Objects 13XX &amp;23XX: \$6,611,842</li> </ul> <p>School Site Admin Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 3XXX: \$2,668,111</li> </ul> <p>District Admin Salary</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 13XX &amp;23XX: \$1,620,707</li> </ul> <p>District Admin Statutory and Health &amp; Welfare Benefits</p> <ul style="list-style-type: none"> <li>Resources 0XXX, 65XX; Objects 3XXX: \$648,595</li> </ul> <p>\$129,394,005</p>
<p>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 students and Foster Youth.</p> <ul style="list-style-type: none"> <li>Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and A-G completion.</li> </ul>	<ul style="list-style-type: none"> <li>LCFF Base (0000)</li> <li>LCFF Supplemental Grant (0000)</li> <li>Local Revenue Resource (9211)</li> <li>LCFF Base -GSA (0000)</li> </ul> <p>LCFF Base: \$467,934</p> <p>Partial Salary of Residency Manager 010-0000-23XX: \$4,173</p> <p>Partial Benefits of Residency Manager 010-0000-3XXX: \$1,054</p>	<ul style="list-style-type: none"> <li>LCFF Base (0000)</li> <li>LCFF Supplemental Grant (0000)</li> <li>Local Revenue Resource (9211)</li> <li>LCFF Base -GSA (0000)</li> </ul> <p>LCFF Base: \$482,145</p> <p>Partial Salary of Residency Manager 010-0000-23XX: \$4,298</p> <p>Partial Benefits of Residency Manager 010-0000-3XXX: \$1,086</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Partial Salary of Residency Support Specialist 010-0000-24XX: \$2,303</p> <p>Partial Benefits of Residency Support Specialist 010-0000-3XXX: \$681</p> <p>Partial Salary of Parent/Comm. &amp; Student Conduct Liaisons 010-0000-29XX: \$159,874</p> <p>Partial Benefits of Parent/Comm. &amp; Student Conduct Liaisons 010-0000-3XXX: \$48,487</p> <p>Supplies for McKinney-Vento Students 010-0000-4310: \$3,000</p> <p>Partial Salary of Asst. Superintendent 010-0000-1390: \$185,202</p> <p>Partial Benefits of Asst. Superintendent 010-0000-3XXX: \$63,160</p> <p>LCFF Supplemental Grant: \$1,107,776</p> <p>AVID &amp; Excel Teacher Salaries 010-0000-11XX: \$753,397</p> <p>AVID &amp; Excel Teacher Benefits 010-0000-3XXX: \$265,966</p> <p>Partial Guidance Counselor Salaries 010-0000-12XX: \$61,570</p> <p>Partial Guidance Counselor Benefits 010-0000-3XXX: \$21,843</p> <p>Supplies for Summer Bridge Classes 010-0000-4310: \$5,000</p>	<p>Partial Salary of Residency Support Specialist 010-0000-24XX: \$2,372</p> <p>Partial Benefits of Residency Support Specialist 010-0000-3XXX: \$701</p> <p>Partial Salary of Parent/Comm. &amp; Student Conduct Liaisons 010-0000-29XX: \$164,670</p> <p>Partial Benefits of Parent/Comm. &amp; Student Conduct Liaisons 010-0000-3XXX: \$49,942</p> <p>Supplies for McKinney-Vento Students 010-0000-4310: \$3,263</p> <p>Partial Salary of Asst. Superintendent 010-0000-1390: \$190,758</p> <p>Partial Benefits of Asst. Superintendent 010-0000-3XXX: \$65,055</p> <p>LCFF Supplemental Grant: \$1,143,301</p> <p>AVID &amp; Excel Teacher Salaries 010-0000-11XX: \$775,999</p> <p>AVID &amp; Excel Teacher Benefits 010-0000-3XXX: \$273,945</p> <p>Partial Guidance Counselor Salaries 010-0000-12XX: \$63,417</p> <p>Partial Guidance Counselor Benefits 010-0000-3XXX: \$22,498</p> <p>Supplies for Summer Bridge Classes 010-0000-4310: \$7,442</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Local Revenue Source (9211): \$205,710</p> <p>FAAP Teacher Salaries 060-9211-11XX: \$152,545</p> <p>FAAP Teacher Benefits 060-9211-3XXX: \$53,165</p> <p>LCFF Base - GSA: \$302,937</p> <p>Algebra Teacher Salaries 010-0000-11XX: \$223,897</p> <p>Algebra Teacher Benefits 010-0000-3XXX: \$79,040</p> <p>\$2,084,357</p>	<p>Local Revenue Source (9211): \$211,881</p> <p>FAAP Teacher Salaries 060-9211-11XX: \$157,121</p> <p>FAAP Teacher Benefits 060-9211-3XXX: \$54,760</p> <p>LCFF Base - GSA: \$312,025</p> <p>Algebra Teacher Salaries 010-0000-11XX: \$230,614</p> <p>Algebra Teacher Benefits 010-0000-3XXX: \$81,411</p> <p>\$2,149,352</p>
<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, for school year 2019-20:</p> <p>1. In September 2019, a workshop will be offered to all sheltered and ELD teachers across 5 school sites. The workshop will deepen two key high-leverage principles for EL instruction listed below. Workshop repeated for SAI teachers. (new/modified)</p> <ul style="list-style-type: none"> <li>o Incorporating all 4 language domains in every lesson</li> <li>o Understanding and addressing language demands</li> </ul> <ul style="list-style-type: none"> <li>• Teachers will be provided a toolbox of strategies (from The ELL Teacher's Toolbox and other resources) embedded into content specific lessons to illustrate the actualization of the two high-leverage principles</li> <li>• Up to 5 teachers per site will receive follow-up coaching from Curriculum Leads/District Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• LCFF Base - 0000</li> <li>• LCFF Supplemental Grant - (0000)</li> <li>• LCFF Supplemental Grant - 0791</li> </ul> <p>LCFF Base: \$8,211</p> <p>Partial Residency Manager Salary 010-0000-23XX: \$4,173</p> <p>Partial Residency Manager Benefits 010-0000-3XXX: \$1,054</p> <p>Partial Residency Support Specialist Salary 010-0000-24XX: \$2,303</p> <p>Partial Residency Support Specialist Benefits 010-0000-3XXX: \$681</p>	<ul style="list-style-type: none"> <li>• LCFF Base - 0000</li> <li>• LCFF Supplemental Grant - (0000)</li> <li>• LCFF Supplemental Grant - 0791</li> </ul> <p>LCFF Base: \$8,457</p> <p>Partial Residency Manager Salary 010-0000-23XX: \$4,298</p> <p>Partial Residency Manager Benefits 010-0000-3XXX: \$1,086</p> <p>Partial Residency Support Specialist Salary 010-0000-24XX: \$2,372</p> <p>Partial Residency Support Specialist Benefits 010-0000-3XXX: \$701</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Ongoing follow-up site-based EL Team meetings will take place to share implementations, problem-solve, share ideas, etc. Meetings are facilitated by EL Coordinator.</li> <li>Ongoing support from administrators to look for:</li> </ul> <p>o Are the four language domains balanced in nearly every lesson?</p> <p>o Is there explicit attention to vocabulary, construction of sentences and other language demands?</p> <p>2. Cross-site ELD teachers will continued 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. (continued)</p>	<p>LCFF Supplemental Grant (0000): \$1,857,464</p> <p>ELD Teachers Salaries 010-0000-11XX: \$1,372,829</p> <p>EL Teachers Benefits 010-0000-3XXX: \$484,635</p> <p>LCFF Supplemental Grant (0791):\$1,754,956</p> <p>EL Teachers Salaries 018-0791-11XX: \$700,408</p> <p>EL Teachers Benefits 018-0791-3XXX: \$245,143</p> <p>EL Instructional Aides Salaries 018-0791-21XX: \$181,601</p> <p>EL Instructional Aides Benefits 018-0791-3XXX: \$54,411</p> <p>EL Assistants Salaries 018-0791-24XX:\$410,302</p> <p>EL Assistants Benefits 018-0791-3XXX: \$123,091</p> <p>Supplies 018-0791-4310: \$25,000</p> <p>Professional Development 018-0791-5220: \$15,000</p> <p>\$3,620,631</p>	<p>LCFF Supplemental Grant (0000): \$1,913,188</p> <p>ELD Teachers Salaries 010-0000-11XX: \$1,414,014</p> <p>EL Teachers Benefits 010-0000-3XXX: \$499,174</p> <p>LCFF Supplemental Grant (0791):\$1,775,706</p> <p>EL Teachers Salaries 018-0791-11XX: \$644,822</p> <p>EL Teachers Benefits 018-0791-3XXX: \$318,417</p> <p>EL Instructional Aides Salaries 018-0791-21XX: \$228,898</p> <p>EL Instructional Aides Benefits 018-0791-3XXX: \$56,043</p> <p>EL Assistants Salaries 018-0791-24XX:\$342,970</p> <p>EL Assistants Benefits 018-0791-3XXX: \$167,057</p> <p>Supplies 018-0791-4XXX: \$10,420</p> <p>Professional Development 018-0791-5XXX: \$7,079</p> <p>\$3,697,351</p>
<p>PIR Indicator 3b (CAASPP Participation) Build communication and collaboration on testing within district sites and Non-Public Schools (scheduling and provision of staff training) and with parents through increased understanding of testing and its importance (discussion at IEP meetings and annual letter). Director and Lead Resource Specialists.</p>	<p>LCFF Base- 0000</p> <p>LCFF Base- Prop 55 (1400)</p> <p>LCFF Base: \$6,420</p> <p>Partial Director Salary 080-6500-13XX: \$5,118</p>	<p>LCFF Base- 0000</p> <p>LCFF Base: \$6,420</p> <p>Partial Director Salary 080-6500-13XX: \$4,882</p> <p>Partial Director Benefits 080-6500-3XXX: \$1,335</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Initiating at the start of the 2018-19 school year in communication as stated above, IEPs that are held.</p> <p>PIR Indicator 3c (CAASPP Performance) 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.</p> <p>Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in districtwide meetings and site PLCs.</p>	<p>Partial Director Benefits 080-6500-3XXX: \$1,302 LCFF Base - Prop 55 (1400):</p> <p>Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706 Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651 \$119,777</p> <p>LCFF Base- 0000 LCFF Base - Prop 55 (1400)</p> <p>LCFF Base: \$6,420 Partial Director Salary 080-6500-13XX: \$5,118 Partial Director Benefits 080-6500-3XXX: \$1,302</p> <p>LCFF Base - Prop 55 (1400): Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706 Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651 \$119,777</p>	<p>Moved LRS Out of Prop 55 to 6500 Partial Lead Resource Specialists Salaries 080-6500-1130: \$87,674 Partial Lead Resource Specialists Benefits 080-6500-3XXX: \$28,883 \$122,775</p> <p>LCFF Base- 0000 LCFF Base: \$6,420 Partial Director Salary 080-6500-13XX: \$4,882 Partial Director Benefits 080-6500-3XXX: \$1,335</p> <p>Moved LRS Out of Prop 55 to 6500 Partial Lead Resource Specialists Salaries 080-6500-1130: \$87,674 Partial Lead Resource Specialists Benefits 080-6500-3XXX: \$28,883 \$122,775</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were used for intended purposes. More supplies for Summer Bridge Classes (\$7,442) is due to more students attending Summer class. Higher EL Assistants Benefits (\$167,057) is because we didn't include health insurance when we budgeted.



Lower EL Assistants Salaries (\$342,970) is because part of the cost should be coded to EL Inst. Aides salary. Therefore, the EL Instructional Aides salaries is higher (\$228,898). Higher EL Teachers Salaries (228,898) is because salary increases and due to under budget. Higher EL Teachers Benefits (\$318,417) is because of salary increase and due to under budget. We only spent \$7,079 for supplies is due to the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of actions/services including: district leadership, representative groups, and human resources focused on hiring and compensating a highly qualified teaching staff; discipline specific support for EL curriculum development; increased access to general education for students with disabilities; and district office administrator support to the school sites.

The FUHSD is very proud of our graduation rate: 94.4% for all students, and the “Asian” (97.9%), “Filipino” (95.5%), and “Multi-Race” (96.2%), student groups have maintained high graduation rates. While a gaps persist and there were declines in performance for Students who are Hispanic/Latinx (from 86.9% to 80.1%), English Learners (from 86.5% to 78%), Students who are Socioeconomically Disadvantaged (from 88.2% to 83.3%), Students with Disabilities (from 77.2% to 74.7%), they are graduating at a rate of 75% or higher.

- -Action 1: Sustain a high quality comprehensive high school program. 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.

FUHSD has been able to maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. Due to prudent spending practices and robust property tax revenues, the salary increases our employees received have exceeded the county average. We have been able to attract and retain high quality employees.

In terms of expanding services when possible, our District has invested in creating a Curriculum Lead in Guidance, where this lead has focused our Guidance Counselors on creating a consistent set of expected learning outcomes which drive a common set of expectations that all students receive. We have also invested heavily in a series of professional development modules called Culturally Responsive Education by Design, developed and facilitated by Zaretta Hammond.

Moving forward, FUHSD will continue to focus on both maintaining competitive salaries, and expanding services when possible. For the 2021-22 and 2022-23 school years, through the Expanded Learning Opportunities Grant funds, we will be adding support for the use of our Learning Management System, so that teachers can better utilize technology to support successful student outcomes. We are also considering having a Curriculum Lead for Special Education, so that both general and special education teachers can better serve students with disabilities.

- -Action 2: 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 students and Foster

Youth. Targeted participation in Academic Foundations, Academic Reading and Writing (Read 180), and interventions targeted at course passage and a-g completion.

At FHS 746 of 2236 students (33%) are identified as socio-economically disadvantaged. Of those students approximately 45% participate in one or more of the following intervention programs: AVID, Academic Foundations, Algebra Workshop, Read 180, newcomer ELL, long term ELL (GOALS). Approximately 7% are supported through special education and 48% are supported through the general program.

At HHS 330 of 2379 students (14%) are identified as socio-economically disadvantaged. Of those students approximately 34% are currently enrolled in one or more of the following intervention programs: AVID, Academic Foundations, Read 180, ELD or sheltered classes. Approximately 3% are supported through special education and 63% are supported through the general program.

A continued success is the variety of support and intervention programs available in the FUHSD, in particular at FHS and HHS where a larger percentage of students who are socio-economically disadvantaged, English Language Learners, and students with disabilities are enrolled. The challenge remains to support the academic achievement of students who are Hispanic and those considered as Title I based on socioeconomic status and parent education. The pandemic did not cause any change to these programs for either the 19-20 or 20-21 school year. Teachers did identify that students experienced increased academic and social-emotional challenges; having the intervention period provided opportunity for individual support and follow-through.

- -Action 3: Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each school.

During the 2019-20 school year, in addition as described in the Title III plan:

Professional development for Integrated ELD teachers in Math, Science, ELA and Social Studies. On September 6, 2019, nearly 40 teachers of English Learners attended a professional development event to explore “Towards the Actualization of High-Leverage Principles for EL Instruction.” The day was divided into three main segments.

1. In the first segment, teachers read about and discussed what an asset-based framework of schooling would look like for ELs.
2. Then, participants were divided into small groups to experience a demonstration lesson in sheltered instruction by subject area. Curriculum Leads facilitated their respective demo lesson.
3. Throughout the afternoon, teachers in subject-alike groups worked with their Curriculum Lead to practice and apply their learning to actual lessons.

Each school site continued to design a plan for Designated and Integrated English Language Development (ELD) teachers to engage in professional learning on practices that enhance the experience of ELs in learning content and acquiring academic English. This might include participation on an EL specific PLC where analysis of lessons on video, lesson studies, action research, and examination of student work may occur; and visits to each other’s classrooms. A central focus remained on improving the quality and quantity of academic language production and the extent to which students are accessing complex texts. Teachers viewed webinars created by WestEd to support English Learners during remote learning.

Due to school closure in March 2020, in-person professional learning community meetings were paused. However, site-based EL teams continued to meet virtually. In addition, cross-school meetings by ELD level were held to help onboard teachers new ELD, even though the frequency of meetings decreased from the previous year. Meetings were also used to review and revise the scope & sequence and teaching strategies as necessitated by the remote learning environment.

- -Action 4: Build communication and collaboration on testing within district sites and Non-Public Schools (scheduling and provision of staff training) and with parents through increased understanding of testing and its importance (discussion at IEP meetings and annual letter).

Based on the CAASPP participation data FUHSD reviewed available resources and it was determined that CAASPP offers a wide range of resources that IEP teams can utilize to increase their knowledge of the exams and the usability features. However, many of these documents are large and intimidating, so key summaries were created to help funnel information about important features, and offer hyperlinks to the larger documents for access as needed. These resources are stored in a shared google drive and staff have been trained on their use. Each school's Lead Resource Specialist and district special services coordinator held a meeting to review and discuss the documents available.

NPS staff receive regular communication with District office staff regarding testing windows and supports. The program specialists are also informed and represent the district at IEP meetings. In order to ensure that parents of students in special education were informed, a letter was sent explaining the importance of their participation along with usability features that can be included in IEPs. An alternate letter was sent to the families of students enrolled in nonpublic schools to ensure that they are encouraged to participate as well.

Through school department meetings, teachers were encouraged to deepen the conversations at IEP meetings as well as to use class time to help students with available practice exams.

To address the community's attitude about participation, FUHSD worked collaboratively with the two feeder elementary districts in the SELPA to gain a better understanding of the issues they face in participation and the ways they are utilizing resources to ensure participation rate meets state targets.

Due to the interruption of testing during the pandemic we were unable to measure if these strategies have made a positive impact. We anticipate that some of these strategies will require more than one year in order to demonstrate improvement and an increase in our participation rates.

- -Action 5: 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.

The Special Services team focused on districtwide collaboration of special education teachers, to identify essential skills in the areas of ELA and math for Specialized Academic Instruction (SAI). A training opportunity occurred in the fall to focus on English Language Learners and was presented by the Curriculum Leads and the Coordinator of Curriculum and Teacher Leadership. A districtwide meeting was also held to augment that information with the High Leverage Practices in Special Education published by the Council for Exceptional Children. Lastly, two focus group meetings were held to develop a better understanding of the student needs SAI teachers feel should be addressed to ensure curricular rigor is in place in the SAI classroom.

## 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.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school and district administrators. (Educator Effectiveness Funds)  <b>19-20</b> 100%  <b>Baseline</b> More than 90%	100%
<b>Metric/Indicator</b> Increase the percentage of underrepresented students who take AP classes.  <b>19-20</b> Targets for 2019-2020: Increase by 2% students completing AP courses in 2018-2019.	Students completing AP courses (2018-19): # who completed an AP course/# in the subgroup = % All Students 4208/10,883 = 38.7% American Indian 2/7 = 28.6% African American 10/87 = 11.5% Hispanic 193/1569 = 12.3% Pacific Islander 8/26 = 30.8% Two or more races 181/594 = 30.5% Asian 3258/6570 = 49.6% White 556/1828 = 30.4%

Expected	Actual
<p><b>Baseline</b>  Students completing AP courses (2015-2016): # who completed an AP course/# in the subgroup = %  All Students 3121/10,697 = 29.2%  American Indian 1/10 = 10.0%  African American 20/114 = 17.5%  Filipino 82/312 = 26.3%  Hispanic 180/1596 = 11.3%  Pacific Islander 5/26 = 19.2%  Two or more races 142/552 = 25.7%  Asian 2150/6018 = 35.7%  White 541/2069 = 26.1%  SED 206/1488 = 13.8%  SWD 28/910 = 3.1%  EL 57/798 = 7.1%</p>	<p>SED 236/1634 = 14.4%  SWD 41/1053 = 3.9%  EL 53/805 = 6.6%</p> <p>Students completing AP courses (2019-20): # who completed an AP course/# in the subgroup = %  All Students 4428/11,071 = 40.0%  American Indian 0/16 = 0%  African American 8/78 = 10.3%  Hispanic 169/1623 = 10.4%  Pacific Islander 7/30 = 23.3%  Two or more races 208/660 = 31.5%  Asian 3499/6522 = 53.6%  White 537/1733 = 31.0%  SED 297/1657 = 17.9%  SWD 44/1017 = 4.3%  EL 55/843 = 6.5%</p>
<p><b>Metric/Indicator</b>  Increase the percentage of students who have passed an AP exam with a “3” or higher.</p> <p><b>19-20</b>  Maintain or increase pass rate, while maintaining or increasing the number of students who participate in AP</p> <p><b>Baseline</b>  AP exams 2016: 3,661 students took 8,687 exams, with a pass rate of 90.1%</p>	<p>In 2020, 4,432 students took 10,653 exams with a pass rate of 91.5% compared to 90.7% from the previous year.</p>
<p><b>Metric/Indicator</b>  Increase the number of FUHSD courses that result in credit from a post-secondary program.</p> <p><b>19-20</b>  5</p> <p><b>Baseline</b>  1</p>	<p>4</p>

Expected	Actual
<b>Metric/Indicator</b> 100% of teachers will be highly qualified to teach the courses to which they are assigned. <b>19-20</b> 100% <b>Baseline</b> 100% <b>Metric/Indicator</b> 100% of students will have access to standards-aligned instructional materials/ texts or digital curriculum resources. <b>19-20</b> 100% <b>Baseline</b> 100%	99% With full credential = 517 Without full credential = 5 Teachers Teaching Outside Subject Area of Competence (with full credential) = 22  100%
<b>Metric/Indicator</b> PIR Indicator 5a-c Increase participation in the least restrictive environment for students with disabilities to state targets (see 19-20 column). <b>19-20</b> 80% or more of their day in general education: 51% 40% or less of their day in general education: 22.6% Separate schools: 4%	80% or more of their day in general education: 40.87% 40% or less of their day in general education: 11.53% Separate schools: 5.35%

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sustain, and expand when possible, curriculum and professional development supports including: <ul style="list-style-type: none"> <li>• A two-year, in- house induction program for new teachers.</li> <li>• Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.</li> </ul>	<ul style="list-style-type: none"> <li>• LCFF Base- 0000</li> <li>• LCFF Base-0771</li> <li>• LCFF Base-Prop 55 - 1400</li> </ul>	<ul style="list-style-type: none"> <li>• LCFF Base- 0000</li> <li>• LCFF Base-0771</li> <li>• LCFF Base-Prop 55 - 1400</li> </ul>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.</li> <li>Resources to attend external professional learning opportunities as appropriate.</li> <li>Leadership learning opportunities for administrators.</li> </ul>	<p>LCFF Base - 0000: \$254,317</p> <p>Partial Administrator Salary 010-0000-1XXX: \$3,195</p> <p>Partial Administrator Benefits 010-0000-3XXX: \$1,122</p> <p>Books and Supplies 010-0000-4XXX: \$200,000</p> <p>Professional Development 010-0000-52XX: \$50,000</p> <p>LCFF Base - 0771: \$411,028</p> <p>Mentor Teacher Salaries 018-0771-1XXX: \$339,062</p> <p>Mentor Teacher Benefits 018-0771-3XXX: \$65,966</p> <p>Supplies 018-0771-4XXX: \$6,000</p> <p>LCFF Base - Prop 55 (1400): \$607,420</p> <p>Curriculum Lead Salaries 010-1400-1XXX: \$448,478</p> <p>Curriculum Lead Benefits 010-1400-3XXX: \$158,942</p>	<p>LCFF Base - 0000: \$249,474</p> <p>Partial Administrator Salary 010-0000-1XXX: \$3,149</p> <p>Partial Administrator Benefits 010-0000-3XXX: \$1,043</p> <p>Books and Supplies 010-0000-4XXX: \$191,528</p> <p>Professional Development 010-0000-52XX: \$53,754</p> <p>LCFF Base - 0771: \$394,276</p> <p>Mentor Teacher Salaries 018-0771-1XXX: \$323,684</p> <p>Mentor Teacher Benefits 018-0771-3XXX: \$64,592</p> <p>Supplies 018-0771-4XXX: \$6,000</p> <p>LCFF Base - Prop 55 (1400): \$603,703</p> <p>Curriculum Lead Salaries 010-1400-1XXX: \$447,775</p> <p>Curriculum Lead Benefits 010-1400-3XXX: \$155,928</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monitor patterns of course requests to inform program revision and development	\$1,272,765 LCFF Base-0000 Partial Guidance Counselor Salaries 010-0000-12XX: \$56,216 Partial Guidance Counsel Benefits 010-0000-3XXX: \$19,273 Partial Administrator Salaries 010-0000-13XX: \$30,806 Partial Administrator Benefits 010-0000-3XXX: \$7,631 \$113,926	\$1,247,453 LCFF Base-0000 Partial Guidance Counselor Salaries 010-0000-12XX: \$56,978 Partial Guidance Counsel Benefits 010-0000-3XXX: \$19,165 Partial Administrator Salaries 010-0000-13XX: \$30,441 Partial Administrator Benefits 010-0000-3XXX: \$7,701 \$114,285
Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Read 180, and Excel.	LCFF Base - 0000 Partial Guidance Counselor Salaries 010-0000-12XX: \$56,216 Partial Guidance Counselor Benefits 010-0000-3XXX: \$19,273 Partial Administrator Salaries 010-0000-13XX: \$29,899 Partial Administrator Benefits 010-0000-3XXX: \$7,535 \$112,923	LCFF Base - 0000 Partial Guidance Counselor Salaries 010-0000-12XX: \$56,978 Partial Guidance Counselor Benefits 010-0000-3XXX: \$19,165 Partial Administrator Salaries 010-0000-13XX: \$29,616 Partial Administrator Benefits 010-0000-3XXX: \$7,417 \$113,176
Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, and D/F/I counseling.	LCFF Base - 0000 Partial Guidance Counselor Salaries 010-0000-12XX: \$56,216 Partial Guidance Counselor Benefits 010-0000-3XXX: \$19,273 Partial Administrator Salaries 010-0000-13XX: \$29,899 Partial Administrator Benefits 010-0000-3XXX: \$7,535 \$112,923	LCFF Base - 0000 Partial Guidance Counselor Salaries 010-0000-12XX: \$56,978 Partial Guidance Counselor Benefits 010-0000-3XXX: \$19,165 Partial Administrator Salaries 010-0000-13XX: \$29,616 Partial Administrator Benefits 010-0000-3XXX: \$7,417 \$113,176

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.	LCFF Base – 0000 Partial Teacher Salaries 010-0000-11XX: \$4,369 Partial Teacher Benefits 010-0000-3XXX: \$1,542 Partial District Administrator Salary 010-0000-13XX: \$11,235 Partial District Administrator Benefits 010-0000-3XXX: \$2,765 \$19,911	LCFF Base – 0000 Partial Teacher Salaries 010-0000-11XX: \$4,511 Partial Teacher Benefits 010-0000-3XXX: \$1,515 Partial District Administrator Salary 010-0000-13XX: \$10,145 Partial District Administrator Benefits 010-0000-3XXX: \$2,828 \$18,999
Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.	LCFF Base - 0000 Partial Teacher Salaries 010-0000-11XX: \$4,369 Partial Teacher Benefits 010-0000-3XXX: \$1,542 Partial District Administrator Salary 010-0000-13XX: \$11,235 Partial District Administrator Benefits 010-0000-3XXX: \$2,765 \$19,911	LCFF Base – 0000 Partial Teacher Salaries 010-0000-11XX: \$4,511 Partial Teacher Benefits 010-0000-3XXX: \$1,515 Partial District Administrator Salary 010-0000-13XX: \$10,145 Partial District Administrator Benefits 010-0000-3XXX: \$2,828 \$18,999
Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit.	LCFF Base – 0000 Partial CTE District Administrator Salary 060-9635-13XX: \$22,772 Partial CTE District Administrator Benefits 060-9635-3XXX: \$5,742 \$28,514	LCFF Base – 0000 Partial CTE District Administrator Salary 010-0000-13XX: \$23,077 Partial CTE District Administrator Benefits 010-0000-3XXX: \$5,805 \$28,882
Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	LCFF Base- 0000 Partial HR Manager Salaries 010-0000-13XX: \$22,999 Partial HR Manager Benefits 010-0000-3XXX: \$5,821 \$28,820	LCFF Base- 0000 Partial HR Manager Salaries 010-0000-13XX: \$21,538 Partial HR Manager Benefits 010-0000-3XXX: \$5,727 \$27,264

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue and expand recruitment and opportunities for students in underrepresented groups to participate in AP courses.	LCFF Base- 0000 Partial AVID Teacher Salaries 010-0000-11XX: \$12,556 Partial AVID Teacher Benefits 010-0000-3XXX: \$4,432 Assistant Principal Salaries 010-0000-13XX: \$1,010,080 Assistant Principal Benefits 010-0000-3XXX: \$254,277 <b>\$1,281,345</b>	LCFF Base- 0000 Partial AVID Teacher Salaries 010-0000-11XX: \$12,063 Partial AVID Teacher Benefits 010-0000-3XXX: \$4,378 Assistant Principal Salaries 010-0000-13XX: \$995,559 Assistant Principal Benefits 010-0000-3XXX: \$251,465 <b>\$1,263,465</b>
Continue to collect data and feedback to monitor and evaluate the transition and implementation of essential outcomes of comprehensive guidance program.	LCFF Base - 0000: \$39,539  Partial Guidance Counselor Salaries 010-0000-12XX: \$17,346 Partial Guidance Counselor Benefits 010-0000-3XXX: \$6,056 Partial District Administrator Salary 010-0000-13XX: \$4,897 Partial District Administrator Benefits 010-0000-3XXX: \$1,240 Conferences/Consultants 010-0000-5XXX: \$10,000  Local Revenue Source (9635): \$6,187 Partial District Administrator Salary 060-9635-13XX: \$4,950 Partial District Administrator Benefits 060-9635-3XXX: \$1,237 <b>\$45,726</b>	LCFF Base - 0000  Partial Guidance Counselor Salaries 010-0000-12XX: \$16,279 Partial Guidance Counselor Benefits 010-0000-3XXX: \$6,619 Partial District Administrator Salary 010-0000-13XX: \$5,383 Partial District Administrator Benefits 010-0000-3XXX: \$1,275 Conferences/Consultants 010-0000-5XXX: \$9,835 Partial District Administrator Salary 010-0000-13XX: \$4,548 Partial District Administrator Benefits 010-0000-3XXX: \$1,347 <b>\$45,286</b>
PIR Indicator 5a-c (LRE)	LCFF Base- 0000  LCFF Base:	LCFF Base- 0000  LCFF Base:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on</p> <ul style="list-style-type: none"> <li>• Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations.</li> <li>• Integrate the principles differentiated instruction into existing content of professional development for general and special education teachers.</li> </ul> <p>Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in districtwide meetings and site PLCs.</p>	<p>Partial Director Salary 080-6500-13XX: \$5,118</p> <p>Partial Director Benefits 080-6500-3XXX: \$1,302</p> <p>Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706</p> <p>Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651</p> <p>\$119,777</p>	<p>Partial Director Salary 080-6500-13XX: \$4,882</p> <p>Partial Director Benefits 080-6500-3XXX: \$1,335</p> <p>Partial Lead Resource Specialists Salaries 010-1400-1130: \$87,674</p> <p>Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$26,883</p> <p>\$120,775</p>
<p>PIR Indicator 5a-c (LRE) Define and promote continuum of support options for students with disabilities within general education. Director and Lead Resource Specialists. Initiating at the start of the 2018-19 school year in districtwide meetings and site PLCs.</p>	<p>LCFF Base- 0000</p> <p>LCFF Base:</p> <p>Partial Director Salary 080-6500-13XX: \$5,118</p> <p>Partial Director Benefits 080-6500-3XXX: \$1,302</p> <p>Partial Lead Resource Specialists Salaries 010-1400-1130: \$83,706</p> <p>Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$29,651</p> <p>\$119,777</p>	<p>LCFF Base- 0000</p> <p>LCFF Base:</p> <p>Partial Director Salary 080-6500-13XX: \$4,882</p> <p>Partial Director Benefits 080-6500-3XXX: \$1,335</p> <p>Partial Lead Resource Specialists Salaries 010-1400-1130: \$87,674</p> <p>Partial Lead Resource Specialists Benefits 010-1400-3XXX: \$26,883</p> <p>\$120,775</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were used for intended purposes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of actions/services including: the work of the new teacher mentor program; site and district level PLCs; Curriculum Leads to support and guide the efforts of individual teachers and PLCs; and Teaching & Learning led transition from in-person to emergency learning, from emergency learning to remote learning, and from remote learning to hybrid learning.

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. We acknowledge there is still work to be done in closing performance gaps and ensuring that all students are college and career ready, particularly in the area of Students who are Homeless for which we remain engaged with the County Office of Education through Differentiated Assistance. Engaging in a process to update the integration of Multi-Tiered Systems of Support through our Student Assistance Team (SAT) process. This will include the creation and implementation of a guide/handbook to support common practices across the district.

Continuation of creative ways to support teachers through professional development and coaching: Skillful Teacher, Equity in Action, access to small and large group support through Curriculum Leads.

Continued increases in pathways for CTE and dual enrollment. Continued partnership with De Anza to offer concurrent enrollment courses on our high school campuses and DA as well as Foothill to offer CTE pathways through dual enrollment.

- -Action 1: Sustain, and expand when possible, curriculum and professional development supports including:
- A two-year, in-house induction program for new teachers.

Overall, we ran a successful induction program this year. Due to COVID, we significantly scaled back the large group professional development programs (e.g. Skillful Teacher), and focused our attention on serving teachers through one-on-one mentoring and several smaller scale workshops. For instance, the Equity in Action! program went from an average of 10 participants per year to 3 this year. However, we still met regularly and supported these three educators to pursue their equity goals. The remote model also allowed for a few new opportunities, including much more cross-district collaboration. For instance, in previous years, our new teachers would gather a group of colleagues from their site together for an "Inquiry Roundtable" lunch to support the induction work. This year, we didn't offer lunch, but we were able to gather colleagues from around the district. This was especially impactful in specialty classes like Music or Java, where we could leverage the expertise from across the district.

We measure the effectiveness of our program in a variety of ways, but the most quantifiable is around retention. This year, all of our probationary 2 teachers were retained, which is better than most other years. We do have one teacher who is leaving the profession and a few temporary teachers who won't be returning, but generally, the program was successful in supporting teachers in this way. The mid-year survey also showed that our teachers are generally happy with the support and feel comfortable asking for changes in the support that we provide.

- Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.

During each school's twice-weekly collaboration times, course-alike teams meet to discuss the essential questions:

- 1) What do we want our students to know and be able to do?
- 2) How will we know if they have learned it?
- 3) What do skillful teachers do to help students learn it?
- 4) What do we do if students don't learn it?
- 5) What do we do if they have already learned it?

Teams have the opportunity to select a compensated Team Lead that guides the work of the team toward addressing these questions. Once again, teams were encouraged to work over the summer with paid collaboration time to continue to address the 5 questions. For the third consecutive year, the number of teams taking advantage of the summer work opportunity has increased. Highlights of some of the recurring themes of the summer work:

- Aligning units of study
  - Agreeing on essential student expectations within each unit of study
  - Extending the number of common formative and summative assessments
  - Examining student work to identify areas of focus for instruction
  - Incorporating more Academic Language Production into our English Learner classes
  - Developing rubrics for various modes of writing
  - Refining Science and Engineering practices including Claim, Evidence, and Reasoning protocols
- 
- Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.

Our District Curriculum Lead teachers offered professional learning throughout the year for our district teachers.

- In math, the Curriculum Lead facilitated an action-research learning project to teachers. Math Discourse PD was offered twice. Statistics and Probability vertical alignment meeting was held between middle school and high school teachers. A Statistics and Probability Swap Session was planned but cancelled due to the COVID-19 pandemic.
- In English, the Curriculum Lead continued workshops on Promoting Effective Research Practices and introduced a workshop on Listening and Speaking. A course called Teaching for Equity and Social Justice in English was offered, but the fourth and final session was cancelled due to the COVID-19 pandemic.
- In Science, the Curriculum Lead focused largely on Chemistry and Physics this year, where teachers learned by engineering design per NGSS. There was also a workshop where teams focused on NGSS integration into the whole year's scope and sequence.
- In Social Studies, the Curriculum Lead organized workshops on synthesis and analysis for World and US History teachers. There was a session with a guest speaker on LGBTQ history. A trip to the DeYoung Museum was organized for US History teachers to view an exhibition on African-America art. Follow-up on the use of Art in history was postponed due to the COVID-19 pandemic.
- With respect to English Language Learners, all new staff continue to participate in an Academic Language Production workshop, and our English Language Development (ELD) teachers come together regularly to continue to develop and align ELD curriculum. Additionally, the Coordinator of Curriculum and Teacher Leadership along with the Curriculum Leads put on a district-wide workshop for all teachers of Sheltered Classes designed to increase the language rigor in these content classes.



With the transition to emergency learning in March, online PD modules were created to support teachers with promising teaching practices.

Our Professional Learning Advisory Team of Educators (PLATE), a team made up of 14 teachers and 5 administrators, met monthly to devise a plan on how best to support our Team Leads. With the doubling of collaboration times from once weekly to twice weekly, the number of team leads has proliferated and the need for systemic support has also increased.

- Resources to attend external professional learning opportunities as appropriate.

All five of our high schools sent teachers to a variety of conferences – both local and out-of-state. These conferences addressed both broad learning goals that align with the aforementioned essential questions e.g. Solution Tree Conferences, as well as more targeted conferences for specific teachers in certain specialized areas (e.g. Advanced Placement Subject matter conferences, AVID conferences). Significant fiscal resources were made available to ensure that most conferences that were in alignment with the school/district learning goals were approved.

- Leadership learning opportunities for administrators.

The theme of this year's retreat was Psychological Safety with a specific focus on how to foster a psychologically safe environment in the workplace.

The Teaching and Learning and Curriculum and Guidance teams continued their regular meetings. These meetings focused on both immediate goals as well as big-picture thoughtful inquiries, to inform our practices from both a big picture level as well as from a day-to-day practical level.

- -Action 2: Monitor patterns of course requests to inform program revision and development.

Curriculum and Guidance Council, department groups, and Teaching and Learning staff continue to monitor FUHSD's curricular program, course enrollment, and course offerings. There is ongoing dialogue with community college, industry, neighboring districts, and community partners about aligning program offerings with the regional workforce opportunities and interests. Some of these discussions may result in curricular revisions while others may result in work-based learning opportunities for students or new courses in the future. The following changes were made for the 20-21 school year:

- HHS implemented Marketing and Business Leadership, which was approved by the Board in May 2020. This introductory course takes the place of Computer Applications in the Business and Finance Industry Sector.
- LHS and MVHS implemented Photography and Design, which was approved by the Board in May 2020. This is an introductory or intermediate course in the Arts, Media and Entertainment industry sector. The capstone course is already in place for both the Design, Visual and Media Arts and Game Design and Integration pathways.

- -Action 3: Monitor course access to interventions and support programs for students with identified needs: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read 180), and Excel. (This action has been updated due to incorrect information in 18-19).

Academic Reading and Writing: a reading support class offered at Cupertino, Fremont, and Homestead that uses the Read 180 curriculum. Cupertino had a total of 12 ninth grade students initially enrolled in the Academic Reading and Writing class. Three of these students completed the program at the end of the first semester. One additional student was added second semester for a total of 13 students. Fremont had 8 students in grades nine through 12 enrolled in the course at the start of the year. Of these, three students moved out of the district and one student completed the class at the end of the first semester. Homestead had 16 students enrolled at the start of the year. Two of these students were dropped from the class during the first semester. All freshmen English teachers at Fremont and Homestead High Schools administer the Gates-MacGinitie Reading Tests. Students who score at a sixth grade reading level or below are given the Read 180 Reading Inventory assessment. Those students with Lexile scores that qualify for the Read 180 program are offered placement in an Academic Reading and Writing class. At FHS, seven students who took the Reading Inventory as a follow up to the Gates-MacGinitie were added to the Academic Reading and Writing class and three additional students were added during the second semester bringing total enrollment up to 18 students. At FHS, two additional students were added during the first semester for a total of 16 students. The Reading Interventions PLC continued to implement a common summative assessment at the end of each semester; however, due to the COVID related school closures, the summative assessment was not administered at the end of the second semester. The Reading Interventions PLC continues to meet monthly to develop curriculum, share best practices and review and monitor student progress. When schools closed and moved to distance learning in the spring, the Reading Interventions PLC met with the Curriculum Specialist at Houghton Mifflin Harcourt (Read 180 publisher) to plan for the transition from in-person to online instruction. The team also collaborated over the summer and created a “Boot Camp” that was added to the curriculum at the start of the 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.

- -Action 4: Monitor student access to intervention programs and supports: Student Assistance Team (SAT), Student Advocate, D/F/I counseling, and Saturday School.
- Student Assistance Team (SAT)

The Student Assistance Team (SAT) at each school site identifies students who are academically at-risk through review of progress and achievement data or staff referral. These teams meet regularly with students and their parents to develop individualized support programs for identified students. The SAT team then follows up and tracks the progress of students receiving support and reviews the level of success of interventions, providing additional support when necessary (RTI approach).

1. Each site keeps records of SAT referrals in a spreadsheet that can be sorted for school purposes and LCAP reporting (e.g. Google forms, Excel sheets, etc.)
2. Each site ensures the following categories are used for data collection on each student referred to the SAT: Student Name, Student ID, Grade, Gender, Foster Youth, Socio-Economically Disadvantaged, EL Status, Ethnicity, Source of SAT referral, Outcome of SAT referral.



3. Attendance/truancy interventions are developed for each student as needed as part of the SAT process.

Indicated below are total numbers of students intervened with through each school's SAT and those of whom are unduplicated students (i.e. EL, and/or Socio-Economically Disadvantaged, and/or Foster Youth).

- The CHS SAT reviewed the progress of and designed interventions for 38 students, 4 of whom were Unduplicated students.
- The FHS SAT reviewed the progress of and designed interventions for 80 students 23 of whom were Unduplicated students.
- The HHS SAT reviewed the progress of and designed interventions for 82 students 10 of whom were unduplicated.
- The LHS SAT reviewed the progress of and designed interventions for 18 students, 4 of whom were Unduplicated students.
- The MVHS SAT reviewed the progress of and designed interventions for 61 students, 1 of whom were Unduplicated students.

- School-Based Therapist (formerly Student Advocate)

Before COVID: Monthly meetings with Advocates. Referrals to our School Linked Services (SLS) Coordinator for community agencies. Staff referrals through SAT. Parenting class at MV. Strengthening families through SLS – 8 week class for parents and students.

During COVID: Created a wellness request form that was posted on the district website and in school closure resources. Utilizing the Wellness Check-in form, school-based therapists continued to offer counseling support via telehealth. Students could self-refer or a parent could refer themselves or their child. School staff continued to communicate concern regarding specific students and the therapists made attempts to reach them for check-in appointments. Therapists continued to make needed referrals for linkage to community-based resources, including to Care Solace, added for the 20-21 school year as part of the Learning Continuity and Attendance Plan, for direct management of the referral process.

Wellness Check-in requests from March 2020-June 2020:

Cupertino HS: 23  
Fremont HS: 2  
Homestead HS: 0  
Lynbrook HS: 3  
Monta Vista HS: 12

Wellness Check-in requests from Fall/Semester 1 2020:

Cupertino HS: 36  
Fremont HS: 48  
Homestead HS: 48  
Lynbrook HS: 22  
Monta Vista HS: 23

Wellness Check-in requests from January 2021 through March 2021:

Cupertino HS: 18  
Fremont HS: 26  
Homestead HS: 36

Lynbrook HS: 40  
Monta Vista HS: 16

#### May 2020

Cooperation Through Positive Connection presentation to parents with MVHS Student advocate and Program Specialist presentation along with Q&A. My DigitalTat2 presented on the responsible use of social media and other virtual platforms by teens. Large audience and the first time presented virtually via Zoom. There has been an increased presence of participation in virtual meetings with parents.

#### 2020-21

Short-Term Intensive Behavioral Services (STIBS) for all! Created referral process for each school site to offer home based counseling and behavior support to address challenging behaviors that limit attendance and engagement in school. Services were provided virtually due to health and safety concerns. Staff have sent 43 referrals. Some parents do not show up for the scheduled Zoom, some decline services, so not all referrals produce a therapeutic connection for the student. There have been 36 referrals sent to Rebekah's Children's Services. Rebekah's Children's Services has held 27 Intakes and 17 are active. Some never respond to attempts at scheduling an intake or, they do respond but do not keep the intake appointments or for 2 families, they declined once RCS reached them. Of the 17 active cases, 3 reached week 8. The services were extended for 2 by another 3 weeks, and another mom was offered another round of 8 weeks. All others are in the midst of receiving services. Rebekah's Children's Services also partnered with us to create a parent workshop series in English and Spanish. Initially this was targeted as a chronic absentee intervention but lack of attendance at the workshops changed the focus to offering to all: webinar format; 4 weeks in a row, with topics ranging from relationship building, avoiding power struggles, how to set up routines at home during the pandemic, reasons for CAI and how to intervene, and open and healthy communication between parents and their children.

In partnership with the FUHS Foundation and El Camino Health two workshops were presented for parents: suicide prevention and student wellness and validating language.

Silicon Valley Teen Therapy presented on signs, symptoms and resources for teens with serious mental health concerns. My Digital Tat2 provided a two-part series. Both presentations will cover the following:

- Strategies for promoting healthy digital use
- Helping your child have a positive online presence and reputation
- The link between resiliency and school success
- Psychological and socioemotional responses to technology and social media
- How to respond to challenging issues like digital perfection, media distraction and overuse

Offered drop-in Q&A with District behavior specialists for parents concerned with behaviors at home. Provided basic handout with strategies to consider and then provided small group consultation. Behavior Specialists now working individually with families as situations arise.

- D/F/I Counseling

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 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. Based on the data recorded in Infinite Campus, counselors and administrators made the following number of initial contacts per grading period with identified D/F/I students:

- CHS counselors and administrators made a total of 979 contacts with students for “D/F/I Counseling”
- FHS counselors and administrators made a total of 759 contacts with students for “D/F/I Counseling”
- HHS counselors and administrators made a total of 1965 contacts with students for “D/F/I Counseling”
- LHS counselors and administrators made a total of 693 contacts with students for “D/F/I Counseling”
- MVHS counselors and administrators made a total of 686 contacts with students for “D/F/I Counseling”

District wide, counselors and administrators made a total number of 5,207 contacts with students for academic review, intervention, and D/F/I reasons during 2019-20 school year. Strategies for supporting students who earn a D, F, or I have also been a topic of data collection and ongoing discussion for the Guidance Study Group and District Guidance team as part of the District’s comprehensive guidance program development work.

- -Saturday School: see Goal 3, Action 6.
- -Action 5: Continue the work of the FUHSD Math Advisory Council to monitor student achievement and make recommendations of course sequence under Common Core.

The Math Advisory Council achieved its five-year mission on addressing Common Core standards and providing additional opportunities for students to advance. And while the Math Advisory Council no longer exists, there is continued focus on providing a Guaranteed and Viable Curriculum for all students. Curriculum Leads in English, Math, Science, and Social Studies work with course-alike teams at each of our sites to assist with the cycle of inquiry so that successful student outcomes remain the main focus of our work. COVID-19 did make some of this work more challenging, in that our Curriculum Leads did not do as many district-wide professional development seminars as they did in previous years. The expectation is that next year the normal schedule of professional development opportunities will continue.

Moving forward, our District will continue to have Curriculum Leads to support our Course-alike teams. Through a series of interviews across subject areas and across schools, there is significant evidence to support the continued investment in our Curriculum Leads.

- -Action 6: Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found.

Digital Resources- Continue to conduct review of instructional materials, including digital resources to support implementation of Common Core in English, Social Studies, mathematics and science. Purchase if appropriate materials are found. There were no adoptions in process during the 19-20 school year. For the 20-21 school year, all students and teachers moved to a digital platform including Zoom, Schoology and Google. The district provided over 1000 Chromebooks and 150 hotspots to students for use during Distance Learning. Teachers were provided resources and support to convert instructional materials and lessons to an online format to adapt to remote learning during COVID. Our current student to device ratio is 1.1 student:device.

- -Action 7: Continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for workplace learning and college credit (continue Statway with Mission College at FHS; offer with Foothill College Health Careers at CHS and Kinesiology at FHS starting in 17-18).

#### Partnerships with Local Community Colleges:

- Statway transitioned from Mission College to Foothill College for the 2019-20 school year and had 42 participants. For the 2020-21 school year there were two sections with 48 total students.
- We continue to offer 2 dual enrollment courses in partnership with Foothill College: The Health Careers Pathway at CHS served 35 students in both 2019-20 and 2020-21 and the Kinesiology Pathway at FHS served 35 students in both 2019-20 and 2020-21.
- Began two dual enrollment pathways with De Anza College in the areas of Child Development serving 43 students and Automotive Technology serving 15 students.
- A team from FHS continues to work with District and Foothill College staff to establish a CTE Early College program.

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

#### Partnerships with Local Businesses

FUHSD is a sub-grantee with one regional consortium (Silicon Valley Engineering Tech Pathways—SJCC) for the Career Pathways Trust grants. We are building relationships with and leveraging the information provided by the consortia to provide our students with more work-based learning opportunities in Engineering and Software Development.

- FHS is maintaining its Project Lead the Way Engineering Pathway with 5 sections. For the 2020-21 school year this included 3 sections of the new course Engineering Essentials.
- MVHS has continued its Project Lead the Way Engineering Pathway with 2 sections of Introduction to Engineering Design and 1 section of Principles of Engineering.
- HHS continued their Project Lead the Way Engineering Pathway with 2 sections of Introduction to Engineering Design and a section of Principles of Engineering.
- CHS continued its Environmental Engineering Pathway with Introduction to Engineering and Alternative Energy.
- FHS and HHS began to offer a new course, Digital Innovation and Design, during the 2016-17 school year developed with the intention of providing students who are underrepresented in STEM-fields (particularly Computer Science) with the opportunity

to learn key skills to ready them for FUHSD's Java Programming course. There were 60 students who participated in 2016-17, 54 in 2017-18, 43 in 2018-19, in 59 in 2019-20 and 88 in 2020-21 (FHS grew from 1 to 2 sections).

Create opportunities for students to learn about how their passions connect to potential careers: CHS had a career fair in 19-20 and a virtual job shadow in 20-21; FHS provided a virtual opportunity January-April 2021 called Career Days ProPotential; HHS provided job shadow during 19-20 and this year provided Career Interviews that are now permanent resources on their website; LHS did not offer either career day or job shadowing in 19-20 or 20-21; MVHS had a career day planned for April 2020 which had to be cancelled due to the pandemic. Career Day takes the shape of employees from local companies sharing information with student's regarding their careers. Employees are chosen based on data provided by the students regarding the careers they are interested in learning more about. Job Shadow Days takes the form of students choosing a company or organization in which to shadow an employee. In addition, CTE teachers generally have one or more speakers come to class to share information about careers related to the industry sector for that course.

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

- Patient Care (Sports Medicine & Kinesiology): CPR
- Food Science, Dietetics & Nutrition and Food Service & Hospitality (Culinary 1 & 2; Food Science): ServSafe Food Handler's and/ or ServSafe Manager-level at 1 school
- Transportation (Auto Tech 2): Student ASE Certification
- Engineering (Environmental Engineering Pathway): Computer-Aided Design certification

Students are participating in internships in a variety of companies. While we will continue to work to better quantify the opportunities students are getting, we know that students in three of our four culinary programs have participated in Google's Bon Appetit Internship opportunities. Beginning with the 2020-21 school year the FUHSD is a recipient, in consortium with the SCCOE, of a Strong Workforce Program grant to support licenses and implementation of Earn and Learn for development of Work-Based Learning opportunities. The CTE Advisory Committee met on May 8, 2020.

For the 2020-21 school year the District introduced a CTE Certificate of Completion that can be earned in any of the 10 industry sectors currently in place. The certificate recognizes students who have attained work-based competencies and knowledge by completing a designated Career Technical Education pathway and capstone course. Students who meet the eligibility criteria for the FUHSD CTE Certificate of Completion will receive a special certificate and a notation on their high school transcript. In order to be eligible for the certificate, students must earn a high school diploma, take the CAASPP ELA and Mathematics, and earn a GPA of 2.0 in industry pathway courses. This first year, 226 total students earned the certificate:

7 Arts, Media, and Entertainment - Design, Visual, & Media Arts  
7 Building & Construction Trades - Cabinetry, Millwork, & Woodworking  
55 Business & Finance - Business Management  
77 Business & Finance - Financial Services  
3 Engineering & Architecture - Engineering Design  
25 Health Science & Medical Technology - Patient Care  
25 Health Science & Medical Technology - Public & Community Health

## 27 Transportation - Systems Diagnostics, Service, & Repair

- -Action 8: Maintain high quality teacher recruiting strategies, support teachers through induction process to clear their credentials, confirm highly qualified status and retain teachers in the Fremont Union High School District who support and implement our belief statements.

The Fremont Union High School District continues to work closely with local partner universities Stanford, Santa Clara University, San Jose State and others, to identify, recruit and hire top quality teachers. Throughout the year, even prior to recruitment and hiring season, representatives from the Human Resources Department, and/or other departments or school sites in the Fremont Union High School District, begin visiting credential programs in order to build and maintain relationships with our partner programs and the credential candidates that they serve. Additional recruitment efforts are made throughout the recruitment and hiring season, which typically begins in late December or January and continues through the spring. However, in preparation for both the 20-21 and 21-22 school years, our active recruitment for qualified candidates has started later and closer to the February and March timeframe. This is largely due to a decline in District enrollment, which is requiring less hiring. Additionally, the uncertainties brought about by the COVID-19 pandemic have contributed to our need to adjust timelines in order to have a more clear picture of our staffing needs before hiring begins. An exception to this, however, is in the area of special education where our needs are generally more concrete earlier in the season and these tend to be more challenging positions to fill. An annual Special Education Hiring Faire is held in March at our District Office (virtual in March 2021), for which recruitment and advertisement begins as early as January. We also continue to, whenever possible, build opportunities for growth within our classified staff, particularly for those classified employees who are interested in pursuing their certificated teaching credential. The Human Resources Department also collaborates with the Teaching and Learning Department, particularly with our New Teacher Mentors, to provide information and support to our new teachers such that they remain strong teachers in the Fremont Union High School District.

- -Action 9: Continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.

Sites continue to monitor the enrollment in AP courses, with a focus on creating strong vertical articulation with courses that feed into AP so that more students are prepared. Sites also continue to explore strategies for encouraging underrepresented students to take AP courses, including offering AP readiness diagnostic assessments, informational sessions during course selection season, introducing new AP courses that are perceived as more interdisciplinary, and staff reaching out to students individually.

- -Action 10: The Guidance Study Group (GSG) has coordinated supports for Guidance Counselors district-wide over the past year in effort to align the counseling program across the district in order to provide a comprehensive guidance program. Guidance Counselors established expected learning outcomes (ELOs) within three domains of practice including social/emotional, academic, and college/career. The GSG reviews site ELOs and facilitates data collection and monitoring plans in order to support the site teams. The analysis of these data collections have informed site and district discussions about how counselors can maximize their contacts with students in effective and meaningful ways that support students in



their academic, social emotional and career goals. Due to COVID-related closures, Guidance Counselors have shifted their practices online and have focused primarily on academic and socio-emotional supports in effort to help students struggling as a result of remote learning.

- -Action 11: In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on: increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations and integrate the principles differentiated instruction into existing content of professional development for general and special education teachers.
- Implementation of instructional minutes table for calculation of general education time. With change in bell schedule, FUHSD updated a chart that is used to calculate the number of minutes students are in general education and this is included with each student IEP. Additionally, the correct definition of general education minutes was applied to include brunch, lunch, tutorials and all passing periods. For students in post-secondary programs the special education minutes only reflect the classroom instruction component but the majority of the day is within the community and job sites and this is their general education setting.

This work has been achieved and was adjusted with distance learning bell schedule adaptations. This review provided a more consistent and accurate representation of time spent in general education. The percent of students spending less than 40% of time in general education was reduced.

- SELPA meeting held to collaborate on the articulation process and language to understand levels of need in general education classes. Teachers, Speech Pathologists and School Psychologists within the SELPA met and defined the difference between an accommodation and modification. They discussed how grading changes occur in the high school and the differences between the grading impacts on a transcript.

This action occurred but the work is ongoing. Definitions and applications of support differ between the elementary and high school district. At each individual articulation meeting the team reviews the current supports being implemented and then discusses the differences in grading along with transcript implications for modified grading. Several support documents were created to help teams and families understand the differences.

- Staff meetings at each site to discuss grading adaptations and options to remain in general education. Following the SELPA meeting each school's department special education department reviewed the definitions, discussed the modified grading process and also developed awareness of the system used in the middle school to include students within general education. A focus was made to broaden discussions with staff and families during the articulation process.

Curriculum focused meetings were held in November 2019 to review alignment with general education and have a broad conversation on implementation of adaptations used for grading conversations. The teacher's SIRAS manual reflects appropriate consideration and

documentation of student needs on the IEP forms. Information was shared via email and meetings were held with administrative teams at each school site. Department meetings did not occur due to COVID. A districtwide SPED meeting was held in March 2020 before closures but the focus was on educational benefit and goal development.

- Master scheduling meetings are held at each school site to discuss co-teaching sections, incorporation of the special education caseload, and implementation of co-teaching or push in opportunities as part of the LRE discussion. Refinement of the definitions and guidelines for placement were goals for 19-20. In 18-19 CHS had a special education teacher serving students through a push-in model for 4 sections of Biology. FHS increased the collaboration in Biology and also offered 1 co-teaching Bio section. HHS introduced a PLC Lead for Co-Teaching Inclusion to support the development of partnerships and to address curriculum adaptations. HHS offered 9 co-teaching sections (Alg 1, geometry, biology, Lit/Writ, World Lit, Am Lit, Cont Lit, W. Hist, US Hist, Gov/Econ), LHS offered two co-teaching sections (Algebra and Biology).

Targeted master scheduling meetings were held at each school site. The meetings staff spend time reviewing two sets of data to inform scheduling. The first is the projected enrollment of special education students. The second is the course requests students have made in collaboration with their family and case manager. Co-taught inclusion classes are identified based on student need. Additionally, a push-in option of service delivery that incorporates teacher and paraeducator support in the general education classes has been working successfully at Cupertino HS for science classes. 20-21 co-teaching sections:

CHS (7 sections): 2 Biology Push-In, 1 Co-Taught Chemistry, 1 Co-Taught US History, 1 Co-Taught World Core, 1 Co-Taught Algebra, 1 Co-Taught Geometry

FHS (2 sections): 1 Co-Taught Biology, 1 Co-Taught Geometry

HHS (14 sections): 1 Co-Taught Biology, 2 Co-Taught Physics, 1 Co-Taught World History, 1 Co-Taught US History, 1 Co-Taught Gov/Econ, 1 Co-Taught Lit/Writ, 1 Co-Taught World Lit, 1 Co-Taught Am Lit, 2 Co-Taught Mythology, 1 Co-Taught Algebra 1, 1 Co-Taught Geometry, 1 Co-Taught Algebra 2

LHS (1 section): 1 Co-Taught Algebra 1

MVHS (0 sections)

- -Action 12: Define and promote continuum of support options for students with disabilities within general education.

In a stakeholder meeting to review LRE, input was provided on experience that special education students have in classes. Staff described concerns that students with disabilities need to build their skills so they can engage at a higher level. Also, that students can become overwhelmed with too many general education classes. They believe students feel safer in a special education classroom than in general education. Special Education Plan (SEP) Action: integrate the principles of differentiated instruction into existing content of professional development for general and special education teachers.



## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 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.	Due to campus closures and remote learning, the Student Wellness Survey was not updated and administered. In the spring of 2020 there was a survey regarding student experience during remote learning; 1595 students participated.
<b>19-20</b> Increase the portion of students who found their coursework interesting	How did you get help if you were not sure what to do for a class assignment? A third of our students who responded that they asked fellow students/classmates. Also, a third (33%) of students who responded shared that they emailed their teacher. Other common methods for getting help on an assignment were: attending virtual office hours or asking a family member for help.
<b>Baseline</b> Student Wellness Survey (Sept 2016) 51.2% of student found their coursework interesting	Have you attended virtual office hours? Nearly half of our students reported attending office hours (46%).  If you attended office hours, what was the purpose? Majority (79%) of students responded that they attended office hours to ask questions. Other reasons for attending office hours were: to get extra help, to make up an assignment, to 'just talk'.

Expected	Actual
<p><b>Metric/Indicator</b> Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about, and not overly stressed).</p> <p><b>19-20</b> Decrease the portion of students who report the experienced bullying or harassment</p> <p>Increase the portion of students who felt their teachers cared about their well-being</p> <p>Decrease the portion of students who report they felt stress at school</p> <p><b>Baseline</b> Student Wellness Survey (Sept 2016) 4.2% of students experienced bullying or harassment 37.6% of students felt their teachers cared about their well-being 66.2% of students felt stress at school</p>	<p>Due to campus closures and remote learning, the Student Wellness Survey was not updated and administered. In the spring of 2020 there was a survey regarding student experience during remote learning; 1595 students participated.</p> <p>Who from your school do you reach out to for help with personal (social emotional, relationship, financial, food) issues? While approximately 30% of students reported not knowing who to reach out to, nearly 70% of students reached out to a guidance counselor, teacher, or representative from our mental health teams (Student Advocate/School Based Therapist or Psychologist).</p> <p>Which of the following ways did you get information from your school? The most common way students received information from their school was via email (over 90%). Students also relied on our website, as well as short videos.</p>
<p><b>Metric/Indicator</b> PIR Indicator 4a Maintain low expulsion rate and monitor that no student groups are overrepresented among expelled students.</p> <p><b>19-20</b> Maintain or decrease expulsion rate from 2018-19</p> <p><b>Baseline</b> 0.2%</p>	<p>Students expelled in 2019-20 (% of student group): Afr Am/Black 0 (0.0%) Asian 2 (0.03%) Filipino 1 (0.34%) Hispanic/Latino 2 (0.12%) White 0 (0.0%) Two or more races 0 (0.0%) English Learners 0 (0.0%) Socioecon Disadv 2 (0.11%) Students w/Disabilities 0 (0.0%) Homeless Youth 0 (0.0%) All Students 5 (0.04%)</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to</p>

Expected	Actual
<p><b>Metric/Indicator</b> PIR Indicator 4a Maintain low suspension rate and monitor that no student groups are overrepresented among suspended students.</p> <p><b>19-20</b> 1.6%</p> <p><b>Baseline</b> Maintain or decrease suspension rate from 2018-19: move from orange to green and blue for identified student groups</p>	<p>similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.</p> <p>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%)</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.</p>
<p><b>Metric/Indicator</b> Maintain or increase student positive attendance and decrease chronic absenteeism (change in wording based on feedback from SCCOE).</p> <p><b>19-20</b> Maintain or increase positive attendance from 2018-19</p>	<p>94% positive attendance for 20-21</p> <p>Students considered chronic absentee in 2018-19 (% of student group):  Afr Am/Black 14 (14.4%)  Asian 154 (2.3%)  Filipino 19 (6.7%)</p>

Expected	Actual
<p><b>Baseline</b> Baseline attendance (2015-2016): 94%</p>	<p>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%)</p> <p>Pursuant to Senate Bill 98, the CDE determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year. Due to the physical closure of schools in February/March 2020 resulting from the COVID-19 pandemic, the CDE did not post chronic absenteeism rates or absenteeism by reason data for the 2019–20 academic year.</p>
<p><b>Metric/Indicator</b> Maintain record of safe facilities as measured by the number of Williams Complaints re: facilities.</p> <p><b>19-20</b> 0 complaints</p> <p><b>Baseline</b> 0 complaints</p>	<p>0</p>
<p><b>Metric/Indicator</b> By student group, increase to 100% the number of students who graduate.</p> <p><b>19-20</b> Targets for Class of 2019: 100% for all student groups</p> <p><b>Baseline</b></p>	<p>Students meeting graduation requirements, Class of 2019 (number/%) Afr Am/Black 26/96.3% Asian 1506/97.9% Hispanic/Latino 365/86.7% Filipino 60/93.8% White 451/96.0%</p>

Expected	Actual
<p>Students meeting graduation requirements, Class of 2016 (number/%)</p> <p>Afr Am/Black 36/89.3%</p> <p>Asian 1409/98.7%</p> <p>Hispanic/Latino 356/84.3%</p> <p>Filipino 79/95.3%</p> <p>White 519/96.7%</p> <p>Two or more races 111/96.7%</p> <p>English Learners 114/84.6%</p> <p>Socioecon Disadv 364/88.5%</p> <p>Students w/Disabilities 235/82.1%</p> <p>All Students 2516/95.9% (2620 in cohort)</p>	<p>Two or more races 137/95.8%</p> <p>English Learners 221/86.0%</p> <p>Socioecon Disadv 510/87.9%</p> <p>Students w/Disabilities 223/76.9%</p> <p>All Students 2561/95.5% (2681 in cohort)</p> <p>Students meeting graduation requirements, Class of 2020 (number/%)</p> <p>Afr Am/Black 18/78.3%</p> <p>Asian 1573/97.9%</p> <p>Hispanic/Latino 338/80.1%</p> <p>Filipino 64/95.5%</p> <p>White 414/95.4%</p> <p>Two or more races 125/96.2%</p> <p>English Learners 198/78%</p> <p>Socioecon Disadv 504/83.3%</p> <p>Students w/Disabilities 207/74.7%</p> <p>All Students 2546/94.4% (2698 in cohort)</p>
<p><b>Metric/Indicator</b></p> <p>Monitor post-secondary program success as indicated by college entrance and persistence data.</p> <p><b>19-20</b></p> <p>Maintain or increase college entrance rates and persistence rates</p> <p><b>Baseline</b></p> <p>Baseline (Class of 2016) : 86% of graduates reported as enrolled in postsecondary institutions.</p> <p>Of 804 students reported enrolled in local community colleges, 32% of students required remediation in English and 39% required remediation in math.</p>	<p>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.</p> <p>96% of students in the Class of 2018 who enrolled in college in their first year returned for their second year.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue the work of the District Wellness Council: school/life balance, stress management, and sleep deprivation.	LCFF Base- 0000 Partial District Administrator Salary 010-0000-13XX-070701 \$47,840 Partial District Administrator Benefits 010-0000-3XXX-070701 \$11,924 \$59,764	LCFF Base- 0000 Partial District Administrator Salary 010-0000-13XX-070701 \$52,489 Partial District Administrator Benefits 010-0000-3XXX-070701 \$11,044 \$63,533
Mental Health and Wellness: support during the comprehensive sexual health education unit in 9th grade biology, time management sheets, and efforts in coordination with the wellness taskforce to increase proactive strategies and crisis intervention.	LCFF Base - 0000 LCFF Base - 0605  LCFF Base - 0000: \$86,262 Partial Guidance Counselor Salaries 010-0000-12XX: \$15,419 Partial Guidance Counselor Benefits 010-0000-3XXX: \$5,299 Partial District Administrator Salary 010-0000-13XX: \$52,190 Partial District Administrator Benefits 010-0000-3XXX: \$13,354  LCFF Base - 0605: \$134,194 Student Advocate Salary 018-0605-29XX: \$103,307 Student Advocate Benefits 018-0605-3XXX: \$30,887 \$220,456	LCFF Base - 0000 LCFF Base - 0605  LCFF Base - 0000: \$85,945 Partial Guidance Counselor Salaries 010-0000-12XX: \$15,566 Partial Guidance Counselor Benefits 010-0000-3XXX: \$5,516 Partial District Administrator Salary 010-0000-13XX: \$50,725 Partial District Administrator Benefits 010-0000-3XXX: \$14,138  LCFF Base - 0605: \$132,680 Student Advocate Salary 018-0605-29XX: \$102,208 Student Advocate Benefits 018-0605-3XXX: \$30,473 \$218,626
PIR Indicator 4a (Discipline) School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development. The group will include a representative from Special Services in support of students with	LCFF Base - 0000 Partial Administrators Salaries 010-0000-13XX: \$21,745 Partial Administrators Benefits 010-0000-3XXX: \$5,246	LCFF Base - 0000 Partial Administrators Salaries 010-0000-13XX: \$22,310 Partial Administrators Benefits 010-0000-3XXX: \$5,153

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>disabilities to align practices with IEP compliance and behavior service referrals.</p> <p>Coordinator of Special Services with administrators in the School Climate group. Initiating at the start of the 2018-19 school year through monthly meetings.</p>	<p>Partial Coordinator of Student Services Salary: \$4,790</p> <p>Partial Coordinator of Student Services Benefits: \$1,275</p> <p>\$33,056</p>	<p>Partial Coordinator of Student Services Salary: \$4,742</p> <p>Partial Coordinator of Student Services Benefits: \$1,260</p> <p>\$33,464</p>
<p>Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams.</p> <p>Maintain the progression of interventions including drug abuse counseling, anger management and parent and family support as alternatives to suspension and expulsion.</p>	<p>LCFF Base - 0000</p> <p>Partial Guidance Counselor &amp; Psychologist Salaries 010-0000-12XX: \$66,924</p> <p>Partial Guidance Counselor &amp; Psychologist Benefits 010-0000-3XXX: \$23,771</p> <p>Partial Administrators Salaries 010-0000-13XX: \$30,081</p> <p>Partial Administrators Benefits 010-0000-3XXX: \$7,583</p> <p>\$128,359</p> <p>LCFF Base - 0000</p> <p>Partial Guidance Counselor Salary 010-0000-12XX: \$5,995</p> <p>Partial Guidance Counselor Benefits 010-0000-3XXX: \$2,119</p> <p>Partial Administrator Salaries 010-0000-13XX: \$10,872</p> <p>Partial Administrator Benefits 010-0000-3XXX: \$2,670</p> <p>\$21,656</p>	<p>LCFF Base - 0000</p> <p>Partial Guidance Counselor &amp; Psychologist Salaries 010-0000-12XX: \$62,142</p> <p>Partial Guidance Counselor &amp; Psychologist Benefits 010-0000-3XXX: \$24,423</p> <p>Partial Administrators Salaries 010-0000-13XX: \$27,888</p> <p>Partial Administrators Benefits 010-0000-3XXX: \$7,691</p> <p>\$122,144</p> <p>LCFF Base - 0000</p> <p>Partial Guidance Counselor Salary 010-0000-12XX: \$5,469</p> <p>Partial Guidance Counselor Benefits 010-0000-3XXX: \$2,218</p> <p>Partial Administrator Salaries 010-0000-13XX: \$10,498</p> <p>Partial Administrator Benefits 010-0000-3XXX: \$2,809</p> <p>\$20,993</p>
<p>Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.</p>	<p>LCFF Base - 0000</p> <p>Partial Teacher Salaries 010-0000-11XX: \$4,137</p>	<p>LCFF Base - 0000</p> <p>Partial Teacher Salaries 010-0000-11XX: \$4,456</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monitor school safety plans.	Partial Teacher Benefits 010-0000-3XXX: \$1,447 Partial Guidance Counselor Salaries 010-0000-12XX: \$2,141 Partial Guidance Counselor Benefits 010-0000-3XXX: \$757 Partial Administrator Salary 010-0000-13XX: \$10,872 Partial Administrator Benefits 010-0000-3XXX: \$2,718 Partial Classified Support Staff Salaries 010-0000-2XXX: \$3,803 Partial Classified Support Staff Benefits 010-0000-3XXX: \$1,148 Supplies for Saturday School 010-0000-4310: \$9,500 \$36,523  LCFF Base - 0000 Partial Administrators Salaries 010-0000-13XX: \$123,226 Partial Administrators Benefits 010-0000-3XXX: \$30,987 \$154,213	Partial Teacher Benefits 010-0000-3XXX: \$1,489 Partial Guidance Counselor Salaries 010-0000-12XX: \$2,093 Partial Guidance Counselor Benefits 010-0000-3XXX: \$762 Partial Administrator Salary 010-0000-13XX: \$10,498 Partial Administrator Benefits 010-0000-3XXX: \$2,809 Partial Classified Support Staff Salaries 010-0000-2XXX: \$3,768 Partial Classified Support Staff Benefits 010-0000-3XXX: \$1,240 Supplies for Saturday School 010-0000-4310: \$9,609 \$36,724  LCFF Base - 0000 Partial Administrators Salaries 010-0000-13XX: \$113,586 Partial Administrators Benefits 010-0000-3XXX: \$31,365 \$144,951
Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.	LCFF Base - 0000  Partial Coaches Salaries 010-0000-11XX: \$6,147 Partial Coaches Benefits 010-0000-3XXX: \$2,165 Partial Athletic Directors Salaries 010-0000-12XX: \$35,804 Partial Athletic Directors Benefits 010-0000-3XXX: \$12,614	LCFF Base - 0000  Partial Coaches Salaries 010-0000-11XX: \$6,560 Partial Coaches Benefits 010-0000-3XXX: \$2,233 Partial Athletic Directors Salaries 010-0000-12XX: \$36,280 Partial Athletic Directors Benefits 010-0000-3XXX: \$12,580

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement and monitor systems to address truancy and chronic absenteeism: District Attorney meeting; School Attendance Review Team (SART) at each site and the District School Attendance Review Board (SARB).	Partial District Administrator Salary 010-0000-13XX: \$22,833 Partial District Administrator Benefits 010-0000-3XXX: \$5,723 \$85,286	Partial District Administrator Salary 010-0000-13XX: \$21,745 Partial District Administrator Benefits 010-0000-3XXX: \$5,769 \$85,166
	LCFF Base - 0000 Partial District Administrator Salary 010-0000-19XX: \$6,472 Partial District Administrator Benefits 010-0000-3XXX: \$2,229 Contracted Services 010-0000- 5830: \$15,500 \$24,201	LCFF Base - 0000 Partial District Administrator Salary 010-0000-19XX: \$6,319 Partial District Administrator Benefits 010-0000-3XXX: \$2,389 Contracted Services 010-0000- 5830: \$14,351 \$23,059

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were used for intended purposes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continued development and implementation of proactive and restorative practices in support of student social and emotional health as well as safe and inclusive campuses. Further implementation of a Chronic Absenteeism Intervention program including continued coordination with the District Attorney's office and incorporating site level School Attendance Review Teams (SART) leading to a School Attendance Review Board (SARB).

Action 1: Continue the work of the Community Task Force on Student Wellness: school/life balance, stress management, and sleep deprivation.

The last meeting for the Task Force was January 30, 2020. District administrators were in the process of preparing for the final two meetings of the year when Emergency Learning began: April 23, 2020 to study the relationship between the anxiety score, the depression score, the resiliency score and the amount of time spent on homework on an average school day; and June 11, 2020 to

discuss a plan to communicate findings and next steps with the community. The Task Force did not meet again in the 19-20 school year and has remained on hiatus through the 20-21 school year.

Action 2: Mental Health and Wellness: support during the comprehensive sexual health education unit in 9th grade biology, time management sheets, and efforts in coordination with the wellness taskforce to increase proactive strategies and crisis intervention. Biology teachers coordinated with Health Connected to offer the unit with updates for facilitation in a remote environment. Time Management Sheets: continue to be utilized at each site. Through partnership with El Camino Hospital and the FUHS Foundation Parent Resource Network parents were offered webinars to continue Suicide Prevention Education and provide strategies for validating communication with their teens.

Action 3: School Climate group will continue to meet monthly to norm expectations for behavior, discipline, and truancy across schools and advise on the need for effectiveness of interventions and engage in professional development. During the 2019-2020 school year the administrators from each school site in charge of campus climate continued to meet monthly with district administrators. The topics of attendance, truancy and discipline data were standing items. Other agenda items included a training by Lozano Smith in conducting investigations; preventing, documenting and consequenceing bullying; the Academic Integrity Policy; and an updated Work Permit tracking and support system. Starting in the Spring of 2020, the main focus was on supporting students and teachers in remote learning. The Student Conduct Specialists from each of the 6 schools in the district participated in the training on conducting investigations, a training from the Deputy District Attorney on emerging drug issues as well as other issues relevant to that group.

Action 4: Continue to define and strengthen the Tier 1-3 supports at each school site through the work of the Student Assistance Teams and attendance/truancy interventions.

Support and strategies that have been in place through the 2019-20 school year were compiled for the Learning Continuity and Attendance Plan strengthened with additional mental health and behavior supports. Through Differentiated Assistance and in alignment with the CCEIS plan, the District is engaging in an update to the Student Assistance Team process, incorporating principles of multi-tiered systems of support, including the compilation of a manual to be utilized across the district.

Action 5: Maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.

During 2019-2020 school year, the district continued all of its intervention programs until the COVID related shut-down. Offered monthly through March, the 90 minute “Perspectives” Positive Decision Making course (student referrals in lieu of suspension particularly in the area of disruption) is an early level introduction, prior to the 10 session “Project Insight” Anger Management Group (behavior management/anger management class). Additionally, our leveled program for drug intervention continued to offer different levels of support: “What Parents Need to Know about Substance Abuse” offered in Spanish and English; the 90 minute Drug

Intervention Course; the 10 session “Botvin Life Skills” Program (drug intervention that replaced Too Good for Drugs and Violence); and “Step Up” treatment program. From March-May, the Botvin Life Skills class was offered remotely. The Foothill Family Engagement Institute was offered as a 4-week course for students and their families: participation is by self-selection or referral by a Guidance Counselor or School-Based Therapist.

Action 6: Continue use of the Saturday School program as needed to reduce suspension rates for minor offenses including truancy, insubordination, and disruption.

Saturday School ran through February 2020 and then stopped being scheduled due to the COVID-related move to remote learning: 162 total students were referred; 123 total students attended. Each Saturday School session was staffed by 1 administrator, 1 Para-Educator or Student Conduct Specialist, and at least 1 teacher and 1 counselor (psychologist or guidance counselor). The role of the staff is to review a student success plan with the student, discuss why they got in trouble, and how not to repeat their actions again. The last step is follow-up with school staff. Typical offenses that receive referral are possession of drugs, under the influence of drugs, minor theft, truancy, bullying, failing to go to drug or behavioral intervention. Cross pollination of Saturday School with drug and behavioral support interventions has been positive and could be part of the student success plan.

Action 7: Transition to the new county recommended format for school safety plans.

Each site presented a school safety plan to the Board in February, continuing to utilize the County format.

Action 8: Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.

The 2019-20 school year began well with the 2nd year of the new model for the Athletic Directors continuing 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 structure of developing athlete leadership through Captains Leadership Teams and Athletic Senates continued to provide students with a voice, identify areas of growth and concern, and give feedback to coaches on how to improve and develop their work with athletes. Positive progress continued to be made across the District in creating these structures and utilizing them to build capacity in athlete leadership.

Schools began the year utilizing Positive Coaching Alliance speakers and programs to provide training to athletes in general, captains, and coaches. Several schools were able to provide opportunities for coaches to come together as coach leadership teams to discuss general issues and solutions across sports. These meetings were part of our continued effort to develop “Professional Learning Communities” (PLCs) for coaches, instructors, and volunteers who work with student athletes. However, the number of off campus coaches and challenges with scheduling times to meet made this difficult to do for several schools.

Much of the athletics program was not possible to operate between March and June 2020 as a result of the COVID pandemic. However, during the summer, fitness and conditioning activities were able to be facilitated by coaches and staff to support fitness, conditioning and non-contact skill development.

We began the 2019-20 year with the support of Positive Coaching Alliance (PCA) as a resource for athletes and coaches to help develop and maintain a positive climate in athletics. PCA continued to provide all schools with guest speakers, books, banners, leaflet materials, and other resources. However, we were not able to continue to use their services effectively when the full effects of COVID were experienced, between March and June 2020.

Student surveys, feedback conversations, and anecdotal evidence suggest that the actions put in place to achieve the goal for the 2019-20 school year, i.e. “Every student will feel safe, cared about, and both academically and socially engaged in school,” have been successful. There have been no major reported issues in the athletics program at any school that would indicate a continued need to address harassment/bullying issues in an alternative way.

Action 9: In support of an updated process to address truancy and chronic absenteeism all student-facing materials will be rewritten to ensure positive, pro-attendance language; the structure and content of the meeting with the District Attorney will be updated; a School Attendance Review Team (SART) will be piloted at each site along with a District School Attendance Review Board (SARB). In 2018-19 FUHSD piloted a completely revamped Chronic Absentee Intervention (CAI) process to replace the old truancy process. This process continued in 2019-2020. This process includes a Letter 1 sent to all students whose attendance meets or exceeds the limit for chronic absenteeism. Continued non-attendance earns a student another letter and a pro-attendance check-in with a caring adult. The third letter is an invitation to a meeting with the District Attorney and key district support staff. The fourth letter is an invitation to a school site level Student Attendance Review Team (SART) meeting that draws several key staff members together with the student and family to address any barriers to attendance. The fifth letter is an official summons to a district-level Student Attendance Review Board (SARB) meeting. This meeting includes the Deputy District Attorney, a representative from the City of Sunnyvale and several key district staff members. The purpose of the SARB is to bring together the resources of the district and larger community to support a student’s return to positive attendance. All of the student-facing letters and other materials involved in this new process have been re-written to ensure positive, pro-attendance language. In 2019-2020, SARTs and SARBs were held until March 13, 2020 when the school district moved to remote learning and adopted an alternate schedule.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Increase the % of parents, students, and staff who engage in providing the district with feedback</p> <p><b>19-20</b> Increase participation by 2% Students: % Parents: % Staff: %</p> <p><b>Baseline</b> Student Wellness Survey (Sept 2017) Students: 15.4% Parents: 12.1% Staff: 42.7%</p>	<p>Due to campus closures and remote learning, the Student Wellness Survey was not updated and administered. In the spring of 2020 there was a survey regarding student experience during remote learning; 1595 students participated. Results may be found in the metrics for Goal 3. There were also 1,329 parents who responded.</p> <p>How did your student(s) get help if they were not sure what to do for a class assignment? A majority of parents (82%) reported that their student emailed their teacher. Other ways parents were aware of their students reaching out for clarification on an assignment were: by contacting classmate/family or they attended office hours.</p> <p>Has/Have your student(s) attended or used virtual office hours? Half of our parents reported that their student attended virtual office hours, while half reported that they did not attend virtual office hours.</p> <p>If your student(s) attended or used virtual office hours, what was the purpose? Majority (86%) of parents responded that their student(s) attended office hours to ask questions. Parents also reported that their students attended office hours to get extra help, to make up an assignment, and 'to just talk'.</p>

Expected	Actual
	<p>Who from school did your student(s) reach out to for help with personal (social emotional, relationship, financial, food) issues? Approximately 40% of parents reported not knowing who their student should reach out to. However, nearly 65% of parents reported that their student(s) reached out to a teacher, guidance counselor, or representative from our mental health teams (Student Advocate/School Based Therapist or Psychologist).</p> <p>Which of the following ways did your student(s) get information from their school? As with our students, email was the most exercised method for parents to obtain information from their school. Parents also visited our website and view the short videos our staff made available.</p> <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><b>Metric/Indicator</b> 100% of topic/program specific advisory groups include parent and staff representation.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%: Math Advisory Council, Citizens Advisory Committee, Community Taskforce on Student</p> <p>Wellness, FUHSD-CACLEC partnership</p> <p><b>Metric/Indicator</b> Maintain a presence in local and social media as well as on FUHSD and school site websites.</p> <p><b>19-20</b></p>	<p>During emergency and remote learning the District has convened a COVID-19 Taskforce which includes representatives who are students, parents, staff, and site and district administrators. The Math Advisory Council and FUHSD-CACLEC have completed their respective missions while the Citizens Advisory Committee and Community Taskforce on Student Wellness are on hiatus during remote learning.</p> <p>Positive News Articles - 25 Facebook – 3,699 followers Twitter – 364 followers LinkedIn - 1,097</p>



Expected	Actual
<p>100+ positive news articles in local papers and other news outlets</p> <p>Social Media: Maintain or increase followers on Facebook, Twitter, and LinkedIn</p> <p><b>Baseline</b> 100+ positive news articles in local papers (Mercury News/Cupertino Courier/Sunnyvale Sun) and other news outlets (including NBC Bay Area and KTVU) between August 2016 and May 2017</p> <p>Social Media:</p> <ul style="list-style-type: none"> <li>• 2,975 followers on FUHSD Facebook page</li> <li>• 120 followers on FUHSD Twitter page</li> <li>• Launched FUHSD LinkedIn page in September 2016</li> </ul> <p><b>Metric/Indicator</b> Increase the number of opportunities for community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).</p> <p><b>19-20</b> El Camino Hospital Anti-Defamation League Seneca Family of Agencies Foothill Family Engagement Institute</p> <p><b>Baseline</b> El Camino Hospital, Unity Care</p>	<p>New for 20-21: Silicon Valley Teen Therapy, My DigitalTat2</p>
<p><b>Metric/Indicator</b> 100% of parents have an active account to monitor their student's progress via School Loop or Infinite Campus portal.</p>	<p>Beginning with the 2018-19 school year, FUHSD moved to online registration for families to complete new student enrollment and Back to School Updates (annual notifications and related annual forms) for continuing students. As a result of this move to online</p>

Expected	Actual
<b>19-20</b> Targets for 2019: Increase active accounts by 2% from 2018 results  <b>Baseline</b> Baseline in 2016-2017 % of students with an active parent account (IC portal/SchoolLoop portal): CHS: 41%/86% FHS: 52%/66% HHS: 67%/77% LHS: 74%/78% MVHS: 76%/82%	registration, 65% of students now have a parent/guardian with an active Infinite Campus portal to complete these processes and monitor student attendance, grades, and transcripts. 51% of students have an active parent/guardian who has accessed our learning management system, Schoology, at least once this year.  2020-2021 % of students with an active parent account (IC portal/Schoology portal): CHS: 65%/53% FHS: 67%/33% HHS: 66%/50% LHS: 71%/70% MVHS: 56%/52%

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to implement ongoing plan for survey administration including students, parents, and staff.	LCFF Base - 0000 Partial Asst. Superintendent Salary 010-0000-1305: \$25,134 Partial Asst. Superintendent Benefits 010-0000-3XXX: \$6,315 \$31,449	LCFF Base - 0000 Partial Asst. Superintendent Salary 010-0000-1305: \$27,083 Partial Asst. Superintendent Benefits 010-0000-3XXX: \$6,805 \$33,888
Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).	LCFF Base - 0000 Partial Administrators Salaries 010-0000-13XX: \$28,269 Partial Administrators Benefits 010-0000-3XXX: \$7,154 Partial Communications Coordinator Salary 010-0000-23XX-071800:\$46,230	LCFF Base - 0000 Partial Administrators Salaries 010-0000-13XX: \$29,242 Partial Administrators Benefits 010-0000-3XXX: \$7,005 Partial Communications Coordinator Salary 010-0000-23XX-071800:\$43,840

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue district committees such as Math Advisory Council, Career Technical Education Advisory Committee, COC, CAC, SELPA Community Advisory Committee, and the District Wellness Council to get student, parent and staff input on these programs.</p> <p>Partner with FUHSD high school sites to ensure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:</p> <ul style="list-style-type: none"> <li>• parents through School Site Council and/or PTSA, District English Learners Advisory Council, and Los Padres.</li> <li>• students through leadership classes,</li> <li>• and staff through School Site Council and PLATE.</li> </ul> <p>Continue family engagement committee, FUHSD PTSA Council, and outreach to parents of students with disabilities.</p>	<p>Partial Communications Coordinator Benefits 010-0000-3XXX-071800: \$11,909 \$93,562</p> <p>LCFF Base- 0000 Partial Teachers Salaries 010-0000-11XX \$11,457 Partial Teachers Benefits 010-0000-3XXX \$4,027 Partial Administrator Salary 010-0000-13XX \$4,259 Partial Administrator Benefits 010-0000-3XXX \$1,077 \$20,820</p> <p>LCFF Base - 0000 Partial Assistant Principal Salaries 010-0000-13XX \$23,447 Partial Assistant Principal Benefits 010-0000-3XXX \$5,941 \$29,388</p>	<p>Partial Communications Coordinator Benefits 010-0000-3XXX-071800: \$11,326 \$91,414</p> <p>LCFF Base- 0000 Partial Teachers Salaries 010-0000-11XX \$11,101 Partial Teachers Benefits 010-0000-3XXX \$4,406 Partial Administrator Salary 010-0000-13XX \$4,679 Partial Administrator Benefits 010-0000-3XXX \$1,016 \$21,201</p> <p>LCFF Base - 0000 Partial Assistant Principal Salaries 010-0000-13XX \$22,639 Partial Assistant Principal Benefits 010-0000-3XXX \$6,287 \$28,926</p>
<p>Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.</p>	<p>LCFF Base - 0000 Partial Asst. Superintendent Salary 010-0000-13XX \$25,134 Partial Asst. Superintendent Benefits 010-0000-3XXX \$6,315 \$31,449</p>	<p>LCFF Base - 0000 Partial Asst. Superintendent Salary 010-0000-13XX \$27,083 Partial Asst. Superintendent Benefits 010-0000-3XXX \$6,805 \$33,888</p>
	<p>LCFF Base-0000 Partial Asst. Superintendent Salary 010-0000-1390 \$12,169</p>	<p>LCFF Base-0000 Partial Asst. Superintendent Salary 010-0000-1390 \$12,541</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Partial Asst. Superintendent Benefits 010-0000-3XXX \$3,051 \$15,220	Partial Asst. Superintendent Benefits 010-0000-3XXX \$3,203 \$15,744

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were used for intended purposes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of actions/services included: consultation with parents, students, and staff to share information about and seek input on elements of emergency and remote learning.

Action 1: Continue to implement ongoing plan for survey administration including students, parents, and staff.

Due to campus closures and remote learning, the Student Wellness Survey was not updated and administered. During emergency and remote learning, surveys have been administered to students, parents and staff on various related topics.

Action 2: Continue communication about the District through media access to stories and supporting Board initiatives (office hours, communication corner on the website, etc.).

In the 2020-21 school year, the bulk of both internal and external communication focused on the topics of COVID-19, the continued closure of our school campuses, distance learning and planning for the return of students to our campuses. The greatest challenge in this area of communication was the pace of change in guidance from both the County and the State as the COVID-19 situation fluctuated in our community and the rapid pace that we needed to provide information to our students, families and staff in response to those fluctuations. The level of centralized communication from the District Office increased greatly, particularly in the summer months as we prepared for a return to school in a distance learning model. Many items that would typically be a central focus for the communications team, including proactive media outreach on positive news stories, were significantly reduced due to both the shifting of staff responsibilities and changes in focus of local media coverage to the COVID-19 pandemic.

### COVID-19 & School Closure Communications

- Distance Learning and COVID-19 Resources webpage created as a hub for all parent and student communication on the school campus closures, distance learning, health and safety protocols and return to in-person instruction
- Regular email updates to families on the status of the school campus closures and remote learning, all of which are archived on our Distance Learning and COVID-19 Resources webpage
- COVID-19 Resources webpage for staff with additional resources, including information on health and safety precautions, childcare resources, COVID-19 related leaves and local travel advisories
- Student and Parent Learning Guides created and published to families in Aug. 2020
- FUHSD Guide to Bringing Back Students created and published to families in Nov. 2020, including all safety policies and procedures
- Regular parent/community and staff webinars beginning in Summer 2020 and throughout the 2020-21 school year
- Regular COVID-19 testing and vaccination communication to staff and assistance in scheduling appointments for vaccinations
- Sharing of information from the COVID-19 Taskforce with the public via our website
- Survey of all families regarding interest in returning for hybrid, in-person instruction
- Communication around commitment decision to either return for in-person instruction or remain in distance learning in Spring 2021, and corresponding health and safety agreement for families and students
- Food Service Staff video highlighting our frontline classified staff
- Virtual tours of new campus buildings/features for Homestead, Cupertino, Lynbrook and Monta Vista high schools

### FUHSD Websites, email news and other publications

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

### Board Communication

- The Board Communication Corner on the FUHSD website is regularly updated by the Communication Coordinator and includes contributions from Trustees featuring their activities in support of the District and community. The Board Corner can be found on the FUHSD website at <https://www.fuhsd.org/about-us/board-of-trustees/board-communication-corner>.
- Audio recordings of our remote Board Meetings can now be accessed on our website at <https://www.fuhsd.org/about-us/board-of-trustees/board-meetings>

Action 3: Continue district committees such as Math Advisory Council (MAC), Career Technical Education (CTE) Advisory Committee, FUHSD Cupertino Area Chinese Language Education Committee (CACLEC), 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.

MAC and CACLEC have completed their missions. The CAC met on November 2019 and did not meet during the 2020-21 school year. The CTE Advisory Committee met on May 8, 2020. Citizen's Oversight Committee (COC) meetings were held on the following dates: September 14, 2020; November 30, 2020; March 1, 2021; and May 24, 2021. SELPA II CAC held the following meetings: 9/24/2020 Meet the Directors, 10/9/2020 Assistive Technology and the IEP, 12/3/2020 Coping at Home and 2/11/2021 Transitions. The Community Taskforce on Student Wellness: on October 24, 2019, the Wellness Council studied the relationship between the anxiety score, the depression score, the resiliency score and asking staff for help and on January 30, 2020, the Wellness Council studied the relationship between the anxiety score, the depression score, the resiliency score and the number of AP/Honors courses a student takes. The Council was scheduled to meet on: April 23, 2020 to study the relationship between the anxiety score, the depression score, the resiliency score and the amount of time spent on homework on an average school day; and June 11, 2020 to discuss a plan to communicate findings and next steps with the community. These meetings were not held and the Council has remained on hiatus during the 20-21 school year.

Action 4: Partner with FUHSD high school sites to insure that an LCAP review/feedback item is included on the meeting agenda, at least once per year, for:

- 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.

Results of these meetings are reflected in the stakeholder feedback on the 2021-24 LCAP.

Action 5: Continue family engagement committee and other activities initiated during the 2017-18 school year.

#### Family Engagement Committee

The District Family Engagement Committee (FEC) met three times during the 2019-20 school year. Agenda topics included parent education offerings, parent education best practices, the Parent Education Resource Network (work with FUHS Foundation), centralizing/sharing presentations and speakers, strengthening communication between parent groups at the 5 schools, connecting parent groups and school administration, developing the relationship between parents and teachers, developing plans to schedule events as a group. Some of the primary purposes of the Family Engagement Committee are for parent leaders at each site to share best practice and develop a collaborative working relationship to enhance and develop the impact of their activities to support their parent communities. It is clear from the relationships that have been established in this group and the feedback provided to the facilitator, that this is a successful strategy to support in these areas. A 4th FEC meeting scheduled for March 2020 was cancelled due to the COVID-19 pandemic.

#### FUHSD PTSA Council

The PTSA Council met twice during the 2019-20 year; once per semester. Major areas of focus for discussion included the implementation of the Parent Resource Network run by the FUHS Foundation, conversations around the logistics of planning events at one site and inviting parents from all 5 sites, and the possibility of a centralized calendar of parent events taking place at all schools

managed by the FUHS Foundation. Other topics included communication between school sites, developing a district wide data base for speakers and events, the census, and school construction and modernization projects taking place at each of the sites.

The 2 groups FEC and PTSA Council, although somewhat overlapping in their members and purposes, both served to address the LCAP goal of: "Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs." In particular, the PTSA Council provides Superintendent Bove with direct feedback from parent representatives regarding District priorities, initiatives to meet these priorities, and impacts felt by students and parents.

Action 6: Produce and distribute an Annual Report and/or LCAP Executive Summary to the Community.

The District has not and is not planning to produce and distribute an Annual Report. This action is to be discontinued.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing cleaning and disinfecting facilities - Disinfecting Chemicals, Sanitizing Wipes, and cleaning supplies	\$245,000	\$231,430	No
Purchasing Personal Protective Equipment (PPE) equipment - Mask, Gloves, Face Shields, Hand Sanitizer	\$175,000	\$175,000	No
Air filters and air quality testing (Merv 13 filters)	\$155,000	\$285,757	No
Custodial overtime for deep cleaning and disinfecting	\$15,000	\$15,000	No
Self-Screening application in compliance with the Social Distancing Protocol	\$25,000	\$46,500	No
Additional coach stipends to help keep pods of sports and/or activities small for outdoor conditioning and/or practice.	\$112,500	\$112,500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Cost of services for air filters and air quality testing and self screening application are more expensive than we projected.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The District experienced significant success in coordination of safe practices between District and Site facilities teams. A safety committee was formed and met in October and November to establish protocols for aligning practices at all sites in the District and addressing COVID exposure. Challenges occurred in the length of time it took to secure and implement the self-screening application and to complete the air quality testing. However, what really moved in-person instruction forward was the availability of staff vaccination and progress of Santa Clara County on the tier system.

The District had hoped to bring students back sooner than April 2021. Through the summer and fall the District implemented athletic pods. As soon as it was safe, per state and county guidelines, the transition to in-person instruction began with cohorts, focusing on students experiencing the greatest challenge in accessing their education remotely: students with disabilities, English Language Learners and students with other academic or social-emotional concerns. There was a start at the end of November that was delayed until January due to the surge in COVID-19 cases. Input from parent and staff webinars played a role in designing and developing in-person instruction. All students had the opportunity to return to campus on April 19.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional functions for Infinite Campus: Remote Learning Report for Spring 2020; Remote Learning attendance	\$8,500	\$8,500	No
Virtual Graduation for 6 sites	\$30,000	\$30,000	No
Materials necessary for remote learning	\$10,000	\$10,000	No
Zoom licenses for all staff and students	\$35,000	\$34,358	No
Chromebooks and hotspots for students without devices at home.	\$220,000	\$982,198	Yes
Timesheets for schedule building, materials drop off in May/June, materials distribution in August, Lead Resource Specialist (LRS) time, Chinese diagnostic testing	\$16,000	\$14,400	No
Timesheets for letters of recommendation - The Spring 2020 semester led to many disruptions for us all. For students, particularly juniors, who will not have grades and test scores for this semester, colleges and universities may place more emphasis on essays and letters of recommendation in their holistic review processes to glean a fuller picture of a student's achievements. We have heard from some colleges and universities that confirm this view. As a result, we want to provide students the opportunity to secure these letters of recommendation from their teachers who can provide insight about the student's character, work habits, and contributions to the classroom and school community. Moving this process to spring is meant to be a solution for this year's junior class, to allow teachers more time in spring/summer to write these letters since they may carry more weight for fall college applications.	\$70,000	\$77,148	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Beginning with the 2020-21 school year, Schoology, a learning management system (LMS), is in place. It was decided that Schoology would be the LMS used for remote learning. In support of staff, the District offered a Schoology-sponsored series of workshops.	\$30,000	\$113,000	No
Mass communication (mailer) to all families served by our Special Education Department.	\$1,000	\$3,665	No
Management and staff time: Marianne Hew, Menko Johnson, DO Data Team (Betty Lee, Diane Bodwin, Bhavini Kamarshi, Madhuri Kuchibhotla)	\$80,000	\$80,000	No
Interpreters/translation of documents and communication around remote learning.	\$6,000	\$6,000	Yes
Lost textbooks	\$500,000	0	No
Schoology - Learning Management System	\$100,000	\$100,000	No
Summer Schools and Summer Curriculum Team Planning Work	Not originally budgeted	\$784,000	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The lost textbook budget was reallocated to purchase Chromebooks. This change was unanticipated and due to a significant increase in student need to support remote learning. In order to support teachers and staff to transition from emergency remote learning in spring 2020 to distance learning for the 2020-21 school year including incorporation of instructional best practices, assessments and our new learning management system, expenses were needed to augment instructional support and professional development in summer school and summer curriculum team planning.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction

The District collaborated with the teacher's union, FEA, to establish a weekly schedule for synchronous remote learning that included staff meetings, collaboration time and office hours for students. The FUHSD course schedule includes the full complement of core academics, electives, English Language Development, support classes, and Career Technical Education which has been taught to the same robust standard as traditional, in-person instruction. Beginning with the 2020-21 school year, Schoology, a learning management system, is in place. All teachers are utilizing the platform for student access to Zoom, providing instructional guidance, and the process of assigning, posting and grading assignments. During remote learning all teachers were online and available for students to drop in with questions during the scheduled Office Hours period. While students are not required to attend Office Hours, teachers encouraged their participation and reminded students that this was a time to get help or ask questions that they may have during the week.

### Access to Devices and Connectivity

The FUHSD ensured access to classroom materials, devices and connectivity for all students to support remote learning, including if students did not have access to a device and/or internet, Chromebooks and internet hotspots were provided. Families indicated their need via phone, email, in-person, or online request (2020 Distance Learning Technology Request). Devices were distributed at school sites to individual students as the requests were received, or during the scheduled food distribution periods. Additionally, schools held Material Distribution days during the week of 8/10/20 where students/families visited campus, following safety and social-distancing protocols, during scheduled times to collect materials. This type of opportunity was added, as needed, over the course of the 2020-21 school year particularly when new text or materials for an upcoming unit were available. In addition, District staff provided technological support to ensure access to devices and connectivity via phone, email, and online.

### Pupil Participation and Progress

Our teachers, through their twice-weekly collaborations, recognized that when we returned to full in-person learning in August, our students would not necessarily have acquired the same level of skills and knowledge that they would have without the pandemic. Consequently, conversations across courses within departments took place to ensure vertical alignment. For example, within the Science Department, there was a recognition that the Freshman Biology Students would not have had hands-on laboratory experience, and so our Chemistry and Physics teachers had to teach lab safety and lab collaboration skills that in previous years they knew had already been inculcated. Similar conversations took place in English, Math, and Social studies, so that all teachers knew what skills needed to be reinforced to address the learning loss that the pandemic had caused.

### Distance Learning Professional Development

The FUHSD did a staged implementation of a new Learning Management System (LMS) and Zoom in March 2020. In support of staff, the District provided training to transition from traditional to remote learning, use of technology tools, and ongoing support throughout. During the 20-21 school year the Educational Technology Coordinator scheduled on-going virtual Schoology Q&A sessions to support staff. District administrators in Teaching and Learning continued to support staff to complete and implement strategies from Five Professional Learning Modules to Support Teachers in a Remote Learning Setting. In preparation for hybrid learning in April 2021, with the support of the curriculum leads, a document and subsequent opportunities for discussion and Q&A was created to provide Promising Practices for a Concurrent Classroom.

Our district has engaged in an asynchronous, online Professional Development Series called Culturally Responsive Education by Design led by Zaretta Hammond. While this program was originally targeted to address significant disproportionality of Black and Latinx students within Special Education, our district decided to open up the opportunity more broadly and over 50 educators signed up for this months-long intensive training that challenges teachers to have their pedagogical approaches adapt to what students bring to the classroom through their lived experience.

### Staff Roles and Responsibilities

A guide was created, detailing how instructional staff should regularly engage students given the additional challenges of remote learning and the pandemic and the role of non-classroom based staff such as attendance interventions and ensuring students and teachers have necessary materials. Webinars were also held in order to provide staff with information and support about the adaptations for their roles during remote learning. A challenge was to ensure that all staff contributed to the logistics of student progress that occurred outside of the classroom.

### Support for Pupils with Unique Needs

At the start of the 2020-21 school year, Special Services provided every family of a student served through special education with Prior Written Notice of the plan for remote learning. This was followed by an individualized Distance Learning plan for each student. Specialized Academic Instruction, support within general education, and related services were all implemented during remote learning. Teams continued to hold annual and triennial meetings and all goals/objectives were updated at the end of the first grading period as another step in continuous monitoring of learning loss.

In terms of professional development for teachers of English Learners, the emphasis has been on practices to promote speaking during remote learning. Technological tools such as Flipgrid have been used increasingly to facilitate learning tasks that require students to practice spoken English. Furthermore, resources from WestEd (e.g., webinars) and CDE (e.g., English Learner Toolkit of Strategies) have been used to enhance the work of PLCs. Examples of high leverage strategies include: #1-Academic Conversations: Using Jeff Zwiers' Five Core Conversation Skills, #2-Collaborative Retell, #3-Collaborative Summarizing, #4-Text Reconstruction.

During the first few weeks of the 20-21 school year, individual check-ins occurred with students (families) who are homeless or foster youth and students who participate in our English Language Development program to ensure their needs were being met. Information that was gathered was shared with teachers and other staff members to inform instruction and guide provision of additional support, and to continue the dive deep into the systems in place within the FUHSD to identify and support these students. Ongoing support for students who are homeless, foster youth, English Language Learners, and low income, and their families, included a series of parent/family trainings (tier 2) and individual reengagement coaching (tier 3) through a community agency and school/district learning support (tier 3). This support was also made available to other students who were failing to make progress due to disengagement.

When the District began to prepare for cohorts to return to campus for support school sites prioritized students with disabilities, students who are homeless, foster youth, English Language Learners, and low income. This process was led by teachers who volunteered to instruct their classes from campus while opening their classroom to students in need of learning support and/or the structure that the school environment provides. Lead Resource Specialists, ELD Coordinators and administrators worked together to contact families and create schedules and locations that complied with safety procedures. At each campus these cohorts took shape from December through March with students recognizing the academic and social-emotional support that being on campus provided.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Three 4-week Virtual Parent Coaching Programs through contract with community agency (English, Spanish, Mandarin) (Tier 2 reengagement)	\$3,000	\$14,000	Yes
Short-term Intensive Behavior Support through contract with community agency (Tier 3 reengagement): 2 months per family for up to 25 families	\$100,000	\$62,850	Yes
Short-term Intensive Behavior Support through contract with community agency (related service per IEP team decision): 2 months per family for up to 25 families	\$100,000	\$62,850	No
School or District learning support (Tier 2 reengagement)	\$400,000	\$400,000	Yes
School or District learning support (per IEP team decision)	\$400,000	\$400,000	No
Residential placement: impact of COVID-19 increase student need	\$400,000	\$397,606	No
Team lead stipends to support the measurement of learning loss and implementation of supports and strategies	\$115,000	\$103,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The contract for Virtual Parent Coaching was larger than estimated to meet the presumed needs of families of varying languages. The contracts for Short-term Intensive Behavior Support were less than expected given that student needs became apparent in the later part of first semester.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The continued monitoring of student attendance and student achievement was successful during our remote learning endeavors. Our student attendance rate was very similar to pre-pandemic times. The physical monitoring and cajoling of students wasn't possible on Zoom, and thus some students simply tuned out. When the DO Data team ran the list of D, F, and I's in the first grading period, our administrators, guidance counselors, and other support staff made multiple phone calls to each student to foster and encourage student success. Ultimately, while the number of D's and F's were slightly higher after semester 1, there was also an increase in the number of A's and B's. Intervention strategies for those students who had D's and F's ramped up. Some strategies included bringing small cohorts of dependent learners onto the school site to work with administrators and some volunteer teachers. Also, evening office hours were implemented by Special Education staff to further the support for struggling students.

Our district has made the work of course-alike teams a significant priority, especially during remote learning. Led by over 100 stipended team leads, our course-alike-teams spent considerable time working on strategies to better serve students. In an effort to support these efforts, the District increased collaboration time for teachers so that they can specifically focus their efforts on ensuring student success in remote learning. There are several examples of strategies that course-alike teams have implemented. First of all, recognizing that not all students have the same levels of access to learning in a remote environment, all of our course-alike teams made sure that the focus of the instruction was on truly the essential learnings, rather than being overly broad. Team time was also dedicated to creation and/or update to curriculum embedded assessments. Also, there have been increased opportunities for "Revision and Redemption", where students are given multiple opportunities to demonstrate mastery of skills and subject matter. Penalties for late work were either mitigated or eliminated altogether.

In our after school intervention program known as 8th Block, we had smaller class sizes than usual which allowed for more tailored, individualized instruction. Given that all of 8th block was through remote learning, the smaller class sizes enabled teachers to use Zoom Breakout rooms even on a 1:1 basis so that each student's needs could be better met. Additions were made to our 8th block offerings in support of our students with unique needs: a section of specialized academic instruction was added for students with disabilities as well as a section for English Language Learners.

In support of English Language Learners, a temporary para-educator was hired to work remotely with various ELD and sheltered classes across sites. She joins small group discussions to encourage verbal language production. In addition, she provides one-on-one tutorial to English Learner students during office hours and other times during the school day.

When the Virtual Parent Coaching was not well attended through targeted invitations the opportunity was expanded to all families. After an initial surge, attendance remained very small. The special services team and Rebekah's Children's Services pivoted again to create a series of webinars focused on elements of return to school, three before return and three after April 19.

Through the Learning Continuity and Attendance Plan, the District extended Short-Term Intensive Behavior Services to students in general education who were not engaging through remote learning, while also adding spots for students in special education who may not receive the service through their IEP. A success has been that 46 students have been referred to Rebekah Children's Services. Participation in a home/ community-based program involves a 3-hour commitment by the family each week. In some cases families do not follow-up with the referral, in other cases the intake occurs but then the family is not able to commit to the process. Progress is reviewed every 120 days or earlier to determine other needs. Thus 31 cases were opened and received some level of service; 15 referrals did not result in an open case. Language specific intervention has been provided in Spanish and Mandarin.

Learning support for students in special education was provided through late afternoon tutorial sessions, increased amount of office hours and bringing small cohorts to campus. Small cohorts were also offered to other students who were struggling to make progress in remote learning. The challenges of each of these is that students most needing additional support do not necessarily avail themselves of additional opportunities and cohorts were dependent on teacher volunteerism.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Wellness Check-In process and the opportunity to access mental health support in person and through tele-therapy has remained in place during remote learning and the transition to in-person instruction.

Successes: fairly smooth transition to virtual platform for parent presentations. Considering this for all future activities. Therapists adapted to telehealth delivery. Students continued to access needed supports and staff were readily available to respond to referrals. Challenges: not all students engaged, some students were lost. Some students that were in regular contact with mental health staff stopped attending or asked to move to text contact instead of virtual platform. Vulnerable families experienced increased lack of food sources and income loss. Survival needs trumped accessing mental health support. Therapy itself became difficult when students did not turn their videos on or therapists had trouble interpreting body language using Zoom. Through School Linked Services community funding, school staff were able to provide gift cards (Spring 2020 and Fall 2020) for groceries and personal need items to families in need. Staff referred families based on food, shelter and income needs.

The District piloted a contract with Care Solace. This agency vets all providers in a specific area to make sure that all therapists are fully licensed, and all are legitimate businesses; FERPA compliant with Google-based webservices that are HIPPA compliant; provide hand-hold parent/referring party for 30 days, calling 2x per day until link is made; and link people to vetted providers within 24-72 hours. When Care Solace receives a referral, their standard protocol is to call/text/email the parent every other day for two weeks (up to 3 times per week assuming no contact has been made) to establish contact and have that first conversation to gauge the needs. If the parent is not responsive after two weeks, the status moves from pending to “no contact made.” In cases where Care Solace care concierges are actively working with a family to find them a provider, they might contact the family a few times per day as they move toward the actual warm hand-off. However, they are extremely responsive to each family’s needs and requests. If a family says, “call me only on Wednesdays between 5 and 6 p.m.”, then that’s exactly what they will do. The average number of contacts might be 2x daily, but this does not take several weeks and is occurring with families that are engaged in the process of securing services. Contact between Care Solace and the family continues until a warm hand-off occurs. This was a successful start to the relationship and a contract is in place for the 2021-22 school year utilizing Expanded Learning Opportunities Grant funds. The key performance indicators as of June 7 are as follows:

Inquiries received: 687

Communications saved: 2910

New cases and warm handoffs: 59

Total appointments into care: 25

Anonymous searches: 195

Through partnership with El Camino Hospital and the FUHS Foundation Parent Resource Network, parents were offered webinars to continue Suicide Prevention Education and provide strategies for validating communication with their teens. The Program Specialist for Mental Health Services has met quarterly with a School-Based Therapist from each site to consider districtwide social-emotional efforts. This has included attending trainings from the Collaborative for Academic, Social and Emotional Learning and the creation and

implementation of an advisory unit on Wellness, Happiness and Self-Care. The Guidance Curriculum Lead created an advisory on Stress in Remote Learning that was implemented during first semester. In support of the return to campus, advisories were created on the following topics: Tolerating Uncertainty and Combating Anxiety; Effective Communication in Hybrid Learning; and Being Flexible and Adjusting Expectations. Other advisories included but were not limited to: Race, Disability Awareness, and Women's History.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

A success in offering family outreach was that the virtual format provided greater access. The District provided both informational and educational opportunities. A challenge was that as was the case prior to the pandemic, approximately 50% of individuals who RSVP for an event do not end up attending. Parent and Community Webinars were held on the following dates: Monday, Sept. 28 (3:30-4:30pm); Monday, Nov. 9 (3:30-4:30pm), Monday, Jan. 11 (3:30-4:30pm); Special Ed webinars: Sept 3 & Oct 8. Additionally, we merged parent webinars with the districtwide meetings held by Cabinet.

Other FUHSD offerings:

10/15/2020, 11/19/2020, 12/17/2020- Families were offered small group support by district behavior specialists to discuss concerns with compliance and motivation at home.

10/14/2020- Transition to Adulthood hosted by transition services department

4/22/2021- College Night for Special Education Students

There were topical meetings held through the CAC:

5/27/2020: Mindfulness for Parents

9/24/2020: Meet the Directors

10/9/2020: Assistive Technology and the IEP

12/3/2020: Coping at Home

2/11/2021: Transitions

### **Tiered Reengagement Overview**

During the time of remote learning, when a student was found to not be making expected progress in their academic program and/or not engaging, the intervention team/member of the intervention team at each site made contact with the student and/or parent.

Following initial review of needs based on grades and contact with teacher(s), student and parent, the intervention team consulted the Tiers of Reengagement, distributed widely in the first weeks of the 2020-21 school year, to determine steps to take and when to escalate support to the next level. The intervention teams are primarily composed of administrators, guidance counselors, and mental health team members and are supported by a variety of District administrators. The process has been monitored by Educational Options and Special Services staff at the district with integration through Campus Climate and Special Services team meetings.

Through weekly engagement checks students who were not participating in online learning were identified for intervention. Tier 1 reengagement strategies included staff (Guidance Counselor, Teacher, paraeducator) providing support for utilizing office hours/accessing teacher(s); continued calls and other tier 1 interventions between 4-6 days of absence; Chronic Absenteeism Intervention (CAI) letter 1 at 8 days of absence; and continued review of student progress every three weeks. Tier 2 included Student Assistance Team Referral and Student Study Team meetings; Home Visits; School Linked Services Referral; Chronic Absenteeism Intervention (CAI) Process (Letters 2-3); and CAI Process School Attendance Review Team (SART) (Letter 4). For students who continued to need support, Tier 3 strategies included Short-term Intensive Behavior Support, addressing the family unit, and CAI Process School Attendance Review Board (SARB) (Letter 5).

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Food Services Department of the FUHSD is offering drive thru, grab and go meals at three locations every Wednesday of the week. Anyone 18 and under, years of age, regardless of their eligibility can pick up 7 days' worth of meals (7 breakfast and 7 lunch) on Wednesdays. Meal service will be contact free and all FUHSD students can go to any of the three pick-up locations to receive meals. FUHSD food services will also be offering on- campus meals to students who will be returning for in person instruction. Appropriate safety and health protocols will be followed with regards to social distancing, food handling and cleanliness. On campus meals will also be contact free, grab and go and offered to students at no cost regardless of eligibility. under the seamless summer option for NSLP. Drive thru food distribution will continue on Wednesdays for distance learning students as well.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food Distribution	\$40,000	\$40,000	No
Mental Health and Social and Emotional Well-Being	Contract with Care Solace to support mental health referrals utilizing private insurance. The agency vets all providers in a specific area to make sure that all therapists are fully licensed, and all are legitimate businesses; FERPA compliant with Google-based webservices that are HIPPA compliant; provide hand-hold parent/referring party for 30 days, calling 2x per day until link is made; and link people to vetted providers within 24-72 hours.	\$10,000	\$20,625	No
Pupil Engagement and Outreach	Loss of funds from extracurricular trips in Spring 2020	\$50,000	0	No
Distance Learning Program (Staff Roles and Responsibilities)	Child Care	\$50,000	0	No
Pupil Engagement and Outreach	Mileage reimbursement for staff members who conduct home visits (Tier 2 reengagement)	\$2,000	\$800	Yes
School Nutrition	Loss of Revenue/Increase GF Exp.	\$175,000	0	No
N/A	District Nurse	\$30,000	\$160,149	No
N/A	Legal Fees	\$250,000	0	No
N/A	Indirect Cost	\$245,000	0	No



A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The contract for Care Solace was larger than initially budgeted, this was an oversight. When the Learning Continuity and Attendance Plan was drafted the District had planned to cover the loss of funds from extracurricular trips in Spring 2020, child care, loss of revenue in school nutrition, legal fees and indirect cost. However, review of the need for student support in the form of instructional planning the funds were redirected to pay for Summer School and Summer Curriculum Team Planning Work due to the greater needs in this area and to better serve our students during the pandemic. An additional 1.0 district nurse was an increase to serve our students during the pandemic. The need for mileage reimbursement for staff members who conducted home visits was lower than we anticipated.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A positive effect of moving all presentation to and communication with stakeholders, most specifically parents, to Zoom has yielded a significant increase in participation. This was particularly evident for parents of student in our English Language Development program and of students in special education. There was an increase in attendance at workshops/presentations and an ease to the IEP process when travel was not part of the timeframe. It was also noted that student participation at Board meeting increased. This platform also increased staff collaboration across the district in disciplines where teachers may be the only one in their subject matter at their school and for job alike support such as problem solving, building efficiency and providing cross-training. The Special Services team utilized the platform to hold districtwide meetings. The District will be utilizing funds from the Expanded Learning Opportunities Grant to maintain a level of Zoom licenses and staff are planning the type of outreach that will be in place.

The common bell schedule that was in place during the 2020-21 school year has a 60 minute advisory every week. This structure provided an avenue to share content on a variety of topics including anti-racism education, sexual harassment/Title IX, and wellness in an effort to support our developing teenagers. There was significant collaboration between our five sites and principals in development and sharing of content. In addition, sites added their own topics which were often generated by input from students. As the bell schedule is being confirmed for the 2021-22 school year there is a focus on how to preserve a certain amount of time across the year to continue to implement advisory.

Another benefit of the common schedule was increased accessibility. In the future this could lead to streamlining course access such as in the world language offerings. District administration will continue to collaborate with our representative groups in consideration of a common bell schedule.

The remote/virtual structure of learning may have had a positive impact on defining the use and role of assessments in measuring student learning. This will continue to be reviewed by District curriculum leads.

The District had a virtual wellness check-in form available throughout the school year. While in-person learning is planned for 2021-22, the form increased student and family awareness of the mental health services that are available in the District and will continue to be implemented. In addition through Expanded Learning Opportunities Grant funds the District will continue to partner with Care Solace to provide 24/7 access to community-based mental health providers.

Another transition to online accessibility that will continue for the 2021-22 school year is the reporting form that was introduced to students who have experienced an incident themselves or witnessed or become aware of an incident that has happened to someone else.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

For students in ELD, reading and writing diagnostic assessments have been administered this spring for current 9th-11th graders to identify placement for the 2021-22 school year. Assessments will be utilized in August to confirm or adjust placement, in particular for students who are incoming 9th graders. Summer Academy for ELD will be in place to provide students with continued access to and practice of academic language to connect the two school years.

For students in ELD, students with disabilities and students who are homeless, foster youth or low income, teachers will utilize Schoology (learning management system) for review of student work including as a form of formative assessment. Funds from the Expanded Learning Opportunities Grant are being utilized to customize a data warehouse which will be integrated with our LMS in order to follow student progress and review effectiveness of interventions. These tools will support data based decisions and early indicators in coordination with local indicators. In the weeks prior to the end of the 2020-21 school year, each site is coordinating with feeder elementary schools to receive information about students, including those with unique needs, in order to have them identified for additional intervention from the start of the next school year.

In special education, exile reading assessments and placement in an appropriate intervention program will occur in the first two weeks of the 2021-22 school year. This information will be incorporated with data available from our feeder elementary districts. The Special Services administrators have formed a Learning Loss committee. This group will generate ideas for proactively addressing student needs (academic, social, behavioral) over the course of the 2021-22 school year and review requests for compensatory education that may arise. At the start of the 2021-22 school year there will be a reopening process for reviewing IEP goals and make adjustments based on progress or lack thereof. Through Expanded Learning Opportunities Grant funds, Specialized Academic Instruction will continue in 8th block and be utilized for students who are credit deficient and at-risk of not graduating.

Over the course of the 2021-22 school year, curriculum leads will continue to design ways for student assessment. One area of focus will be on science labs, given that students will have been away from such learning activities for 1 1/2 years. Another focus will be student's demonstrating their understanding of math through alternative methods.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive difference between the description and implementation.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After an overall review of the previous three-year LCAP, the Learning Continuity and Attendance Plan, proposed use of the Expanded Learning Opportunities Grant funds, and stakeholder engagement (students, parents, and staff), the District has identified the following changes and additions that are present in the 21-24 LCAP.

## Goal 2 Metrics

- 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)).
- Develop and implement a Student Assistance Team (SAT) handbook to guide practice, reducing the percentage of students referred for special education assessment by 5% (CCEIS and Differentiated Assistance (DA)).

## Actions

- 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.
- Implement the use of customized Student Data Analytics System in order to provide ongoing, dynamic, monitoring of student academic progress and review of student progress.
- 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.
- To increase student engagement and reduce “D” and “F” grades in English/EL and math at FHS and HHS, teachers will use culturally responsive teaching practices.

## Goal 3 Actions

- Coordinate District and school site efforts as they relate to sexual harassment and Title IX, equity, and wellness.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	134,623,281.00	139,692,514.00
	134,623,281.00	139,692,514.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	134,623,281.00	139,692,514.00
	134,623,281.00	139,692,514.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	134,623,281.00	139,692,514.00
		134,623,281.00	139,692,514.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	130,361,561.00	135,486,258.00
Goal 2	3,276,318.00	3,232,535.00
Goal 3	763,514.00	748,660.00
Goal 4	221,888.00	225,061.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$727,500.00	\$866,187.00
Distance Learning Program	\$1,106,500.00	\$2,243,269.00
Pupil Learning Loss	\$1,518,000.00	\$1,440,806.00
Additional Actions and Plan Requirements	\$852,000.00	\$221,574.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,204,000.00	\$4,771,836.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$727,500.00	\$866,187.00
Distance Learning Program	\$880,500.00	\$1,255,071.00
Pupil Learning Loss	\$900,000.00	\$860,456.00
Additional Actions and Plan Requirements	\$850,000.00	\$220,774.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,358,000.00	\$2,418,488.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$226,000.00	\$988,198.00
Pupil Learning Loss	\$618,000.00	\$580,350.00
Additional Actions and Plan Requirements	\$2,000.00	\$800.00
All Expenditures in Learning Continuity and Attendance Plan	\$846,000.00	\$1,569,348.00





## FREMONT UNION HIGH SCHOOL DISTRICT

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
FUHSD	Trudy Gross Associate Superintendent	trudy_gross@fuhsd.org 4085222203

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Fremont Union High School District maintains five comprehensive high schools, a Community Day School and numerous programs to serve targeted student populations. In 2020-21 we enrolled:

- 10,836 Total students
- 769 English Learners (7.09%): 426 are Long-term English Learners (LTELs) (English Learners for six or more years)
- 1,135 Low Income Students (10.47% on Free or Reduced Lunch; this decrease (14.82% in 18-19) may be a result of changes in access due to COVID-19)
- 1,551 SED (14.3%)
- 6 Foster Youth (0.06%)
- 13 Homeless Youth (0.12%)
- 1,012 Special Education Students (9.34%)

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

Hispanic 1,595 (14.72%)  
Am Indian/Alaskan Native 24 (0.22%)  
Asian 6,283 (57.98%)  
Nat Hwn/Other Pac Islander 31 (0.29%)  
Filipino 277 (2.56%)  
Black/African Am 86 (0.79%)  
White 1,665 (15.37%)  
Two or more races 663 (6.12%)  
Declined to state 212 (1.96%)

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. 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 \$175 million; 89% of which is derived from these local sources.

FUHSD receives no increase in funds as the result of 5CCR 15494. Nor will the \$7.2 million dollars in cuts the District endured annually from 2007-2014 years be restored as the result of the Local Control Funding Formula. In fact, despite the expectation that Community Funded districts would be "held harmless" under the new funding formula, FUHSD planned for the loss of nearly \$2 M in Career Technical Education funds over 2016 - 2018.

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

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

Other “Actions and Services” will be budgeted from:

- Federal Title 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 have maintained a comprehensive high school program. 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 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 (total of 280 sections)
- 28 Career Technical Education courses representing 9 different industry sectors
- 6 electives specifically designed for students who need extra support but are not in Special Education or English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read180), and Gateway/Excel.

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

- Classes are generally staffed on a 32.5 to 1 student-teacher ratio; except in 9th grade English and Algebra where they are kept lower in order to help students make a smooth transition to high school on a 23 to 1 student-teacher ratio
- 545-575 students to 1 Guidance Counselor
- 1,000 students to 1 library staff
- 1,500 students to 1 tech support staff
- 400 students to 1 administrator
- All school site administrators provide guidance and support services directly to students. In addition, each campus has at least 1 licensed therapist, a psychologist that serves both general education and special education students, and a College and Career Center Specialist

In addition we offer a high quality Special Education program that supports students in meeting the goals designated in their Individualized Educational Plan(s). FUHSD's total SPED budget is approximately \$32.15 M. Federal and State revenue for Special Education totals \$ 6.06 million. Twenty-nine (29) additional FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education.

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

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

Each school is supported by a:

- Facilities manager and 9 custodial staff (including custodians, groundskeepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff
- District-wide tech-infrastructure which includes high speed wireless with 500 access points (each school has 1 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 inventions necessary to continuously improve until every student has the chance to learn at high levels. To that end we:

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

Additional Programs and Services to Targeted Student Groups

English Learners

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

General Fund resources are used to provide:

- ELD classes at levels 1- 3 (for students at ELPAC levels 1-4)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for Newcomers and Long Term English Learners)
- 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
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL's

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

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

#### Low Income Students and Foster Youth

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

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

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

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

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

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

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

## Reflections: Successes

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

In a community survey conducted in May 2020, 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 is 94.4% (95.5% for the Class of 2019), and the "Asian" 97.9% (97.9% for Class of 2019 as well), "Filipino" 95.5% (93.8%), and "Multi-Race" 96.2% (95.8%), student groups have maintained high graduation rates.

Of the Class of 2020, 1,411 awards were issued for the California Seal of Biliteracy recognizing their language proficiency; 98 students earned more than one seal. 2,063 students qualified for the Golden State Seal Merit Diploma.

The District is proud that 79.5%, up from 78.7%, of its students are considered prepared as indicated on the CA School Dashboard's College and Career Indicator.

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

The CA School Dashboard shows that all students are blue for ELA and math achievement, graduation rate and college/career indicator; green for suspension rate. Our English Learners are green for graduation rate and college/career indicator. Our students who are socioeconomically disadvantaged are green for math achievement and graduation rate. Our students who are Asian are green for ELA achievement and blue for math achievement, graduation rate, suspension rate and college/career indicator. Our students who are Filipino are blue for ELA achievement and green for math achievement, suspension rate and college/career indicator. Our students who are Hispanic/Latino are green for graduation rate and college/career indicator. Our students who identified two or more races are blue for ELA and math achievement and graduation rate; green for suspension rate and college/career indicator. Our students who are white are blue for ELA and math achievement, graduation rate and college/career indicator; green for suspension rate.

## 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.

For graduation rate there were declines in certain groups from the Class of 2019 to Class of 2020: “African American/Black (96.3% to 78.3%), “English Learner” (86.0% to 78%), “Hispanic/Latinx” (86.7% to 80.1%), “White” (96% to 95.4%), “Socioeconomically Disadvantaged” (87.9% to 83.3%) and “Students with Disabilities” (76.9% to 74.7%).

The FUHSD continues to be identified for Differentiated Assistance due to Students who are Homeless being red on the CA School Dashboard for graduation and suspension rate as well as college and career indicator. A third round of collaboration with the County Office of Education had begun on March 12, 2020. This effort was restarted during 2nd semester of the 2020-21 school year with a focus on strengthening our multi-tiered systems of support through development of a handbook of best practices for Student Assistance Team to be implemented across the district beginning with the 2021-22 school year.

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

English Learners are in the red for CAASPP ELA. This is a challenging metric to address as students new to the Country must take this test without development of the English language. Through the Expanded Learning Opportunities Grant an additional paraeducator position will continue for the 21-22 school year. This position augments instruction by providing additional individual and small group support.

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

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

The District Campus Climate team meet regularly and focus on disproportionate rates of suspension: orange = students with disabilities, students who are African American/Black, and students who are Hispanic/Latino; red = students who are homeless. Beginning with the 2019-20 school year the Coordinator of Special Services participate on the team.

## 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 each school year on behalf of the students and families in the FUHSD, the school plans are the key source of information. Highlights for each school, as featured below, follow the FUHSD annual plan as presented to the Board of Trustees in the fall with a mid-year update during 2nd semester. For the 20-21 school year many efforts and interventions were adapted to remote learning which was in place for all students through April 9 and moved to hybrid beginning April 19.

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

### Cupertino High School

#### Areas Of Focus And Success

Full Implementation: Each course-alike team will develop and implement an Equity Plan in two of four areas: colleague to colleague interaction/process, course content, course pedagogy, and student interactions.

Continue to develop interventions as need arises based on student performance during distance learning.

Provide weekly Office Hours for technology help to assist staff as they implement the teaching tools necessary for distance learning.

Continue with revamped Admin Tutorial to include weekly check-ins with adult mentors, table groups, and use of library resources. We will attempt this virtually beginning after the second grading period.

Full Implementation and Sustainability: Continue to revise and refine the process that checks student success every three weeks and assigns students to appropriate interventions. Strengthen wellness and attendance components.

Continue to improve Revision and Redemption policies that allow students to demonstrate learning and improve grades after initial assessments have been given.

Continue to offer Guided Studies as an option for students who need more direct support to complete their challenging work.

Continue to have the Equity Task Force coordinate our efforts in achieving equitable and excellent results in student achievement.

Continue to staff the Student Center for Success and the Writing Lab during Distance Learning.

### Fremont High School

#### Areas Of Focus And Success

Full Implementation: EIA (Economic Impact Aid) funds are being used to support an hourly stipend for a staff member to oversee the GOALS



(Growing Our Academic Language Skills) program. Through this release, the coordinator works to collect data that teachers can use to better support student development of English skills along with content area knowledge.

The ELD team continues to use the state guidelines related to ELPAC (English Language Proficiency Assessment for California) scores to redesignate students from EL to English proficient.

GOALS teachers meet as a PLC to determine cross-content literacy power standards. They also review data to refine curriculum to support students, and also to collaborate on students struggling with attendance or social emotional issues.

GOALS team established a “GOALS’ only SAT (Student Assistance Team) meeting to explore interventions for students in the GOALS program.

Even during remote learning, we continue to carve out time during Friday collaboration for special groups (AVID (Advancement Via Individual Determination), Academic Foundations, ELD (English Language Development), Equity Task Force) to meet. This time allows teams to meet regularly without impacting the other demands in their roles.

**Full Implementation and Sustainability:** Fremont continues to use Academic Foundations (AF) to help struggling students learn organizational strategies and the rationale for effective effort being tied to their success in school. AF staff provide counseling and academic support to students in their classes. They also communicate directly with the teachers of the students in these classes to help target the support they need to be successful.

FHS and HHS have been working together to add even more explicit curriculum in literacy support. Furthermore, the focus of the work is on accelerating student learning and not on remediation.

We continue to offer 8 sections of AVID to help build the college-going culture for students involved with the program.

GOALS program works to ensure that long-term ELs meet at-level literacy and student skills. Normally they use the Gates-MacGinitie Reading Test to measure progress, but this year they used an internal assessment due to remote learning.

#### Featured Activities

**Exploration & Research:** Our EL Coordinator is now in her second year in the position (after starting late last year). She is working with an administrator who is new to working with EL students. Together they are working to determine ways that the program can adjust to the needs of remote learning to ensure there are supports in place for EL students who are struggling with the new structures

The district has moved to having one LMS (Schoology) starting this year. We believe that this will help to reduce confusion and have a unified system for the entire school so that students and their parents will know where to find the information they need for all of their classes.

**Initial Implementation:** Most special education teachers continue to immerse themselves in course level Professional Learning Communities (PLCs). This helps Specialized Academic Instruction (SAI) students meet the same course standards and materials with key supports.

Special education teachers will also be collaborating across the district to determine and agree upon the essential skills that are needed in the areas of English Language Arts and math for SAI.

Even though we had turn-over in the role, we are continuing the model of having two staff in the special education lead resource specialist role. With a special education population that is approaching 300 students, having two LRS’s has allowed them to spread the responsibilities and provide better support to the staff and students in the department. The two in the role this year are new so they are working to determine the best split of the work for their strengths so that they can best support the department.

Last year FHS piloted the PSAT during the school day for all 10th grade students. 11th graders will also be able to take the test and we won’t have to cap the number of students who take the test. With all 10th graders being tested, we hope to use the data to help provide counseling

support to encourage students to challenge themselves academically in ways they might not have believed possible before. Our plan is to continue this practice this year. Guidance counselors have stated the tests being generally well received by the students and reduce anxiety to standardized testing.

#### Homestead High School

##### Areas Of Focus And Success

Full Implementation: Equity Task Force to run staff meetings with Antiracism practices

Continue professional development regarding effective practices for improving outcomes for long-term English learners (LTEs)

Technology support for remote learning to include equipment loans and tech support

Schoology training opportunities

Full Implementation and Sustainability: Cycle of Inquiry for Course Alike Teams (CATs)

Department Liaison (Admin) teaming with CATs to improve collaboration and focus on antiracism practices

Department Lead meetings to focus on Interventions and support for students struggling, especially while in remote learning

Equity Task Force

##### Featured Activities

Exploration & Research: Continue to plan and brainstorm for improving Tutorial as per our WASC action plan

Initial Implementation: Renew interest in sending staff to PLC training at Solution Tree, especially since conferences are now remote and virtual

Staff have chosen one practice, policy or procedure to review with an antiracist lens

Introducing the PERTS Co-Pilot Learning Conditions for staff review as a resource for sharpening policies and practices

#### Lynbrook High School

##### Areas Of Focus And Success

Full Implementation: Equity Focus: Half-time guidance counselor provides additional support for 9th graders earning a DFI, English Learners, and students in the Engage Program.

Equity Focus: Ensure academic support for students who earn multiple D's and F's. Students with 3 or more D&Fs will automatically trigger a referral to SAT for review. Examine DFI data for students with IEPs, 504s, and EL designations. Case managers, 504 coordinator, guidance counselors, and ELD and teachers of sheltered classes will monitor students closely. Notes on academic interventions are kept in Infinite Campus.

Equity Focus: Teachers will review the students earning Ds and Fs in the Course-alike PLCs to share best practices for supporting students and plan specific interventions.

Full Implementation and Sustainability: DFI Data analysis: Department Lead meetings on grading/DFI reports at the end of each grading period.

Academic Interventions: APs and GCs will meet every grading period to discuss students on the D&F list and review and discuss interventions.

Students supporting students: The STTAR tutor program matches National Honor Society tutors with students who submit a request for a tutor. The Homework Center coordinator oversees this program. Guidance counselors reach out to students on the DFI list and encourage them to access a STTAR tutor.

#### Featured Activities

Exploration and Research: Online Homework Center opens late September 2020: An Assistant Principal, Homework Center Coordinator, and National Honor Society leadership are supporting students with 1:1 and study group support. Teachers are present to assist students in Math, Science, and English.

Initial Implementation: Equity Focus: The Principal with an Assistant Principal will create a team of staff members to look at data and school practices through an equity lens. They will share their findings with the staff.

This group will also include parents and students by application and selection.

#### REMOTE LEARNING SUPPORT FOR ALL STUDENTS:

1:1 Support: The Library Media Teacher meets with students 1:1 on Zoom to help resolve technical issues. For example, some students have not turned in any work, claiming they cannot submit work in Schoology or Turn-It-in. She records the session and shares the recoding with the student to review what she teaches the student.

Whole-school Schoology Training: All students completed Schoology training modules during the first week of school.

#### Monta Vista High School

##### Areas Of Focus And Success

Full Implementation: Teachers implement interventions for students with D/F in a timely, specific, and direct manner, including but not limited to talking directly with the student and contacting home.

Continue implementing and integrating CCSS and NGSS curriculum.

Continue to promote PD opportunities for teachers to develop learning activities aligned to CCSS/NGSS.

Provide PLCs with paid summer opportunities or release days to collaborate.

Full Implementation and Sustainability: GCs and APs communicate with students and families with D/Fs on progress reports.

Processes and implementation to support students through SAT, 504s, and IEPs.

Notices sent home to students and families when a student is in jeopardy of not meeting UC/CSU eligibility requirements (a-g).

GCs and APs attend conferences to stay current with UC/CSU eligibility requirements (a-g) to continue to develop a collective knowledge base to best serve all students.

#### Featured Activities

Exploration and Research: Explore and research other schools' structures with a targeted tutorial system to work towards implementation of a schoolwide Targeted Tutorial to support students with D/Fs.

Initial Implementation: Develop an early intervention system to identify students who need additional support.

PLC teams to identify struggling students through analysis of student work.

GCs and APs follow up with students identified from the 8th grade high risk list.

Track and monitor students who are English Learners, students with disabilities, Latinx or socioeconomically disadvantaged and at risk of not graduating.

Identify at-risk students each semester.

Develop an Admin SAT/PLC for identified at-risk students to determine intervention strategies to work with teachers and parents.

- 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.

### Cupertino High School

#### Areas Of Focus And Success

Full Implementation: Use Department Lead meetings and Staff Development meetings to provide support for teamwork.

Teachers use a variety of engagement tools to provide students with access to the guaranteed and viable curriculum during this Distance Learning period. These include, but are not limited to flipped classroom; video and virtual labs; small group discussions; variety of tech tools; research projects; Schoology, the new Learning Management System; and office Hours

As part of the Equity Plans, our course-alike teams are revising curriculum and teaching practice to be more Anti-Bias, Anti-Racist.

Ongoing Schoology training and support will be provided to teaching staff.

Full Implementation and Sustainability: Teachers work in course-alike teams to create and deliver a guaranteed and viable curriculum. Most teachers are on two teams and each team is responsible for determining Essential Learning Outcomes, common assessments, student performance and interventions. These are being modified this year to support our remote learners.

Teams have developed and are implementing/modifying policies regarding revision and redemption in each team. Every team is expected to implement practices that allow students to demonstrate knowledge after a summative assessment and have that count toward the grade.

Some of these are definitely being modified to support our remote learners.

### Fremont High School

#### Areas Of Focus And Success

Full Implementation: Despite the challenges of remote learning we continue to use the majority of (now) Tuesday morning collaboration times for primary course-alike PLC work. The focus this year is on maximizing the instructional benefits during remote learning and teams have really had to focus on essential learnings for each course.

We are in partnership with Foothill College to offer Kinesiology courses for a fourth year. This course was designed to be a capstone in the Career Technical Education (CTE) pathway of Sports Medicine open to all high school students to continue with an area of interest and to increase college readiness. It will be a new teacher, the third in four years.

While we are in the fourth year of the Guiding Coalition for Learning (GCL), the focus this year will be in sharing best practices for remote learning. This group is comprised of PLC leads, department leads and all members of the admin team. We will be holding 2 large group meetings twice during the 1st semester and then determine the frequency and structure for meetings during the 2nd semester.

**Full Implementation and Sustainability:** Though our community college partnership changed from Mission College to Foothill College, we are still offering the Statway course for students to continue their math studies. This course was designed to be an intervention to accelerate learning for high school students who are not yet ready for college level math. The intended goals of this class are to increase students' sense of efficacy in math, to increase students' college readiness and to build a relationship with Foothill College. Students who pass the class get both high school and college credit.

Since it was initially offered about seven years ago, FHS teachers continue to take advantage of the summer PLC work time to enhance the alignment and material of our courses. This year, with the move to remote learning, FHS certificated staff put in almost 2,500 work hours over the summer to work with their PLCs to be ready for the start of the school year for students.

#### Featured Activities:

**Exploration and Research:** After several years trying to begin the Early College program, this year we are taking the first real steps. The district received grant funds that have allowed us to provide a .2 release for a teacher who will help with the development and recruitment process this year. If all goes as planned, we will have teachers in place and our first cohort of students to begin next August.

This year we are working with Foothill College to offer Quantway. This is a math course that will allow for dual credit for students and it will help build their Algebra skills. We targeted students who struggled in Algebra 1 as 9th graders last year.

**Initial Implementation:** The FHS Guidance team continues to work on increasing the rate of our seniors' FAFSA submissions to 75% of the senior class. We believe that FAFSA completion will allow more students to be able to access post-secondary education. Last year, 67% of seniors completed the process and the guidance team will try again to reach the 75% mark. They will continue to work with 12th grade Gov/Econ teachers to help connect with all 12th graders.

Our special education, Training for Transition classes will hopefully be continuing with the T-shirt shop. The goal of this work is to help enrolled students learn about the many components of running a business. They take orders, design shirts, print shirts with the designs, deliver them to customers (many on campus groups) and collect the payments for the products.

The two new lead resource specialists in special education will work with guidance counselors and case managers to help improve 4-year planning for students in special education so that they are better prepared in their planning for post-secondary options.

#### Homestead High School

##### Areas Of Focus And Success

**Full Implementation:** Increase support for struggling students and adjust for challenges of remote learning by increasing focus and personal attention through attendance and technology calls particularly for those in our target subgroups

Adjusting interventions such as Latino Mentors and Guidance Tutorial using remote learning strategies

**Full Implementation and Sustainability:** Guidance Presentations and graduation review

Guidance Admin Student Support (GASS) team interventions

College and Career center programs  
Guidance A to G awareness program  
Chronic Absentee Initiative

#### Featured Activities

Exploration and Research: Creating a Career Interest Survey for students that will help generate future presentations and guest speakers

Initial Implementation: Implementing Parent Drop-in hours via zoom with the College and Career Counselor

College and Career Counselor is Bi-lingual and is translating new and existing materials into Spanish

Increase awareness of A-G requirements, especially for English Language Learners.

PTSA Job Interview day in October (changed from Job Shadow day due to COVID-19)

#### Lynbrook High School

##### Areas Of Focus And Success

Full Implementation: Whole-staff Professional development: PD will provide teachers with implementable strategies to teach students 21st Century Skills, Lynbrook's 4Cs (Communication, Collaboration, Creative Critical Thinking, Citizenship) in their content areas. An Assistant Principal works closely with two teacher professional development coordinators to plan 8 sessions a year

Guaranteed & Viable Curriculum: Course-alike teams will provide their Assistant Principal liaison access to meeting minutes that outline the team's progress toward meeting their goals. Teachers will continue to calibrate homework and grading practices.

District PD Sessions: Teachers will attend district professional development in their content areas or other focus areas (Courageous Leaders, Equity in Action, New Teacher workshops).

NGSS Implementation: Science continues NGSS implementation in all content areas (Biology, Chemistry, and Physics).

Virtual Job Shadow Implementation: The guidance department continues to expand the implementation of the online Virtual Job Shadow.

This program is now part of the Principles of Business curriculum and guidance curriculum.

Full Implementation and Sustainability: PTSA and the College and Career Center collaborate to provide students with Job Shadow Day in March of each year.

All AP and Honors classes have open access policies.

Partnerships with community colleges increase course offerings for students. The following community college classes are offered at Lynbrook: One of the following college classes is offered each semester: Math 4B: Differential Equations, Math 4C: Linear Algebra, or Math 19: Discrete Math. Other courses offered may include PSYC 1 General Psychology, Marketing, and an online course Heath 21.

To facilitate and support students with the college application process, guidance counselors host a Senior Kick-off to College event for seniors and their guardians the week before school starts. College application deadlines are getting earlier in the school year, and this has increased stress on students. By moving the presentation to the last week of summer, students receive information with plenty of time before the first deadlines. The aim is to reduce the stress and anxiety of the application process.

#### Featured Activities

Exploration and Research: These efforts have moved online. This immediate need required that we move to the implementation stage



following a brief time of exploration and research in the summer of 2020.

Online Whole-staff PD will focus on the following areas: Best Practices for Remote Teaching, Antiracist Education, Best Practices to promote the 4C's in a remote classroom

Guaranteed & Viable Curriculum: At least twice a week, teachers meet on Zoom with their course-alike PLCs. These teams review course curriculum and essential learnings, learning expectations, and best practices to for their online classes.

Club Involvement to improve 21st-century soft-skills: The 80 Lynbrook clubs have gone online. Clubs are holding virtual club meetings to recruit new members. An updated list of clubs is available on the Lynbrook ASB website.

Initial Implementation: Instagram Messaging by ASB to promote awareness of 4C's. The goal will be to help students recognize how they are learning collaboration, communication, character, and critical/ creative thinking skills –both in classes and in extracurricular participation. ASB supports the onsite antiracism work with students, and online etiquette to curb sexual harassment and bullying.

Guidance counselors offered their Senior Kick-off using Zoom. Students drove through the office loop to retrieve their senior folders. Senior interviews for their letters of recommendation are on Zoom.

#### Monta Vista High School

##### Areas Of Focus And Success

Full Implementation: PLC Teams meet to establish team norms, maintain meeting agendas/notes, develop essential learnings, develop common formative assessments, analyze student work, and intervene for students that have not mastered essential learnings. Each team will look to work through continuous cycles of the FUHSD five guiding questions.

PLC teams will look to document their team work with standard collaboration tools that may include, but are not limited to, norms, meeting agendas/notes, essential learnings, common formative assessments, and analysis of graded student work.

Teachers and administrators attend PLC conferences throughout the school year.

Full Implementation and Sustainability: Staff collectively committed to work in PLC Teams to collectively provide high quality instruction and support to all students with a guaranteed and viable curriculum. The work of the teams is rooted in our FUHSD five guiding questions.

##### Featured Activities

Exploration and Research: Continue to deepen the understanding of PLC work and how it supports student learning by having PLC Teams explore grading standards, course load (including homework), and redemptive strategies to collectively increase consistency and coherence across sections.

Initial Implementation: Increase professional development opportunities for teachers to ensure all students have access to a guaranteed and viable curriculum.

August PD from MV ETF focused on sharing early experiences with race, define and discuss antiracism, explore 4 Elements of Antiracist Education, engage in courageous conversation, and empower shifts in our efforts to become an antiracist school.

October PD from MV ETF focused on self-awareness and implicit bias: individual and interpersonal racism, implicit bias and our students: interpersonal and institutional racism, and PLC practices: antiracist teaching.

Identify and support struggling students through the analysis of student work.

Analyze CFA data and student work ongoing as a PLC team to identify students who may need targeted intervention.  
Increase the number of CFAs as measured by self-assessment.  
Monitoring to support PLC work.  
PLC Self-Assessment to include projected PLC team plan survey, mid-year PLC survey, and end-of-year PLC team survey.  
Monthly Departmental Meetings for the respective PLC Team Leads, Department Lead, and the Administrative Liaison to monitor and support the Team Lead & the work of the PLC Team.

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

#### Cupertino High School

##### Areas Of Focus And Success

Full Implementation: Implement a series of weekly advisory lessons on topics such as anti-racism, preventing sexual harassment, student involvement and wellness. Advisory is also designed to create community.  
Develop restorative consequences for disciplinary infractions that happen during distance learning; be ready to use these when we return to face-to-face school.  
Offer an assembly on building healthy relationships via The Center for Respect.  
Create and implement a Virtual Clubs Fair to help students get more engaged with school activities during distance learning.

Full Implementation and Sustainability: Use student-provided data to develop the Time Management and Homework guides for course selection.

Lead an Equity Task Force for staff members that will advise on school-wide policies, and present strategies/lead discussions with the staff.  
Continue to focus on engagement and connection strategies in staff development.  
Maintain a Pioneer Pantry with school supplies, food, and hygiene items for students who need them. Distribute technology materials to those who need it. Make home deliveries for students who need items and do not have a way to get to them.  
Teach students and staff to speak up about everyday stereotypes and bias during staff development sessions and advisory lessons.  
Contact students (and their parents) who are not attending school; implement Chronic Absentee Protocols. Involve a health and wellness lens.  
Effectively use the Student Assistance Team to provide support to students who are struggling with academic or mental health needs.

##### Featured Activities

Initial Implementation: Meet every two weeks with a Student Anti-Racist Task Force.  
Consult with the student group Diversify Our Narrative to re-imagine our literature selections and provide feedback on plans.  
Leadership Class will develop 2 Advisory sessions per semester.  
Create opportunities for social engagement during remote learning.

#### Fremont High School



## Areas Of Focus And Success

Full Implementation: ASB (Associated Student Body) continues to work on the inclusiveness of the campus culture while being remote from campus. This year they offered a remote spirit week with dress up days to help students feel connected to the school and each other in a fun way.

We continue to use Link Crew to support our work with 9th grade orientation. This year we had approximately 375 incoming 9th graders participate in Link Crew activities which were led by their 10th, 11th and 12th grade peers. To prepare for the orientation, we had over 70 10th – 12th graders participate in Link leader training.

Through our Staff Leadership Team, professional development work has focused on ways to support students beyond just their academic needs. Topics include such things as trauma informed care, implicit bias, building community, ways to support students, etc. This year, the main focus is on the antiracism work that is being shared with students during advisory.

Full Implementation and Sustainability: Using multiple interventions to support students with addiction and making positive choices (e.g. Saturday school, lunch detention, drug & alcohol course, Project Insight, Perspectives course). Some of these interventions are available online while we are remote and the others we plan to return to once on-campus schooling resumes.

Sunnyvale Department of Public Safety (SDPS) works with our PE department to give a digital safety presentation to all 9th grade students.

## Featured Activities

Exploration and Research: This year, along with the other district schools, FHS is providing a weekly advisory for students. The main topics are antiracism and eliminating sexual harassment, but students are also learning about Schoology, ways to get support on campus, among other topics being planned. In addition to the specific topics, advisory is a place for students to connect with their peers and build a relationship with one of their teachers outside of the subject area class.

FHS is looking at ways to further support the social-emotional needs of all students. Since moving to Remote Learning in March 2020, FHS/FUHSD created an online wellness check for students that connects them with a School Based Therapist

Initial Implementation: Starting last year, FHS has partnered with the Seneca Family of Agencies to implement Unconditional Education. Through the grant we received, Seneca will provide intervention and mental health staff who will work with FHS staff to provide systems input and professional development as well as additional supports for students most in need. In particular, Seneca staff works with the FHS admin, Intervention Specialist, Student Assistance Team (SAT), and Mental Health Team to examine the current tiers of support and support further development and refinement. This targeted support will be aimed at helping more students and ensuring that those most in need have additional tiers of support in place.

We started home visits this year because of the Covid-19 shutdown. As of 9-16-2020, the FHS team has conducted 37 visits. The visits are for wellness checks and to check up on attendance concerns. We also want students to continue feeling and knowing that the school really cares about their well-being and academic success. Some of the visits were accompanied by a school-based therapist.

Starting in Spring 2020, all 9th grade PE classes participated in the Suicide Awareness/ Prevention training offered through El Camino Health. This training will occur annually.

Homestead High School

Areas Of Focus And Success

Full Implementation: Weekly Advisories where all students engage in community building and whole campus learning on topics such as Antiracism, Mental Health, Sexual Harassment with other sessions provided by ASB, Guidance, or others  
Expanded cleaning and safety procedures to combat Coronavirus  
Expanded Food Service to help families in the community affected by the pandemic

Full Implementation and Sustainability: Academic Foundations  
Guidance Admin Student Support (GASS) Teams  
Student Assistance Teams  
Safe Routes to School  
Campus Climate Vision

Featured Activities:

Exploration and Research: Administration will review discipline data to determine the disproportionality of Latinx students receiving discipline with the purpose of determining alternate discipline policies and approaches.

Initial Implementation: Forming Student Task Force on Antiracism. Developing a Diversity List of books, articles, movies, videos, podcasts, etc., with recommendations from students and staff  
All staff have chosen one policy or practice to review and revise using an equity lens to reduce or eliminate bias  
Restarting clubs and student activities on Wednesdays

Lynbrook High School

Areas Of Focus And Success

Full Implementation: The homeroom pilot program is continuing with 5th-period classes.

Who: All students who are on campus through 5th period

What: Go to their 5th-period classroom

When: Every Wednesday after 4th period (for 40 minutes before brunch). Asynchronous Wednesday morning at 9AM.

Why: To have a designated time to study; to slow life down for 40 minutes every week; to receive student-centered information; to build connections among students and with staff; to learn ways to manage stress.

VISION: "Homeroom is a community where every person is known and valued."

GOAL: As a community, we will spend time discussing issues important to students and creating space to study and to connect with others. A group of staff members and students will oversee the implementation of Homeroom.

Full Implementation and Sustainability: Continue an internal wellness survey of students to monitor progress. This survey will be conducted in December or January.

Athletic Director surveys student-athletes to get feedback on the athletic program and sports culture.

The Principal meets with the Student Voice group once a month for lunch. The "takeaways" from these conversations inform the school's efforts to address critical areas of need as outlined in the 2016 WASC Visiting Committee report and provide insights into the school climate.

PTSA collaborates with the school to sponsor two Parent Education nights a year.

## Featured Activities

**Exploration and Research:** During remote learning, LHS is taking a proactive approach to support student and staff engagement.

**Student Connection:** remote learning can be isolating for students and staff. We need to make time to build community and make time for school climate and mental health support. Homeroom, which is every Wednesday at 9 AM, is designed to promote whole-school initiatives with antiracism, school climate modules on student behavior (sexual harassment), online etiquette). ASB plans for one Wednesday a month.

**Student Wellbeing:** wellness strategies will be taught to all students through Homeroom. The Mental Health PLC will work together to create video lessons with discussion topics. Each session will have a feedback form to allow students to ask questions and reach out for assistance.

**Student Engagement:** the Professional Development sessions once a month on Wednesdays and weekly drop-in sessions with the PD coordinators are designed to support teachers with Schoology and the other online tools used with students. Principles of a Great Online Class was presented in direct response to staff requesting practical best practices to improve distance learning.

**Student Class Experience:** teachers will continue to meet with their teams to improve the class experience for students.

**Initial Implementation:** In 2019-20, LHS collaborated with Up Level for presentations during Homeroom.

The goal for students: this series was designed to give you the skills and practice to be More Aware of what is going on with your own mental wellness and understand what you can do to Improve Mental Wellness.

This year, our new Student Advocate and our Mental Health PLC are creating modules to be shown to students during Homeroom on Wednesday mornings.

The Equity Task Force that includes students, parents, and staff, will work to understand the needs of marginalized students and promote and antiracist behavior and school practices.

The English Department is working with a student group, Diversify Our Narrative, to add the voices of minorities into the curriculum.

The Social Studies Department is working with teachers across the district to ensure that a full and accurate understanding of history from a variety of perspectives included in all social studies classes.

## Monta Vista High School

### Areas Of Focus And Success

**Full Implementation:** Teachers directly notify a guidance counselor and/or administrator when concerned about a student's social-emotional wellbeing.

Gather feedback from our students (all student surveys, Leadership Students, PTSA Student Committee, Student Antiracism Task Force, and Senior Survey).

**Full Implementation and Sustainability:** Staff collectively committed to no homework over extended breaks, for all classes, during Summer, November, December, February, and April.

Link Crew as a transition program for 9th grade students. The program involves helping 9th grade students feel welcomed and valued for a successful transition into high school.

Challenge Day as an experience-based learning focused on improving student social and emotional health. MV is on year fifteen with this program.

Staff collectively committed to a final exam schedule with no more than two exams on any one day with early dismissal after exams.

### Featured Activities

Exploration and Research: Increase parent education around SEL/Wellness by exploring what other school systems are doing, by increasing opportunities for parents to attend Guidance events, and through partnership with PTSA family education.

Initial Implementation: MV ETF antiracism focus for this school year.

Antiracism PD from MV ETF to support all students feeling safe, valued, and welcomed.

Develop and recruit MV Student Antiracism Task Force to give input, give feedback, be think partners, and empower to implement positive change for students.

New Student Safety Report form as another way for students to report issues to school administrators.

Advisory every Wednesday to build community and to engage students in important topics that include antiracism, asking for help, and SEL.

Develop and recruit SEL Task Force to implement a structure in Advisory to deliver SEL curriculum.

SEL Task Force to research available curriculum (including anti bias education) for purchase and/or develop own lessons for piloting SEL advisories.

GC student presentations focused on the student social-emotional wellbeing by grade level.

Self-care for staff to care for students to include one wellness collaboration each semester (October and March).

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

### Cupertino High School

#### Areas Of Focus And Success

Full Implementation: Post at least two posts per week on the CHS Facebook page and promote it.

Provide parent support/training for Schoology.

Full Implementation and Sustainability: Host monthly webinars with opportunities for Q & A.

Send home weekly e-mail to parents with information and opportunities for feedback.

Host two Guidance Nights per grade level for parents to learn about CHS and future planning.

Host parent nights for AVID and Terra Nova.

Invite parents to work as tutors in our various interventions.

Host a "viewing of the curriculum" for the Comprehensive Sexual Health Education unit in Biology.

### Fremont High School

#### Areas Of Focus And Success

Full Implementation: English Language Advisory Committee (ELAC) & District ELAC (DELAC) meetings are in place to help families of English learners better understand the school and district to help their own students.

Last year we began a monthly newsletter to all families. It is emailed and then posted (in English and Spanish) on the school website. We have been providing consistent monthly updates (general school information, guidance, school climate office, staff highlight, etc.). Our hope is that this will help parents get to know more about different areas of the school. The feedback we received last year was positive. The FHS guidance team has continued to offer presentations in both English and Spanish for our families. These presentations help families to learn ways to support their students on their path to graduation and post-secondary endeavors. Having them available in Spanish as well, makes them accessible for more of our families.

**Full Implementation and Sustainability:** Los Padres meetings continue to support the needs of our Spanish speaking families. School Site Council has continued to work on ways that parents, students and staff can work together to help get the word out about all of the good things that FHS has been doing.

For several years now ASB has used Instagram (firebirdfelipe), YouTube (Fremont High School ASB) & Twitter (@firebirdfelipe) to share information with the school community. Since last year they have worked to increase the activity of these accounts and to get more schoolwide involvement by using the Remind app and publicizing at Link Crew and registration days.

#### Featured Activities

**Exploration & Research:** The Equity Task Force was unable to make any progress last year. While an event with Columbia the previous year had some success, it didn't have the overall impacts that we would have liked. The team wasn't able to find its focus last year. We will be trying again this year to restart the task force. With the district focus on antiracism and the interest from district staff, we are hoping to build on that to find an effective role for the team.

**Initial Implementation:** In an effort to promote equity across campus and continue our work with the North Sunnyvale community, FHS has partnered with School Linked Services, the Columbia Neighborhood Center, and Sunnyvale Community Services to create a Family Engagement Collaborative. The purpose of the School Linked Services Family Engagement Collaborative is to foster a stronger connection between school site and community service providers. With this partnership, the SLS collaborative aims to improve access to resources families need in order to fully engage in their student's health and academic well-being. The school-community connection will be strengthened through family engagement activities and shared knowledge of community resources. We are currently looking for additional FHS staff members to join the collaborative to help plan family engagement events and help us work toward stronger, more cooperative youth-serving community.

With Title IX issues coming up several times each year, we decided to host virtual assemblies from the Center for Respect, called Safer Choices. These assemblies discussed appropriate interactions, consent, respect, etc. in student relationships. We held a separate, online assembly for each grade level and the feedback was very positive.

#### Homestead High School

##### Areas Of Focus And Success

**Full Implementation:** Weekly "Rose/Bud/Thorn" parent survey that serves as a two way communication tool between home and school

**Full Implementation and Sustainability:** Los Padres Parent Group  
PTSA

School Site Council  
Parent Orientation Program  
EL Meet and Greet

#### Featured Activities

Exploration and Research: Recruiting parents for classroom or tutorial support

Initial Implementation: Planning and holding Zoom panel meetings with PTSA on variety of subjects (so far Opening of School, Parent Mentorship Program, Schoology, Athletics and Activities)

#### Lynbrook High School

##### Areas Of Focus And Success

Full Implementation: Shadow Days and a parent night is scheduled for January to reach out to students and parents who are in the area of choice (LSSAP)

ASB Leadership students survey student body for input on school improvement projects.

Continue work to improve communication of Athletics events and results.

The guidance department is examining student data and survey data to drive their work and to measure student engagement (in one-on-one meetings or smaller, targeted groups, as well as large group settings).

Activities Assistant Principal hosts an All-Boosters meeting once a year to foster communication and promote community and collaboration among parent groups.

Full Implementation and Sustainability: Athletic Director surveys student-athletes to get feedback on the athletic program and sports culture. The Principal meets with the Student Voice group once a month for lunch. The “takeaways” from these conversations provide insights into the school climate.

The Final Site e-notify system is used to send “The Week Ahead” emails. These messages are sent to students, guardians, and staff on Fridays at 3 PM. Average views: 1990 parents and 1064 students

PTSA’s Parent Link Crew hosts a New Parent Orientation event before school starts.

Principal’s Coffee events- September, October, January, February, March

Bilingual Committee meets 6 times a year and has 10 parent mentors to support 4 language groups. This PTSA committee hosts an International Day for students during lunch in April to celebrate diversity and promote cultural awareness.

Guidance newsletters are customized by grade level sent monthly to all guardians and students.

#### Featured Activities

Exploration and Research: Our online systems are more important than ever, now that we are in remote learning.

As of Sept 27, 2020, 98.46% of students have a parent active in Infinite Campus.

Schoology active parent accounts will be provided by the district soon.

A user study of 9th-grade students and parents will take place in the first semester. A graduate student will conduct research to learn from new parents and students what changes can be made to improve their online experience.



Initial Implementation: Community events were cancelled for the first semester and the following were moved to an online setting: Guidance Nights, New Student Orientation, Back to School Night, PTSA Meetings, Bilingual Committee Meetings, Principal Coffee & Chats, and School Site Council Meetings.

Attendance at some of the virtual events was as follows:

195 people: New Parent Question & Answer Session: Back to School 2020-21 Monday, Aug 10, 2020, 7:30 PM

141 people: 10th Grade Parent Question & Answer Session: Back to School 2020-21 Tuesday, Aug. 11, 2020, 7:30 PM

96 people: 11th Grade Parent Question & Answer Session: Back to School 2020-21 Wednesday, Aug. 12, 2020, 7:30 PM

48 people: 12th Grade Parent Question & Answer Session: Back to School 2020-21 Thursday, Aug 13, 2020, 7:30 PM

115 people: September Virtual Chat with the Lynbrook Principal, Tuesday, Sept 15, 2020

Monta Vista High School

Areas Of Focus And Success

Full Implementation: Guidance student and parent presentations focused on giving out information so that students and families can make informed decisions that are best for them, including a time management worksheet as a tool for the social-emotional wellbeing of our students.

Guidance student and parent presentations at the 8th grade level to include current Monta Vista student voice.

Empower MV Leadership Students to tackle and give input on real campus issues.

Gather feedback from our students (all student surveys, Leadership Students, PTSA Student Committee, Student Antiracism Task Force, and Senior Survey).

Full Implementation and Sustainability: PTSA monthly meetings.

PTSA parent-principal coffee day events.

School Site Council monthly meetings as an opportunity to advise on school programs.

English Learner Advisory Committee (ELAC) as an opportunity for parents to participate in advising the school on our EL program.

Featured Activities:

Exploration and Research: Develop and implement an annual 9th grade student and parents end-of-year survey about SEL and connectedness.

Explore working with PTSA to expand on parent-principal coffee daytime events.

Initial Implementation: Foundation & PTSA Welcoming Incoming 9th Grade MV Parents Webinar prior to the start of school.

9th Grade Parent Orientation w/PTSA Mentors (Link Crew for parents) prior to the start of school.

Meet and work with the new PTSA Student Committee to continue to hear the student voice.

Implementing the use of Schoology as a communication tool between school and home.

Message From Principal emails through eNotify to continue to increase in frequency to inform students and parents and give insight to the positive fun activities that occur at Monta Vista.

Implement School Community Webinar with MV Administration every three weeks to include updates, information, and the opportunity for

questions and answers (recordings emailed out and posted on the website).  
Continue to expand Coffee With Counselors (currently by grade level and topic).  
Continue to expand Coffee With The College & Career Center (currently by grade level and topic).

## 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



# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

Cupertino HS: February 23, 2021

Fremont HS: April 29, 2021

Homestead HS: January 14, 2021

Lynbrook HS: March 16, 2021

Monta Vista HS: May 5, 2021

At FHS the School Plan for Student Achievement was also reviewed with and agreed to by School Site Council (SSC) on April 29.

District leadership sought parent input during a webinar on March 8, 2021.

Feedback from students was solicited through IntraDistrict Council on March 22 and April 5.

In support of the April 19, 2021 return to campus and planning for the 21-22 school year, the District reconvened and updated the membership of the COVID-19 Taskforce that was formed in spring 2020. Twice monthly meetings resumed on March 25. The Task Force is now composed of 10 students, including four 11th graders; 14 parents (PTSA, School Site Council, parent of a student with a disability); 6 staff members (3 certificated and 3 classified); both District nurses; Presidents of FEA and CSEA; 13 administrators/managers (5 site-principals, 8 District Office); and 2 Board members. During the meeting on May 13 input was solicited in coordination with development of the LCAP. On June 10 the LCAP/LCP Annual Update and LCAP 21-24 were reviewed and the document was shared with the taskforce.

On May 5, 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.

SELPA LCAP consultation occurred on May 25, 2021.

The LCAP is presented to the FUHSD Board of Trustees during a study session on June 15 with approval sought on June 22.

A summary of the feedback provided by specific stakeholder groups.

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

Of the 110 parents in attendance at the webinar on March 8, 92% shared that they felt the district was making average to excellent progress on sustaining generally high student performance while ensuring high levels of learning for every student. Parents were also asked about the District's progress ensuring that all students feel safe, cared about and both academically and socially engaged in school. 89% shared that they felt the district was making average to excellent progress. Given that any discussion with stakeholders at this time is colored by remote or hybrid learning, input centered around returning students to campus in the spring of 2021 and returning to full in-person learning for the 21-22 school year.

Students continued to be focused on how their voice and advocacy can be reflected in efforts and decisions implemented within the District. During the 2020-21 school year two prominent topics have been equity and sexual harassment/sexual assault.

Feedback provided by the taskforce included under what circumstances would a student/family have a valid reason for an accommodation to in-person learning during the 2021-22 school year.

Students and parents in attendance at the DELAC meeting shared many details about what has supported student success. Feedback included Goal 1 increasing extracurricular activities so students can increase communication with native speakers and include real world scenarios that would allow students to practice role playing; Goal 2 while parents acknowledged that resources have been available to help students prepare for college they are interested in more SAT Prep and College Prep work; Goal 3 consider a guidance group for international students; and Goal 4 focus on additional experiences for students to further integrate and engage socially.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The FUHSD considers our four goals to be well-established and broad enough to allow for modifications and additions of actions. Stakeholders continue to agree that the current four goals are relevant to the needs across the District. The stakeholder input meetings 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. Feedback from all stakeholder groups obtained through the above processes was reviewed by the District LCAP team and will be incorporated as appropriate into the implementation of the Actions/Services for the 2021-24 LCAP.

In connection with feedback from the taskforce, Goal 2 Action 9 was updated to reflect further development of online curriculum.

Based on input from the students, Goal 3 Action 1 has been updated to incorporate sexual harassment and Title IX and equity in addition to wellness. And Goal 4 Metric 2 has been updated to include students, where appropriate.

# 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.

Our four goals were developed for our first LCAP and are well-established and broad enough to allow for modifications and additions of actions. Each year, our stakeholders continue to agree that the current four goals are relevant to the needs across the District. Actions for Goal 1 focus on student achievement and incorporate specific efforts in support of students who are homeless or foster youth, English Language Learners, and students with disabilities. These actions are grouped together in support of student achievement as they are reasonably calculated to provide educational benefit and show progress on the corresponding metrics through professional development, targeting intervention courses, and continued skill development in English Language Arts and Mathematics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the number of students who meet A-G requirements by the time they graduate.	Students meeting A-G, Class of 2020 Afr Am/Black 61.1% Asian 94.2% Filipino 81.3% Hispanic/Latino 43.2% White 77.8% Two or more races 83.2% English Learners 46.5% Socioecon Disadv 54.8%				100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/Disabilities 27.5% All Students 83.6%				
By student group, increase to 100% the number of students who meet standard (level 1, level 2) 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%				100% for all identified groups
Increase to 95% the number of student who participate in the California Assessment of Student Performance and Progress (CAASPP).	94.9% in 2019				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the number of students who graduate.	<p>Students meeting graduation requirements, Class of 2020 (number/%)</p> <p>Afr Am/Black 18/78.3%</p> <p>Asian 1573/97.9%</p> <p>Hispanic/Latino 338/80.1%</p> <p>Filipino 64/95.5%</p> <p>White 414/95.4%</p> <p>Two or more races 125/96.2%</p> <p>English Learners 198/78%</p> <p>Socioecon Disadv 504/83.3%</p> <p>Students w/Disabilities 207/74.7%</p> <p>All Students 2546/94.4% (2698 in cohort)</p>				100% for all identified groups
Increase to 100% the portion of English Learners (Long Term ELs) who become English proficient as measured by the English Language	<p>EL in US &lt; 1 year: 7 (1.80%)</p> <p>EL in US &gt; 1 year: 131 (33.76%)</p> <p>All EL: 138 (35.56%)</p>				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficiency Assessments for California (ELPAC).					
Increase English Learner reclassification rate to 100%.	EL students reclassified in 2019-20: 65 (8.1%).				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Retain and support staff	<p>Sustain a high quality comprehensive high school program.</p> <ul style="list-style-type: none"> <li>Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.</li> <li>Seek additional resources to support staff and expand program/services when possible: professional development opportunities, sections for targeted intervention, etc.</li> </ul>	\$128,263,146.00	No
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.	\$209,893.00	No
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	\$75,437.00	No

Action #	Title	Description	Total Funds	Contributing
		for all students and expanding the canon of English literature that is implemented.		
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.	\$1,903,492.00	Yes
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, for school year 21-22,</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	\$3,679,172.00	Yes



Action #	Title	Description	Total Funds	Contributing
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.	\$55,793.00	No
7	Mathematics: Targeted Intervention	Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide programs targeted to Student with Disabilities, Algebra Workshop and Specialized Academic Instruction are implemented as targeted interventions in support of course passage and A-G completion.	\$331,474.00	No
8	Specialized Academic Instruction	Through districtwide collaboration of special education teachers, essential skills in the areas of ELA and math for Specialized Academic Instruction will be agreed upon and implemented to ensure that students receive content and structure in support of increased performance and transition to general education content classes. This will include consideration of benchmark assessments.	\$143,784.00	No
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.	\$203,721.00	Yes

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures 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.

Our four goals were developed for our first LCAP and are well-established and broad enough to allow for modifications and additions of actions. Each year, our stakeholders continue to agree that the current four goals are relevant to the needs across the District. Actions for Goal 2 focus on the variety of programs offered, incorporation of specific efforts in support of students who are homeless or foster youth, low income and students with disabilities, tools for learning, and community partnerships. These actions are grouped together in support of student engagement as they are reasonably calculated to provide educational benefit and show progress on the corresponding metrics through professional development, systems and staff designed to provide support, and course content in a variety of subject areas.

## 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>				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
	Pacific Islander 7/30 = 23.3% Two or more races 208/660 = 31.5% Asian 3499/6522 = 53.6% White 537/1733 = 31.0% SED 297/1657 = 17.9% SWD 44/1017 = 4.3% EL 55/843 = 6.5%				
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.				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				10
By student group, increase to 100% the number of students	These indicators are referencing Class of 2020 as the exam is				100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
deemed “ready for college” as measured on CAASPP (Early Assessment Program (EAP)).	<p>administered spring of the student’s 11th grade year:</p> <p>Student Group % “Ready for College”</p> <p>All Students 67%</p> <p>African American 15%</p> <p>Asian 85%</p> <p>Filipino 46%</p> <p>Hispanic 21%</p> <p>White 59%</p> <p>Two or More Races 65%</p> <p>English Learners 24%</p> <p>Socio-Economic Disadvantaged 33%</p> <p>Students with Disabilities 14%</p> <p>Homeless Students 6%</p>				
100% of teachers will be highly qualified to teach the courses to which they are assigned.	<p>99%</p> <p>With full credential = 517</p> <p>Without full credential = 5</p>				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teachers Teaching Outside Subject Area of Competence (with full credential) = 22				
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)).	<p>FHS 2020 Term 1 9th grade</p> <p>% of Ds &amp; Fs in College Preparatory English &amp; ELD 19.5% (# = 112)</p> <p>% of Ds &amp; Fs in College Preparatory Math 17.2% (# = 104)</p> <p>HHS 2020 Term 1</p> <p>% of Ds &amp; Fs in College Preparatory English &amp; ELD 11.4% (# = 66)</p> <p>% of Ds &amp; Fs in College Preparatory Math 12.3% (# = 69)</p>				<p>FHS 2023 Term 1 9th Grade</p> <p>82 Ds &amp; Fs in Gen. Ed. English &amp; ELD</p> <p>77 Ds &amp; Fs in Gen. Ed. Math</p> <p>HHS 2023 Term 1 9th Grade</p> <p>49 Ds &amp; Fs in Gen. Ed. English &amp; ELD</p> <p>52 Ds &amp; Fs in Gen. Ed. Math</p>
Develop and implement a Student	98 students referred for special education				86

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)).	across the district from 8/17/20-5/7/21				
Increase participation in the least restrictive environment for students with disabilities to the state target of 52.2% (Special Education Plan (SEP)).	40.87%				52.2%
100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.	100%				100%
Implementation of Academic Standards.	Implementation ranges from Full Implementation to Full Implementation and Sustainability				Full Implementation and Sustainability across all academic areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Access to Common Core State Standards including English Language Development standards.	Full Implementation and Sustainability				Full Implementation and Sustainability

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Professional Development	<p>Sustain, and expand when possible, curriculum and professional development supports.</p> <ul style="list-style-type: none"> <li>• A two-year, in- house induction program for new teachers.</li> <li>• Curriculum and professional development teams that meet at least three times per month and up to five additional work days in the summer.</li> <li>• Professional development and team coaching support from District Curriculum Lead Teachers and Program Administrators.</li> <li>• Resources to attend external professional learning opportunities as appropriate.</li> <li>• Leadership learning opportunities for administrators.</li> </ul>	\$1,081,369.00	No
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.	\$549,000.00	No
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	\$159,920.00	No



Action #	Title	Description	Total Funds	Contributing
		progress and review of student progress in order to provide supports and interventions as appropriate.		
<b>4</b>	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.	\$127,698.00	No
<b>5</b>	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.	\$186,505.00	Yes
<b>6</b>	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.	\$22,045.00	No
<b>7</b>	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.	\$132,644.00	No
<b>8</b>	Online Course Content	Members of the Teaching & Learning team and teachers will acquire and/or develop course content across disciplines that can be accessed online, to meet a variety of students needs, thereby broadening reach across the district and providing varied opportunities.	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$37,053.00	Yes
10	Teacher Recruitment	Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	\$29,261.00	No
11	Advanced Placement Courses	Through the collaborative work of the Curriculum & Guidance Council, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	\$1,263,947.00	No
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.	\$48,591.00	No
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.	\$212,025.00	No
14	Access to General Education	<p>In support of increased access to general education for students with disabilities, ongoing efforts and discussions of the stakeholder group will focus on accommodations and differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Increase general and special education teacher collaboration and implementation of accommodations, modification and grading adaptations.</li> </ul>	\$143,784.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Integrate the principles differentiated instruction into existing content of professional development for general and special education teachers.</li> </ul>		
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.	\$143,784.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

Our four goals were developed for our first LCAP and are well-established and broad enough to allow for modifications and additions of actions. Each year, our stakeholders continue to agree that the current four goals are relevant to the needs across the District. Actions for Goal 3 focus on student engagement, wellness, and campus climate, and incorporation of specific efforts in support of students who are homeless or foster youth, and students with disabilities. These actions are grouped together in support of student safety and wellness to show progress on the corresponding metrics through programs, student supports and interventions.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the portion of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.	<p>2019</p> <p>I find my coursework interesting:</p> <p>10% strongly agree; 44% somewhat agree; 24% neither agree nor disagree; 16% somewhat agree; 6% strongly disagree</p> <p>I find my coursework to be relevant to my life and career goals:</p> <p>12% strongly agree; 37% somewhat agree; 21% neither agree nor</p>				<p>Increase the portion of students who</p> <ul style="list-style-type: none"> <li>found their coursework interesting.</li> <li>found their coursework relevant to their life and career goals,</li> <li>are involved in their school community, and</li> <li>look forward to going to</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>disagree; 20% somewhat agree; 9% strongly disagree</p> <p>I am involved in my school community:</p> <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:</p> <p>8% strongly agree; 28% somewhat agree; 29% neither agree nor disagree; 22% somewhat agree; 14% strongly disagree</p>				school each day..
Increase the portion of students who respond positively when asked about sense of well-being (safe and cared about).	<p>2019</p> <p>At this school I feel valued for who I am:</p> <p>21% always; 38% often; 28% sometimes; 9% rarely; 4% never</p> <p>My peers treat me with respect:</p>				<p>Increase the portion of students who</p> <ul style="list-style-type: none"> <li>• feel valued for who they are,</li> <li>• report peers treat them with respect,</li> <li>• report adults treat them with respect,</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>32% always; 53% often; 12% sometimes; 2% rarely; 1% never</p> <p>Adults at my school treat me with respect:</p> <p>39% always; 43% often; 15% sometimes; 2% rarely; 1% never</p> <p>Adults at my school care about my emotional well-being:</p> <p>26% always; 35% often; 28% sometimes; 9% rarely; 3% never</p> <p>I feel safe at school:</p> <p>44% always; 42% often; 11% sometimes; 2% rarely; 1% never</p> <p>I experience physical or verbal bullying or harassment at my school:</p> <p>1% always; 2% often; 6% sometimes; 22% rarely; 68% never</p> <p>I experience online or cyber bullying or harassment</p>				<ul style="list-style-type: none"> <li>report adults care about their emotional well-being, and</li> <li>feel safe at school.</li> </ul> <p>Decrease the portion of students who report they experienced bullying or harassment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1% always; 2% often; 4% sometimes; 15% rarely; 79% never				
Maintain low expulsion rate and monitor that no student groups are over-represented among expelled students.	Students expelled in 2019-20 (% of student group): Afr Am/Black 0 (0.0%) Asian 2 ( 0.03%) Filipino 1 (0.34%) Hispanic/Latino 2 (0.12%) White 0 (0.0%) Two or more races 0 (0.0%) English Learners 0 (0.0%) Socioecon Disadv 2 (0.11%) Students w/Disabilities 0 (0.0%) Homeless Youth 0 (0.0%) All Students 5 (0.04%)				Maintain or decrease expulsion rate from 2019-20.
Maintain low suspension rate and monitor that no student groups are	Students suspended at least once in 2019-20 (% of student				Maintain or decrease suspension rate from 2019-20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
over-represented among suspended students.	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%)				
Maintain or increase student positive attendance and decrease chronic absenteeism.	94% positive attendance for 20-21 Students considered chronic absentee in 2018-19 (% of student group):				Maintain or increase positive attendance from 2019-20.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%)				
By student group, increase to 100% the number of students who graduate.	Students meeting graduation requirements, Class of 2020 (number/%) Afr Am/Black 18/78.3% Asian 1573/97.9%				100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)				
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				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.				
Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	<p>CHS Sep 2020 98%</p> <p>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%</p> <p>Exemplary – No Findings</p> <p>HHS Dec 2020 100%</p> <p>Exemplary - No Findings</p> <p>LHS Dec 2020 99%</p> <p>Exemplary – Minor deficiency in one restroom.</p> <p>MVHS Dec 2020 100%</p> <p>Exemplary – No Findings</p>				Exemplary: 99-100%

# Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$71,427.00	No
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.	\$36,653.00	Yes
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.	\$22,210.00	Yes
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.	\$28,988.00	Yes
5	Athletic Program	Monitor support for coaches including mentoring and ensuring positive climate in athletics programs.	\$94,028.00	No
6	Attendance	Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	\$24,567.00	No

Action #	Title	Description	Total Funds	Contributing
7	Mental Health and Wellness Student Support	Support student mental health and wellness through individual and small group access to School Based Therapists.	\$125,668.00	No
8	Social-Emotional Learning	The Guidance Curriculum Lead and the School-Based Therapist Curriculum Lead will coordinate a Social-Emotional Learning four-year plan, student advisories covering mental health and wellness, and provide staff training and support.	\$79,404.00	No
9	Facility Maintenance	Maintain safe and updated schools through routine maintenance.	\$2,479,548.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Our four goals were developed for our first LCAP and are well-established and broad enough to allow for modifications and additions of actions. Each year, our stakeholders continue to agree that the current four goals are relevant to the needs across the District. Actions for Goal 4 focus on incorporating input and participation from all stakeholders in the efforts of the District. These actions are grouped together in support of stakeholder engagement, including outreach to parents of students who are English Learners, foster youth and low income, and show progress on the corresponding metrics through advisory groups, community organizations and parent education.

## 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>				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%
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				14 total
Increase to 100% the number of parents/guardians who have an active Infinite Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a	2020-2021 % of students with an active parent account (IC portal/SL portal): CHS: 65%/53% FHS: 67%/33% HHS: 66%/50% LHS: 71%/70% MVHS: 56%/52%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Surveys	Continue to implement an ongoing plan for survey administration including students, parents, and staff.	\$37,364.00	No
2	Communication	Continue communication about the District through proactive and positive two-way communication via our websites, regular email communication, social media channels, media access to stories and supporting Board initiatives focused on parent outreach (office hours, communication corner on the website, etc.)	\$100,064.00	No
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.	\$22,769.00	No
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"> <li>Parents through School Site Council (twice per year), school-site English Learners Advisory Councils, District English Learners Advisory Council, PTA/PTSA, Los Padres,</li> <li>Student through leadership classes, English Language Development (ELD) classes, and FUHSD Student Intra District Council, and</li> </ul>	\$30,424.00	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Staff through School Site Council, Professional Leadership Advisory Team of Educators (PLATE) and teacher retention subcommittee.</li> </ul>		
5	Family Engagement and PTSA	Continue family engagement committee and cross-district PTSA meetings.	\$37,364.00	No
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.	\$47,756.00	Yes

## Goal Analysis [2021-22]

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.37%	3,627,725

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

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

Goal 1, Action 4 ELA: Targeted Intervention. Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to low income and Foster Youth, Academic Reading and Writing (Read 180) is implemented as a targeted intervention in support of course passage and A-G completion.

This action is designed to increase graduation rate on the CA School Dashboard, currently red, for students who are homeless. Academic Reading and Writing is structured to support students in increasing their lexile and literacy. Coordination positions such as Intervention Specialist and GOALS are key to providing case management and oversight to student progress overall. This oversight is essential to assisting students to generalize strategies learned in the intervention classes across their program in support of earning credit towards graduation.

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, for school year 21-22,

- Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands.
- Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives.

- Cross-site ELD teachers will continue to meet after school/or during a release day 4 to 5 times per school year as inter-site PLCs. The work will include creating and revising curriculum, lessons and assessments. Teachers will also look at student work to determine necessary changes to the instructions.

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

Goal 1, Action 9 Targeted Intervention. Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Language Learners, low-income students and Foster Youth through targeted participation in Academic Foundations course sections to improve course passage and A-G completion.

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

Goal 2, Action 5 Student Support. With a focus on students who are homeless or foster youth, monitor student progress towards graduation through coordination with the Educational Options Guidance Counselor and D/F/I counseling by Site Guidance Counselors and Administrators.

This action is designed to increase graduation rate for students who are homeless, currently red on the CA School Dashboard. Individual appointments occur for students who are homeless or foster youth in order to review their progress, implementation of strategies and to ensure they are aware of programs or supports that are available at the school or within the District.

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

This action is designed to increase the number of students who are considered prepared as indicated on the CA School Dashboard's College and Career Indicator (orange = students who are socioeconomically disadvantaged and students with disabilities; red = students who are homeless). Efforts include increased guidance around career pathways by guidance counselors, transition specialists and special education case managers, and coordinated efforts with local Community Colleges such as advertising details about the available programs

during and post high school including transfer and vocational certifications. In addition, the District received a Strong Workforce Program grant to implement Earn and Learn a work-based learning database. These are additional strategies to augment current efforts as dashboard status has not improved.

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

This action is designed to decrease suspension rate on the CA School Dashboard, currently red, for students who are homeless and orange for students with disabilities. Topics and discussion maintain a primary focus on students who are homeless.

Goal 3, Action 3 Campus Climate Interventions. Principally directed to support students who are foster youth or low income, while also addressing the needs of students with disabilities, maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.

This action is designed to decrease suspension rate on the CA School Dashboard, currently red, for students who are homeless and orange for students with disabilities. In planning opportunities available through the District, students who are homeless and low income are a focus in terms of language of presentation and interventions that are made available.

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

This action is designed to decrease suspension rate on the CA School Dashboard, currently red, for students who are homeless and orange for students with disabilities. Individual counseling and student success plans are provided to foster youth, low income, and students with disabilities who are invited to Saturday school in order to reduce suspension rates for minor offenses including absenteeism, insubordination, and disruption.

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.

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 3.62% increase of services to unduplicated students as compared to the services provided to all pupils in the 2020-21 school year. The unduplicated pupil percentage for the FUHSD is 15.3% (1,662/10,836).

Cupertino High School = 2.5% (276/10,836; 2,198 CHS enrollment)

Fremont High School = 6.9% (748/10,836; 2,230 FHS enrollment)

Homestead High School = 3.2% (351/10,836; 2,351 HHS enrollment)

Lynbrook High School = 1.2% (135/10,836; 1,942 LHS enrollment)

Monta Vista High School = 1.3% (140/10,836; 2,032 MVHS enrollment)

Community Day School = 0.0% (2/10,836; 7 CDS enrollment)

Non-Public School = 0.1% (10/10,836; 42 NPS enrollment)

The increase in services are documented below.

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

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

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

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

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

Teachers' salaries for reading and academic intervention classes

Parent and Community Liaison position

Additional Student Conduct Liaison position

Additional CTE classes above average # allocated to other schools

Teachers' salaries and materials for summer bridge classes

AVID or AVID-like interventions at all schools

## Lower class sizes in Algebra

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

Highlights of our EL program include:

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

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

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

EL Instructional Assistants assigned to support students in content area courses

Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed

Summer EL Academies

District Wide EL Prof. Development

Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL

The Fremont High School GOALS program for Long-term English Learners has been formalized with a course sequence. Across the district, site specific activities in support of English learners are monitored by a District administrator in coordination with the EL Coordinator and Administrative liaison.

Qualitatively: the following additional services will be provided for unduplicated students

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

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

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$129,218,984.00	\$5,602,154.00	\$5,283,543.00	\$2,317,091.00	\$142,421,772.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$142,097,577.00	\$324,195.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Retain and support staff	\$116,203,339.00	\$4,671,198.00	\$5,283,543.00	\$2,105,066.00	\$128,263,146.00
1	2	All	ELA: Skill Development	\$209,893.00				\$209,893.00
1	3	All	ELA: Instruction	\$75,437.00				\$75,437.00
1	4	Foster Youth Low Income	ELA: Targeted Intervention	\$1,903,492.00				\$1,903,492.00
1	5	English Learners	ELD: Targeted Intervention	\$3,679,172.00				\$3,679,172.00
1	6	All	Mathematics: Instruction	\$55,793.00				\$55,793.00
1	7	Students with Disabilities	Mathematics: Targeted Intervention	\$331,474.00				\$331,474.00
1	8	Students with Disabilities	Specialized Academic Instruction	\$143,784.00				\$143,784.00
1	9	English Learners Foster Youth Low Income	Targeted Intervention	\$203,721.00				\$203,721.00
2	1	All	Curriculum and Professional Development	\$1,081,369.00				\$1,081,369.00
2	2	All	Learning Management System		\$549,000.00			\$549,000.00
2	3	All	Student Data Analytics System	\$48,920.00	\$111,000.00			\$159,920.00
2	4	All	Multi-Tiered Systems of Support	\$127,698.00				\$127,698.00
2	5	Foster Youth	Student Support	\$186,505.00				\$186,505.00
2	6	All	Instructional Materials	\$22,045.00				\$22,045.00
2	7	All	Project-Based Learning in Science	\$132,644.00				\$132,644.00
2	8	All	Online Course Content		\$180,000.00			\$180,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	Foster Youth Low Income	Career Technical Education	\$37,053.00				\$37,053.00
2	10	All	Teacher Recruitment	\$29,261.00				\$29,261.00
2	11	All	Advanced Placement Courses	\$1,263,947.00				\$1,263,947.00
2	12	All	Guidance Study Group	\$48,591.00				\$48,591.00
2	13	Students with Disabilities	Comprehensive Coordinated Early Intervening Services (CCEIS)				\$212,025.00	\$212,025.00
2	14	Students with Disabilities	Access to General Education	\$143,784.00				\$143,784.00
2	15	Students with Disabilities	Support in General Education	\$143,784.00				\$143,784.00
3	1	All	Sexual harassment, Title IX, Equity, Wellness	\$71,427.00				\$71,427.00
3	2	Foster Youth Low Income	Campus Climate	\$36,653.00				\$36,653.00
3	3	Foster Youth Low Income	Campus Climate Interventions	\$22,210.00				\$22,210.00
3	4	Foster Youth Low Income	Saturday School	\$28,988.00				\$28,988.00
3	5	All	Athletic Program	\$94,028.00				\$94,028.00
3	6	All	Attendance	\$24,567.00				\$24,567.00
3	7	All	Mental Health and Wellness Student Support	\$125,668.00				\$125,668.00
3	8	All	Social-Emotional Learning	\$36,204.00	\$43,200.00			\$79,404.00
3	9	All	Facility Maintenance	\$2,479,548.00				\$2,479,548.00
4	1	All	Surveys	\$37,364.00				\$37,364.00
4	2	All	Communication	\$100,064.00				\$100,064.00
4	3	All	Committees	\$22,769.00				\$22,769.00
4	4	All	LCAP Review and Feedback	\$30,424.00				\$30,424.00
4	5	All	Family Engagement and PTSA	\$37,364.00				\$37,364.00
4	6	English Learners Foster Youth Low Income	Parent Education		\$47,756.00			\$47,756.00





## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$6,097,794.00	\$6,145,550.00
<b>LEA-wide Total:</b>	\$3,990,581.00	\$4,038,337.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$2,107,213.00	\$2,107,213.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	ELA: Targeted Intervention	Schoolwide	Foster Youth Low Income	Specific Schools: CHS, FHS, HHS	\$1,903,492.00	\$1,903,492.00
1	5	ELD: Targeted Intervention	LEA-wide	English Learners	All Schools	\$3,679,172.00	\$3,679,172.00
1	9	Targeted Intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FHS and HHS	\$203,721.00	\$203,721.00
2	5	Student Support	LEA-wide	Foster Youth	All Schools	\$186,505.00	\$186,505.00
2	9	Career Technical Education	LEA-wide	Foster Youth Low Income	All Schools	\$37,053.00	\$37,053.00
3	2	Campus Climate	LEA-wide	Foster Youth Low Income	All Schools	\$36,653.00	\$36,653.00
3	3	Campus Climate Interventions	LEA-wide	Foster Youth Low Income	All Schools	\$22,210.00	\$22,210.00
3	4	Saturday School	LEA-wide	Foster Youth Low Income	All Schools	\$28,988.00	\$28,988.00
4	6	Parent Education	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$47,756.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

***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 2020–2021 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**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.**

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% 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% 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%:*** For school districts with an unduplicated pupil percentage of 55% 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%:*** For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.