



## LCFF Budget Overview for Parents

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

CDS Code: 43694680000000

School Year: 2024-25

LEA contact information:

Trudy Gross

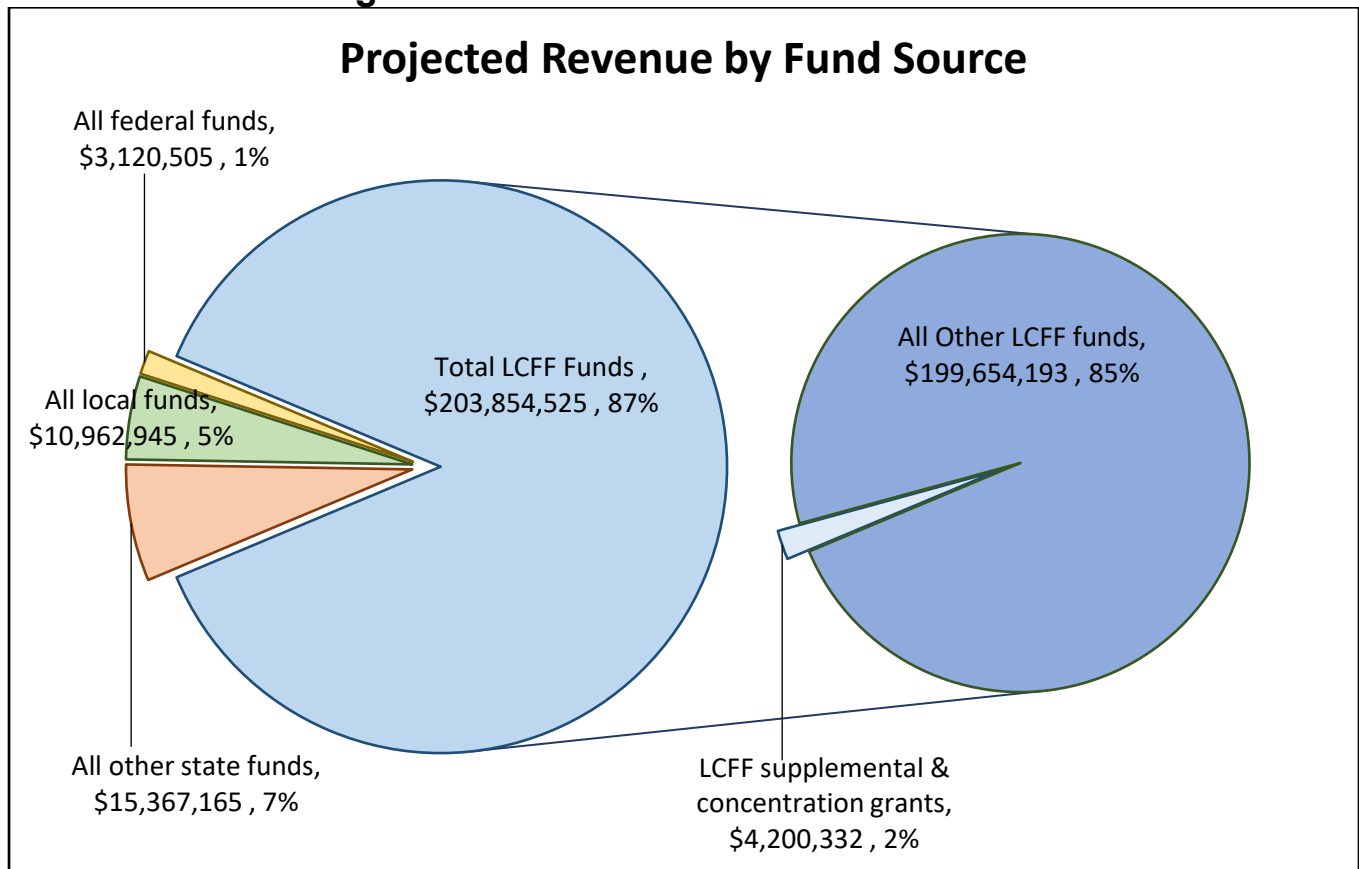
Associate Superintendent

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408-522-2203

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

### Budget Overview for the 2024-25 School Year

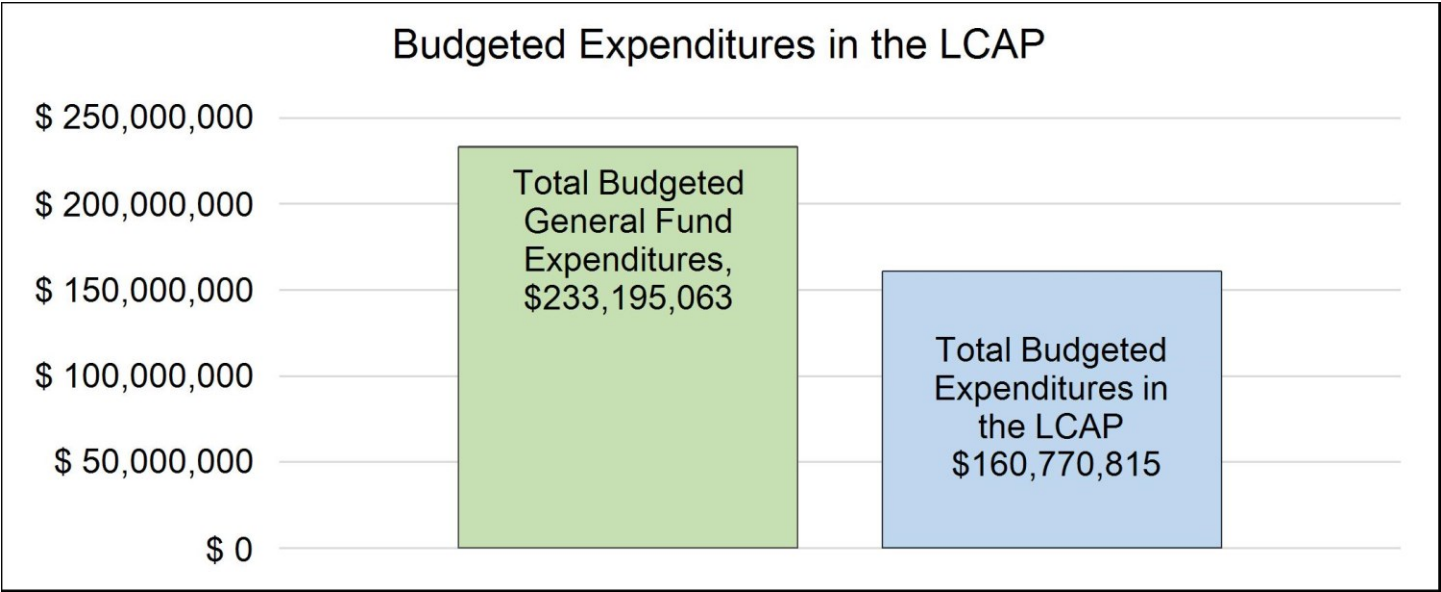


This chart shows the total general purpose revenue Fremont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Union High School District is \$233,305,140, of which \$203,854,525 is Local Control Funding Formula (LCFF), \$15,367,165 is other state funds, \$10,962,945 is local funds, and \$3,120,505 is federal funds. Of the \$203,854,525 in LCFF Funds, \$4,200,332 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fremont Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fremont Union High School District plans to spend \$233,195,063 for the 2024-25 school year. Of that amount, \$160,770,815 is tied to actions/services in the LCAP and \$72,424,248 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

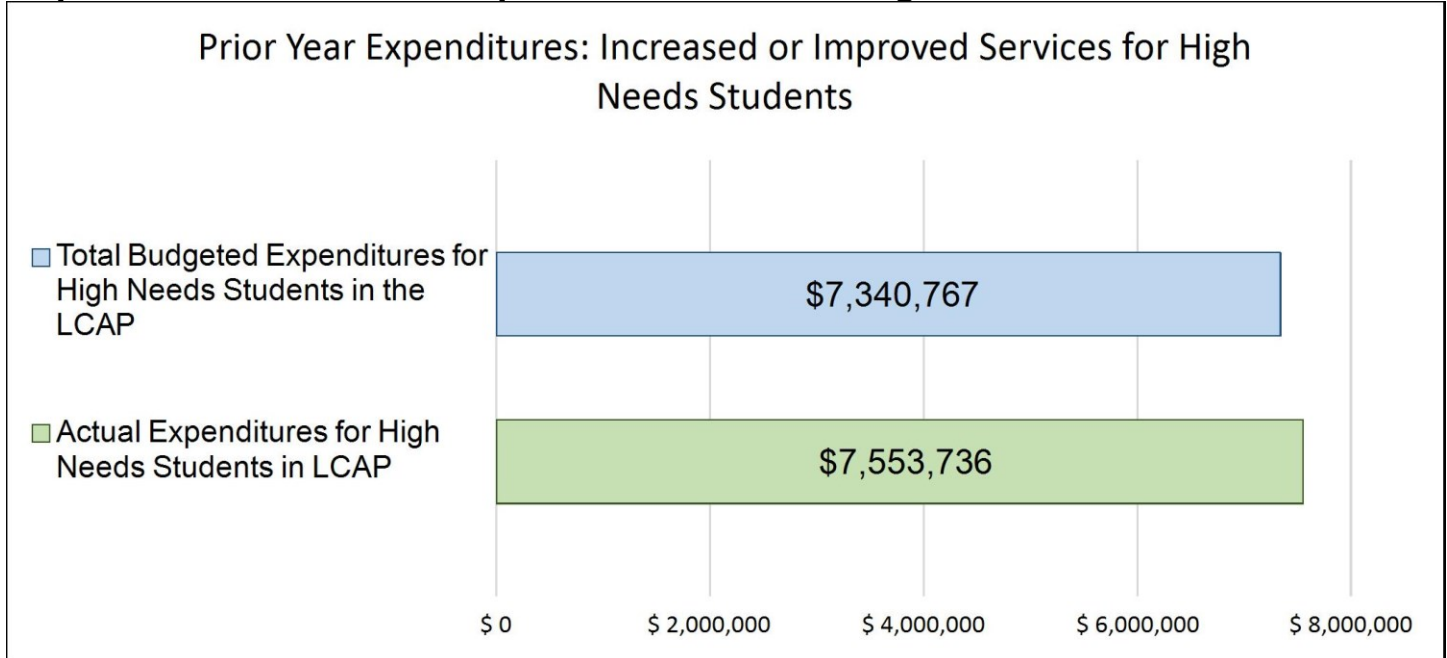
Supplies, contracted services, and other operational expenses for sites and departments including hourly pay/timesheets (\$59,709,703); donations for scholarships and extracurricular activities and programs funded by the Lease Revenue fund (\$4,670,186); STRS on-Behalf (\$8,044,359).

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Fremont Union High School District is projecting it will receive \$4,200,332 based on the enrollment of foster youth, English learner, and low-income students. Fremont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fremont Union High School District plans to spend \$7,848,105 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Fremont Union High School District's LCAP budgeted \$7,340,767 for planned actions to increase or improve services for high needs students. Fremont Union High School District actually spent \$7,553,736 for actions to increase or improve services for high needs students in 2023-24.



**FREMONT UNION  
HIGH SCHOOL DISTRICT**

## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fremont Union High School District	Trudy Gross Associate Superintendent	trudy_gross@fuhisd.org 408-522-2203

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.	Students meeting A-G, Class of 2020 Afr Am/Black 61.1% Asian 94.2% Filipino 81.3% Hispanic/Latino 43.2% White 77.8% Two or more races 83.2% English Learners 46.5% Socioecon Disadv 54.8% Students w/Disabilities 27.5% All Students 83.6%	Students meeting A-G, Class of 2021 Afr Am/Black 73.3% Asian 94.3% Filipino 73.1% Hispanic/Latino 44.7% White 75.5% Two or more races 80.6% English Learners 44.3% Socioecon Disadv 53.5% Students w/Disabilities 29.5% All Students 83.9%	Students meeting A-G, Class of 2022 Afr Am/Black 38.9% Asian 93.0% Filipino 72.7% Hispanic/Latino 44.2% White 76.5% Two or more races 83.8% English Learners 45.4% Homeless Youth 11.1% Socioecon Disadv 56.0% Students w/Disabilities 27.1% All Students 82.9%	Students meeting A-G, Class of 2023 Afr Am/Black 52.6% Asian 94.3% Filipino 75.0% Hispanic/Latino 47.2% White 81.6% Two or more races 82.3% English Learners 43.9% Homeless Youth 38.5% Socioecon Disadv 56.0% Students w/Disabilities 26.7% All Students 83.5%	100% for all identified groups
By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California	Students meeting/exceeding standard: ELA/Math (2019): Afr Am 61% / 22% Asian 89% / 92%	Due to COVID related school closures, a limited number (388 out of 2,649) of students participated in the SY 20-21	These data below are referencing CAASPP administration year 2022.	These data below are referencing CAASPP administration year 2023.	100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment of Student Performance and Progress (CAASPP).	<p>Filipino 82% / 55%</p> <p>Hispanic 44% / 25%</p> <p>White 85% / 78%</p> <p>Two or more 85% / 74%</p> <p>EL 15% / 29%</p> <p>SED 52% / 38%</p> <p>SWD 26% / 18%</p> <p>All Students 82% / 78%</p>	<p>CAASPP testing. The small number of students is not representative of our district's demographics and should be used sparingly as a data reference about FUHSD's academic progress:</p> <p>These data below are referencing CAASPP administration year 2021.</p> <p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 92%/89%</p> <p>African American --/--</p> <p>Asian 95%/95%</p> <p>Filipino --/--</p> <p>Hispanic 76%/42%</p> <p>White 96%/91%</p> <p>Two or More Races 91%/94%</p> <p>English Learners 65%/79%</p> <p>Socio-Economic Disadvantaged 65%/79%</p>	<p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 83%/74%</p> <p>African American 45%/25%</p> <p>Asian 92%/92%</p> <p>Filipino 75%/57%</p> <p>Hispanic 49%/20%</p> <p>White 87%/68%</p> <p>Two or More Races 89%/82%</p> <p>English Learners 15%/12%</p> <p>Socio-Economic Disadvantaged 48%/25%</p> <p>Students with Disabilities 34%/18%</p> <p>Homeless Students - -/--</p> <p>--" indicator that fewer than 11 students tested within the subgroup and data isn't published.</p>	<p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 81%/71%</p> <p>African American 45%/25%</p> <p>Asian 92%/89%</p> <p>Filipino 73%/45%</p> <p>Hispanic 47%/19%</p> <p>White 83%/66%</p> <p>Two or More Races 88%/80%</p> <p>English Learners 17%/16%</p> <p>Socio-Economic Disadvantaged 57%/33%</p> <p>Students with Disabilities 28%/14%</p> <p>Homeless Students - -/--</p> <p>--" indicator that fewer than 11 students tested within the subgroup and data isn't published.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Students with Disabilities 48%/48% Homeless Students - -/--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</p>			
Increase to 95% the percentage of students who participate in the California Assessment of Student Performance and Progress (CAASPP).	94.9% in 2019	Due to COVID related school closures, a limited number (387 out of 2,649) of students participated in the SY 20-21 CAASPP testing. The small number of students (14.6%) is not representative of our district's typical participation.	95% in 2022 for both ELA and Math exams	94% in 2023 for both ELA and Math exams	95% for both ELA and Math exams
By student group, decrease the dropout rate.	<p>Class of 2020 cohort dropout rate by student group:</p> <p>African American: 2/23 (8.7%) Asian: 4/1,607 (0.2%) Filipino: 2/67 (3.0%) Hispanic/Latino: 59/422 (14.0%) White: 5/434 (1.2%)</p>	<p>Class of 2021 cohort dropout rate by student group:</p> <p>African American: 0/15 (0%) Asian: 13/1,711 (0.8%) Filipino: 3/70 (4.3%) Hispanic/Latino: 39/369 (10.6%)</p>	<p>Class of 2022 cohort dropout rate by student group:</p> <p>African American: 1/21 (4.8%) Asian: 0/1,616 (0.0%) Filipino: 4/72 (5.6%) Hispanic/Latino: 21/366 (5.7%) White: 0/417 (0.0%)</p>	<p>Class of 2023 cohort dropout rate by student group:</p> <p>African American: 1/20 (5.0%) Asian: 4/1,477 (0.3%) Filipino: 1/74 (1.4%) Hispanic/Latino: 56/459 (12.2%) White: 9/363 (2.5%)</p>	0% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: 1/130 (0.8%) SED: 62/605 (10.2%) ELL: 31/254 (12.2%) SWD: 24/277 (8.7%) All: 73/2,698 (2.7%)	White: 6/460 (1.3%) Two or More Races: 2/160 (1.3%) SED: 48/514 (9.3%) ELL: 28/230 (12.2%) SWD: 21/278 (7.6%) All: 64/2,801 (2.3%)	Two or More Races: 0/157 (0.0%) SED: 25/545 (9.3%) ELL: 18/234 (7.7%) Homeless Youth: 2/12 (16.7%) SWD: 6/260 (2.3%) All: 27/2,690 (1.0%)	Two or More Races: 3/181 (1.7%) SED: 57/570 (10.0%) ELL: 43/270 (15.9%) Homeless Youth: 3/17 (17.6%) SWD: 18/254 (7.1%) All: 76/2,669 (2.8%)	
By student group, increase to 100% the percentage of students who graduate.	Students meeting graduation requirements, Class of 2020 (number/%) Afr Am/Black 18/78.3% Asian 1573/97.9% Hispanic/Latino 338/80.1% Filipino 64/95.5% White 414/95.4% Two or more races 125/96.2% English Learners 198/78% Socioecon Disadv 504/83.3% Students w/Disabilities 207/74.7% All Students 2546/94.4% (2698 in cohort)	Students meeting graduation requirements, Class of 2021 (number/%) Afr Am/Black 15/100% Asian 1,676/98% Hispanic/Latino 311/84.3% Filipino 67/95.7% White 444/96.5% Two or more races 155/96.9% English Learners 192/83.5% Socioecon Disadv 445/86.6% Students w/Disabilities 220/79.1% All Students 2683/95.8% (2801 in cohort)	Students meeting graduation requirements, Class of 2022 (number/%) Afr Am/Black 18/85.7% Asian 1,602/99.1% Hispanic/Latino 321/87.7% Filipino 72/91.7% White 417/97.8% Two or more races 157/98.1% English Learners 196/83.8% Homeless Youth 9/75.0% Socioecon Disadv 489/89.7% Students w/Disabilities 225/86.5% All Students 2,608/97% (2,690 in cohort)	Students meeting graduation requirements, Class of 2023 (number/%) Afr Am/Black 19/95.0% Asian 1,459/98.8% Hispanic/Latino 386/84.1% Filipino 72/97.3% White 348/95.9% Two or more races 175/96.7% English Learners 270/79.3% Homeless Youth 17/76.5% Socioecon Disadv 570/86.8% Students w/Disabilities 254/82.7% All Students 2,550/95.5%	100% for all identified groups



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase to 100% the portion of English Learners (Long Term ELs) who become English proficient as measured by the English Language Proficiency Assessments for California (ELPAC).	School year 2019-20: EL in US < 1 year: 7 (1.80%) EL in US > 1 year: 131 (33.76%) All EL: 138 (35.56%)	School year 2020-21: EL in US < 1 year: 0 (0%) EL in US > 1 year: 201 (32.9%) All EL: 201 (31.65%)	N/A	N/A	100% (Metric retired and replaced with a metric connected to the ELPI)
Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).	2022 CA Dashboard 55% of ELs making progress towards English language proficiency	NA	NA	2023 CA Dashboard 44% of ELs making progress towards English language proficiency	100%
Increase English Learner reclassification rate to 100%.	EL students reclassified in 2019-20: 65 (8.1%).	EL students reclassified in 2020-21: 68 (8.1%).	EL students reclassified in 2021-22: 60 (6.9%)	EL students reclassified in 2022-23: 75 (8.1%)	100%

## Goal Analysis

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.

1.1 FUHSD maintains competitive salaries for teachers and this data is reviewed annually. FUHSD continues to provide a wealth of internal professional development opportunities for teachers and teachers are often able to earn units toward movement on the salary schedule for participation in internal and external professional development opportunities. Additionally, the HR department works to make additional opportunities (particularly related to credentials) available to staff. Most recently a series of three webinars were hosted by FUHSD HR for interested staff hoping to expand their credential via the Bridge Document for special education.

Per the FUHSD revenue Sharing Protocol, FUHSD is in a position to implement a retroactive salary increase of nearly 11% for our certificated staff. This salary increase is retroactive to July 1, 2023 and ongoing beginning in April 2024. With this increase, all salary schedules have been updated and made available on our FUHSD website. FUHSD's competitive salaries continue to serve as a good recruitment and retention tool for staff. Additionally, with the CA State Prop 28 funds we look forward to being able to supplement programs in the areas of Art, Drama and Music, that may otherwise need reduction due to a decline in enrollment. Not only can these funds be used for teaching sections, but for supplemental materials and programs to support these areas.

1.2 In English, the Curriculum Lead (CL) facilitated the following:

- A professional learning session on introducing various types of writing in addition to literary analysis. The CL continues to provide ongoing support to teams of and individual teachers to bring lessons to their classroom. A second session to reconvene participants to report their progress occurred in the spring.
- Beyond Literary Analysis (20 participants) supporting Professional Learning Communities (PLCs) interested in designing authentic analytical writing tasks that require students to make choices about what it is they want to analyze and other aspects of the process. At the final session in the spring, participants shared changes to their lessons and assignments.

1.3 Asian American Pacific Islander (AAPI) Literature Professional Development group continued for the second year (6 participants). At the final session, teachers worked to incorporate more works by AAPI authors in their lessons and curriculum.

1.4 19 of the 26 students enrolled in the intensive Academic Reading and Writing class at FHS, receive the Read 180 intervention half of whom have shown an increase in their reading lexile score since the start of the school year. 6 students continue to participate in phonics or pre-reading interventions to develop the skills needed to access the Read 180 program. During the 22-23 school year, nine students in ninth grade, three students in 10th grade, and two 12th grade students completed the Academic Reading and Writing class. Ten were identified as English language learners and eight received special education services. During the 23-24 school year, nine of the 12 returning students passed their English class first semester. The three who did not pass were chronically absent.

The district continues to make the Read 180 student application available for specialized academic instruction English teachers to supplement their curriculum. However, despite the number of students reading below grade level, the teachers are not accessing this resource for their students. Specialized Academic Instruction core content teachers cite the need to “shadow” the general education curriculum to provide their students with an experience similar to their general education peers, scaffolding the material so it is accessible, designing instruction to build skills and meet the individual needs of the students so they make progress on their IEP goals does not leave

enough time to use the reading intervention program.

Teachers in the Educational Options Customized Learning Program and the Community Day School are using the Read 180 student application to supplement the general education curriculum for students who were identified as reading below grade level. Ten of the 18 students in the Customized Learning Program have taken more than one assessment and nine have shown growth in their reading comprehension scores. Ten students in the Community School are now using the student application; seven have taken more than one assessment and six of these have shown growth.

The specialized academic instruction English credit recovery class offered during summer 2023 utilized the Read 180 platform. Two teachers and two para educators supported 15 students during the first three-week term and 11 students during the second three-week term. Nine students participated in both terms. Four students were rising seniors, eight were rising juniors, four were rising seniors and one was a senior who had not met graduation requirements. Although students took the Reading Inventory at the start of the term, the assessment was not readministered at the end of each term for comparison purposes. 13 of 16 students from the summer class were enrolled in and passed their English class during the first semester of the 23 - 24 school year. The three students who did not pass are current seniors who were all chronically absent. This appears to be an effective way to provide a credit recovery option for students who receive special education services; however, administration of the Reading Inventory at the end of the summer program would have provided an additional data point. Additionally, this option can only be made available to students if staff who have received training are available to teach the course.

FHS was not able to enroll 10th - 12th grade students deficient in English credits in the Academic Reading and Writing courses, as there was no space available. Students were counseled to participate in other options for credit recovery such as 8th Block or Summer Academy.

1.5 Professional development to support Integrated English Language Development (ELD) teachers in Math, Science, ELA and Social Studies across the district to have the opportunity to experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening); have an opportunity to share ideas and ask questions in a roundtable format with colleagues; and have time to apply learnings by working individually, with a colleague, or with a facilitator. The Coordinator of Curriculum and the EL Instructional Lead facilitated roundtables for Sheltered (Integrated ELD) teachers in English, Science and Social Studies (16 participants). The EL Instruction Lead initiated various coaching relationships with teachers to provide ongoing support and collaboration. Release days for cross-site ELD 2 and 3 teams took place in the Fall and will continue into the Spring. A release day for Sheltered English teachers took place in February to explore how to "shelterized" a year-long curriculum for English Learners (5 participants). Four sheltered Algebra 1 teachers met 3 times in the Fall to consider what are essential learning objectives for the course and will create "EL-accessible" lessons when they continue to meet in the Spring.

1.6 In math, the Curriculum Lead facilitated the following:

- Again this year, teachers of various levels convened for 4 sessions of a book club to discuss "Building Thinking Classrooms in Mathematics" by Peter Liljedahl. They read selected chapters about teaching practices for enhancing thinking and learning in Math and apply ideas in their own classes. A Part 2 of the book club will be offered in the Spring to read additional chapters in the book. Topics include forming collaborative groups for thinking in Math, how to answer questions to promote thinking, and types of math tasks conducive to high-level thinking.

- Grading in Math professional development focused on grading practices in service of answering the questions, “What do we want our grades to do?” and “How can we grade to meet this goal?”

1.7 The Curriculum Lead for Math has worked with the Algebra I Specialized Academic Instruction (SAI) framework. Now focusing on the SAI Geometry framework. Updating the curriculum and instruction to incorporate strategies in collaboration with the Professional Learning Lead and Instructional Coach for Universal Design for Learning (UDL) and High Leverage Practices (HLP).

1.8 while this action focuses on districtwide collaboration of special education teachers in the areas of ELA and math, during the 2022-23 school year the focus was on reading and support for the new science class, Science and Society. Reading “Back to Basics” was a focus across the district this year to ensure literacy support could be found in all classrooms. STAR assessment use was emphasized and a Literacy PLC team met during the year to monitor progress. Similar to Math, STAR assessment program has had minimal implementation. Teachers use the PLC format to review student work and standards implementation more successfully. Opportunities for teachers to incorporate the Read 180 app was available for targeted classes as well as individual intervention. Reading strategies were emphasized along with a review of assessments and the interpretations that help build reading skills. Additionally, there was information shared to increase understanding and access for assistive technology. The SAI science team met this year as part of implementation for a new course. The course is based on PBL and this format proved challenging particularly for students with inconsistent attendance. SAI teachers struggled to determine adaptations that would appropriately continue necessary rigor, address project-based learning opportunities, and determine appropriate assessments. Science and Society courses were supported across the district in various degrees through co-teaching, push-in and ongoing planning collaboration. A result of the efforts of the new course team has produced a strong recommendation to have special education teachers represented in planning but also available for lesson adaptation support within at least the first year. Special education teachers in the area of math collaborated through the professional development offerings detailed above in Action 6.

1.9 Academic Foundations is an elective course for 9th and 10th graders that focuses on academic and social-emotional skills for success in high school. These include study and organizational strategies and academic language and literacy. As appropriate, the teacher teaches and reteaches academic content students will be or have been instructed on in their core classes. Targeted students include students with disabilities, students who are homeless and students who are socioeconomically disadvantaged. From school year 2021-22 to Term 1 of the 2022-23 school year, students who have participated in Academic Foundations 9th and 10th grades (targeting students who are homeless and socioeconomically disadvantaged, and students with disabilities) have increased from 31% to 38% earning a D or higher in courses required for graduation and from 16% to 25% earning a C or higher for A-G required courses. Academic Foundations 9, supporting students who are English Learners, incorporates regular writing – both reflective and academic – into its curriculum. Throughout the school year, students complete at least one full process essay that reinforces basic writing skills that they are learning in their core literature and/or science classes (e.g. thesis, claim, evidence, reasoning/analysis). Beyond that, academic language is practiced in daily writing or speaking activities, specifically utilizing academic language frames to make inferences, compare/contrast, add on to a classmate’s idea, signal a cause/effect, etc. Targeted students are English Learners, particularly Long-Term English Learners. Students who are Long-Term English Learners participating in Academic Foundations 9, made the following progress as of Term 1 of the 2022-23 school year: 57% earned a D or higher in courses required for graduation and 27% earned a C or higher for A-G required courses.

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

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5-10% increase in staff compensation that was retroactive back to the start of the 2023-24 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

1.6: 14% variance from Budget due to 10% raise and adjustment for medical and retiree benefits (4%).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1: effective. While the District's overall graduation rate for the Class of 2023 was 95.5%, a decrease from 97% for the Class of 2022, it has remained above the baseline of 94.4% for the Class of 2020. The overall a-g rate metric increased from 82.9% to 83.5%. Continue for 2024-25.

1.2: effective. While the focus of the English Curriculum Lead since the 21-22 school year has been on staff professional development, this action remains key to student progress. While CAASPP ELA met or exceeded standard for all students decreased from 83% to 81%, students who are African American maintained at 45%, English Language Learners increased from 15% to 17%, and students who are socio-economically disadvantaged increased from 48% to 57%. No change in the action as written for 24-25.

1.3: effective given the professional development that was provided during 23-24 and the plans to continue for 24-25. While CAASPP ELA met or exceeded standard for all students decreased from 83% to 81%, students who are African American maintained at 45%, English Language Learners increased from 15% to 17%, and students who are socio-economically disadvantaged increased from 48% to 57%. No change in the action as written for 24-25.

1.4: effective. The overall a-g rate metric increased from 82.9% to 83.5%, students who are SED maintained at 56 % after increasing from 53.5% the year prior. While CAASPP ELA met or exceeded standard for all students decreased from 83% to 81%, students who are African American maintained at 45%, English Language Learners increased from 15% to 17%, and students who are socio-economically disadvantaged increased from 48% to 57%. Action will be updated for 24-25 to add "and/or other reading support/intervention" as the District pilots a program through Edgenuity and considers other options particularly in support of students who enter high school with very low literacy skills.

1.5: effective given the professional development that was provided during 23-24 and the plans to continue for 24-25. Although the EL graduation rate decreased from 83.8% to 79.3%, it remains above the baseline of 78%. CAASPP ELA met or exceeded standard for English Language Learners increased from 15% to 17%. Action will be updated for 24-25 to include a focus on LTELs.

1.6: somewhat effective given the professional development that was provided during 23-24 and the plans to continue for 24-25. While graduation rate decreased from 97% to 95.5%, it remains above the baseline of 94.4%; while students with disabilities decreased from 86.5% to 82.7%, it remains above the baseline of 74.7%. CAASPP Math met or exceeded standard for students with disabilities has decreased to 14%, below the baseline and 2022 performance of 18%. Action will be updated for 24-25 to add "in the least restrictive environment".

1.7: progress towards effective, the a-g rate for students with disabilities has fluctuated from 27.5% to 29.5% to 27.1% to 26.7%, just below the baseline of 27.5%. Although CAASPP Math met or exceeded standard for students with disabilities has decreased to 14%, below the baseline and 2022 performance of 18%, there was movement from "very low" to "low" with an increase of 20.5 points. This action will be discontinued for 24-25 as it is repetitive of 1.6.

1.8: effective given the professional development that was provided during 23-24 and the plans to continue for 24-25. While graduation rate decreased from 97% to 95.5%, it remains above the baseline of 94.4%; while students with disabilities decreased from 86.5% to 82.7%, it remains above the baseline of 74.7%. Although CAASPP ELA met or exceeded standard for students with disabilities has decreased to 28%, below the 2022 performance of 34%, it remains above the baseline of 26% and there was movement from "very low" to "low" with an increase of 24.9 points. Action will be updated for 24-25 to align with 1.6 with a focus on ELA: In support of all students having access to high-level ELA in the least restrictive environment, professional development opportunities for teachers will focus on the durable skill of communication: speaking, listening, and academic conversation skills.

1.9: progress towards effective. Students who participated in Academic Foundations experienced increase in performance in their courses required for graduation and A-G required courses. Students who are socioeconomically disadvantaged maintained their A-G completion at 56% while English Learners decreased from 45.4% to 43.9%. For graduation rate students who are socioeconomically disadvantaged moved from 86.6% to 89.7% back to 86.8, remaining above the baseline of 83.3%, and English Learners moved from 83.5% to 83.8% to 79.3%, remaining above the baseline of 78%.

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

Goal 1 has been updated to incorporate the metrics that will provide evidence of progress.

All current metrics will continue. Metrics for highly qualified teachers, standards-aligned instructional materials/texts, implementation of academic standards and EL access to common core state standards are moving from Goal 2 for better alignment to Goal 1 actions. And metrics for percentage of students who are Long-Term English Learners (LTELs) and students meeting standard on the California Science Test (CAST) are being added.

Actions for the coming year are as follows:

1.1 Continue for 2024-25 and merge 2.10.

1.2 No change.

1.3 No change.

- 1.4 Add "and/or other reading support/intervention" as the District pilots a program through Edgenuity and considers other options particularly in support of students who enter high school with very low literacy skills.
- 1.5 Discontinue sub-action related to cross-site ELD as these teams will participate in the districtwide professional development in 24-25 focused on communication.
- 1.6 Add "in the least restrictive environment".
- 1.7 Discontinued as it is repetitive of 1.6.
- 1.8 Updated to align with 1.6 with a focus on ELA: In support of all students having access to high-level ELA in the least restrictive environment, professional development opportunities for teachers will focus on the durable skill of communication: speaking, listening, and academic conversation skills.
- 1.9 No change.

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



## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	<p>Students completing AP courses (2019-20): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4428/11,071 = 40.0%</p> <p>American Indian 0/16 = 0%</p> <p>African American 8/78 = 10.3%</p> <p>Hispanic 169/1623 = 10.4%</p> <p>Pacific Islander 7/30 = 23.3%</p> <p>Two or more races 208/660 = 31.5%</p> <p>Asian 3499/6522 = 53.6%</p> <p>White 537/1733 = 31.0%</p> <p>SED 297/1657 = 17.9%</p> <p>SWD 44/1017 = 4.3%</p> <p>EL 55/843 = 6.5%</p>	<p>Students completing AP courses (2020-21): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4644/10,618 = 43.7%</p> <p>American Indian 1/24 = 4.2%</p> <p>African American 9/86 = 10.5%</p> <p>Hispanic 179/1,595 = 11.2%</p> <p>Pacific Islander 9/31 = 29%</p> <p>Two or more races 241/663 = 36.3%</p> <p>Asian 3619/6,283 = 57.6%</p> <p>White 585/1,665 = 35.1%</p> <p>SED 197/1,551 = 12.7%</p> <p>SWD 51/1,014 = 5%</p> <p>EL 61/833 = 7.3%</p>	<p>Students completing AP courses (2021-22): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4239/10,225 = 41.5%</p> <p>American Indian 3/28 = 10.7%</p> <p>African American 5/89 = 5.6%</p> <p>Hispanic 178/1,623 = 11.0%</p> <p>Pacific Islander 11/38 = 28.9%</p> <p>Two or more races 245/644 = 38.0%</p> <p>Asian 3310/5,845 = 56.6%</p> <p>White 487/1,506 = 32.3%</p> <p>SED 211/1,571 = 13.4%</p> <p>SWD 54/1,018 = 5.3%</p> <p>EL 66/865 = 7.6%</p>	<p>Students completing AP courses (2022-23): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4,155/9,956 = 41.7%</p> <p>American Indian = 5/36 = 13.9%</p> <p>African American 10/80 = 12.5%</p> <p>Hispanic 199/1,758 = 11.3%</p> <p>Pacific Islander 11/31 = 35.5%</p> <p>Two or more races 261/640 = 40.8%</p> <p>Asian 3189/5583 = 57.1%</p> <p>White 480/1369 = 35.1%</p> <p>SED 233/1426 = 16.3%</p> <p>SWD 44/988 = 4.5%</p> <p>EL 31/921 = 3.4%</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
Increase the percentage of students who have passed an AP exam with a “3” or higher.	In 2020, 4,432 students took 10,653 exams with a pass rate of 91.5% compared to 90.7% from the previous year.	In 2021, 4,472 students took 11,003 exams with a pass rate of 86.5% compared to 91.5% from the previous year.	In 2022, 4,337 students took 10,687 exams with a pass rate of 87.0% compared to 86.5% from the previous year.	In 2023, 4,362 students took 11,511 exams with a pass rate of 88.0% compared to 87.0% from the previous year.	Maintain or increase pass rate, while maintaining or increasing the number of students who participate in AP
Increase the number of FUHSD courses that result in credit from a post-secondary program.	4 (April 2021)	15 (March 2022)	21 (April 2023)	25 (February 2024)	10
By student group, increase to 100% the percentage of students deemed “ready for college” or “conditionally ready for college” as measured on CAASPP with a score of 3 or 4 to indicate “met or exceeded standard” in the area of ELA and Mathematics.	<p>These data below are referencing CAASPP administration year 2019. Data isn't available for the 2020 administration due to COVID related closures.</p> <p>Student Group % “Met or Exceeded Standard” in ELA/Math:</p> <p>All Students 82%/78%  African American 61%/22%  Asian 89%/92%  Filipino 82%/55%</p>	<p>Due to COVID related school closures, a limited number (388 out of 2,649) of students participated in the SY 20-21 CAASPP testing. The small number of students is not representative of our district's demographics and should be used sparingly as a data reference about FUHSD's academic progress:</p>	<p>These data below are referencing CAASPP administration year 2022.</p> <p>Student Group % “Met or Exceeded Standard” in ELA/Math:</p> <p>All Students 83%/74%  African American 47%/27%  Asian 92%/92%  Filipino 75%/57%  Hispanic 49%/20%  White 87%/68%  Two or More Races 89%/82%</p>	<p>These data below are referencing CAASPP administration year 2023.</p> <p>Student Group % “Met or Exceeded Standard” in ELA/Math:</p> <p>All Students 81%/71%  African American 45%/25%  Asian 92%/89%  Filipino 73%/45%  Hispanic 47%/19%  White 83%/66%  Two or More Races 88%/80%</p>	100% for all identified groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic 44%/25%  White 85%/78%  Two or More Races 85%/74%  English Learners 15%/29%  Socio-Economic Disadvantaged 52%/38%  Students with Disabilities 26%/20%  Homeless Students --/--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</p>	<p>These data below are referencing CAASPP administration year 2021.</p> <p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 92%/89%  African American --/--  Asian 95%/95%  Filipino --/--  Hispanic 76%/42%  White 96%/91%  Two or More Races 91%/94%  English Learners 65%/79%  Socio-Economic Disadvantaged 65%/79%  Students with Disabilities 48%/48%  Homeless Students -/--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</p>	<p>English Learners 17%/16%  Socio-Economic Disadvantaged 57%/33%  Students with Disabilities 28%/14%  Homeless Students -/--</p> <p>"--" indicator that fewer than 10 students tested within the subgroup and data isn't published.</p>	<p>English Learners 17%/16%  Socio-Economic Disadvantaged 57%/33%  Students with Disabilities 28%/14%  Homeless Students -/--</p> <p>"--" indicator that fewer than 11 students tested within the subgroup and data isn't published.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be highly qualified to teach the courses to which they are assigned.	School year 2020-21: 99% With full credential = 517 Without full credential = 5 Teachers Teaching Outside Subject Area of Competence (with full credential) = 22	School year 2021-22: 99% With full credential = 526 Without full credential = 9 Teachers Teaching Outside Subject Area of Competence (with full credential) = 18	School year 2022-23: 96% With full credential = 507 Without full credential = 8 Teachers Teaching Outside Subject Area of Competence (with full credential) = 15	School year 2023-24: 96% With full credential = 506 Without full credential = 10 Teachers Teaching Outside Subject Area of Competence (with full credential) = 11	100%
At FHS and HHS, increase student engagement and reduce “D” and “F” grades by 10% in English/EL and math as compared to prior year 9th grade students (Comprehensive Coordinated Early Intervening Services (CCEIS)).	FHS 2020 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 19.5% (# = 112) % of Ds & Fs in College Preparatory Math 17.2% (# = 104)  HHS 2020 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 11.4% (# = 66) % of Ds & Fs in College Preparatory Math 12.3% (# = 69)	FHS 2021 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 10.3% (# = 56 ) % of Ds & Fs in College Preparatory Math 16% (# = 80 )  HHS 2021 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 10.5% (# = 62) % of Ds & Fs in College Preparatory Math 6.7% (# = 37) (January 2022)	FHS 2022 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 12.1% (# = 58 / 480) % of Ds & Fs in College Preparatory Math 18.6% (# = 80 / 431 )  HHS 2022 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 10.6% (# = 62 / 587) % of Ds & Fs in College Preparatory Math 9.1% (# = 50 / 549)	Although the action associated with this metric was discontinued at the conclusion of the 22-23 school year, the results from 2022 Term 1 were close to the desired outcome: FHS 2022 Term 1 9th grade % of Ds & Fs in College Preparatory English & ELD 12.1% (# = 58 / 480) % of Ds & Fs in College Preparatory Math 18.6% (# = 80 / 431 )  HHS 2022 Term 1 9th grade	FHS 2023 Term 1 9th Grade 82 Ds & Fs in Gen. Ed. English & ELD 77 Ds & Fs in Gen. Ed. Math  HHS 2023 Term 1 9th Grade 49 Ds & Fs in Gen. Ed. English & ELD 52 Ds & Fs in Gen. Ed. Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				% of Ds & Fs in College Preparatory English & ELD 10.6% (# = 62 / 587) % of Ds & Fs in College Preparatory Math 9.1% (# = 50 / 549)	
Develop and implement a Student Assistance Team (SAT) handbook, reflecting multi-tiered systems of support (MTSS), to guide practice, reducing the percentage of students referred for special education assessment by 5% (CCEIS and Differentiated Assistance (DA)).	98 students referred for special education across the district from 8/17/20-5/7/21	81 (end of the 21-22 school year: June 3, 2022)	54 (3/30/23)	46 (April 2024)	86
Increase participation in the least restrictive environment for students with disabilities to the state target of 52.2% (Special Education Plan (SEP)).	40.87%	46.3% (October 2021)	44.79% (October 2022)	44.1% (February 2024)	52.2%; 60% as of October 2022; 62% 22-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.	100%	100% (end of the 21-22 school year: June 3, 2022)	100% (April 2023)	100% (May 2024)	100%
Implementation of Academic Standards (scale range: Exploration and Research Phase, Beginning Development, Initial Implementation, Full Implementation, Full Implementation and Sustainability).	Implementation ranges from Full Implementation to Full Implementation and Sustainability	Implementation ranges from Full Implementation to Full Implementation and Sustainability (end of the 21-22 school year: June 3, 2022)	Implementation ranges from Full Implementation to Full Implementation and Sustainability (April 2023)	Implementation ranges from Full Implementation to Full Implementation and Sustainability (May 2024)	Full Implementation and Sustainability across all academic areas
English Learner Access to Common Core State Standards including English Language Development standards (scale range: Exploration and Research Phase, Beginning Development, Initial Implementation, Full Implementation, Full Implementation and Sustainability).	Full Implementation and Sustainability	Full Implementation and Sustainability (end of the 21-22 school year: June 3, 2022)	Full Implementation and Sustainability (April 2023)	Full Implementation and Sustainability (May 2024)	Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway.	Class of 2020: 8.0% of cohort = 216 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2021: 7.4% of cohort = 211 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2022: 7.6% of cohort = 205 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2023: 9.6% of cohort = 256 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Maintain or increase the percent of CTE pathway completers in cohort from the Class of 2020.
Increase the percentage of students who have successfully completed both A-G requirements and a CTE pathway.	Class of 2020: 187 students in class of 2020 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2021: 188 students in class of 2021 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2022: 170 students in class of 2022 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2023: 224 students in class of 2023 completed A to G eligibility requirements and at least one CTE course pathway.	Maintain or increase the number of students meeting A to G eligibility and completing a CTE pathway from the Class of 2020.

## Goal Analysis

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.

### 2.1

Induction: Our New Teacher Induction program continues to offer California Clear Credentials after our new teachers complete the two-year program. The Education Specialist and General Education induction programs continue to operate as one comprehensive mentoring-based program. Education Specialists are supported by a Special Education Advisor with a similar authorization and teaching content who augments the support provided by the New Teacher Mentor. This year, the New Teacher Induction program continued with four (4) mentors who served 19 Induction eligible teachers and 38 teachers total (18 of whom were new to the District).

#### Curriculum and Professional Development:

1. Professional Learning Communities/Course Alike Teams continue to meet at least three times per month and up to five additional work days in the summer.
2. Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore needs in professional development. PLATE considered the extent to which professional development is feasible to support staff wellness. Other topics include the exploration of and

input on a prospective plan to design future professional learning to focus on a set of 21st century durable skills for deep student learning in various content areas. Also, PLATE received an update on current professional development endeavors, including “coaching,” “high leverage strategies in Special Education,” and “professional learning for teachers of English Learners.”

Professional development from Curriculum Leads, Instructional Coach/Lead, and District Administrators: The subject-area professional developments were implemented largely as planned.

English – Asian American Pacific Islander Experience in Literature; Beyond Literary Analysis. See 1.2 and 3 for details.

Math - Book Club to discuss Building Classrooms in Mathematics by Petere Liljedahl. See 1.6 and 7 for details.

Science – collaboration with the Department Leads from various sites to customize professional learning for their teachers. At one site, the focus was on vertical alignment between courses, while in another, the focus was on data analysis in Science. These areas of focus continue to work towards the implementation of NGSS.

EL – see 1.5 for details.

Health – A lead teacher was given a release period to coordinate collaboration amongst the group of teachers who implemented Health, a 1-semester course at the 9th grade level. Each site had 1-section taught during 1st semester.

Ethnic Studies – the Curriculum Lead coordinated collaboration amongst the group of teachers who implemented the pilot for Ethnic Studies, a 1-semester course at the 9th grade level. Each site had 1-section taught during 2nd semester.

Additional opportunities: Courageous Leaders, Equity in Action, and Sexual Orientation, Gender Identity and Expression (SOGIE) training.

Resources to attend external professional learning opportunities: remain in place and are largely coordinated at the school sites.

#### Leadership Learning:

1. At the FMA retreat, administrators/managers focused on characteristics and skills of servant leadership. Jennifer Abrams, author of “Swimming in the Deep End”, was a guest presenter. Teams created and sought feedback on a Deep End Initiative related to their work for the coming school year.

2. The Coaching Program continued to be available to all administrators and a Coaching Skills for Leaders professional development program for teacher leaders and administrators.

- On a voluntary basis, administrators may serve as a coach or receive 1:1 coaching support from another leader: 16 leaders served as coaches for 32 administrators (40% of all administrators). Coaches ranged from teacher leaders, to site administrators, to district office Coordinators, Directors, and Associate Superintendents. We also hired one outside consultant to coach 2 of the principals.
- Coaching Skills for Leaders continued to train teacher leaders and administrators in 1:1 coaching: 22 teachers and 2 administrators participated in the program.
- In addition, we ran the second year of “Coaching Skills for Leaders” a professional learning offering that allows teachers and administrator to develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all.
- We have continued to grow the Onward Book Club as an opportunity for all school staff to develop emotional intelligence skills that lead to resilience and motivation to continue our difficult work. This year, we updated the format from an after school offering at a centralized location to a site-based offering at lunch. With this change, we expanded the participation drastically. In 22-23, there were 29 registered participants, but only about 10-15 would attend any given session. With the move to the sites and within the



school day, the registration expanded to 72 participants with almost all attending every meeting. Each month, participants read a chapter from Elena Aguilar's book that is particularly relevant to that time of year, and then meet to reflect on what they learned and participate in one or two activities to reinforce the main concepts. With the move to site-based offerings, we also expanded the leadership team by asking participants from previous years to lead each cohort.

- And, finally, 23-24 was a pilot year to begin forming Affinity Groups for staff to build community and learn together about the impact of dominant culture on their personal and professional lives. The initial cohort was titled "Queer Affinity Family", included 30 staff members, and met 3 times in the spring of 2024. Plans are in place this spring to launch our first Staff of Color Affinity Group in the fall of 2024.

2.2 We have continued to expand our support options and sessions for teachers that are moving beyond the use of Schoology and moving towards broader curriculum design and implementation. These are large group, small group, and individual mandatory and opt-in sessions. These have been moderately successful in helping progress all teachers using Schoology, and we continue to try and integrate these directly with other initiatives to promote teacher buy-in.

2.3 All School Counselors. Special Education Leadership team members, Teaching and Learning administrators, school site administrators, English Learner Leadership team members have been trained in the use of Unified Insights. Ongoing professional support for the use of this system will continue through spring 2025 in order to help sites establish best practices with this site and its use in their daily practice.

2.4 We've recently created a new SAT handbook, which has been converted into a digital format for convenient access across all five school sites. The initial training on the manual has been successfully conducted with administrative and SPED teams. Our next objective is to present a more detailed overview in collaboration with site administration for the upcoming school year. The SAT recently met to include an additional data collection element to track tiered interventions prior to Special Education assessment. SST data from 22-23 and 23-24 shows a steady but small decrease in SPED referrals. SAT teams report that an increase in mental health referrals with profound needs has been a challenge.

2.5 At the end of each grading period, counselors and administrators at each school identify students who receive Ds, Fs, and Incompletes (D/F/Is). Students who are homeless or foster youth as well as those who receive multiple D/F/Is are considered priority students. Counselors and administrators meet with these students and develop plans of support for them. These meetings with a counselor or administrator are marked in Infinite Campus as "Academic Review," "Academic Intervention," or "D/F/I Counseling." The progress of these students is monitored in subsequent grading periods with additional support provided as necessary, including consultation/coordination with the Educational Options Guidance Counselor regarding students who are homeless or foster youth. Based on the data recorded in Infinite Campus, counselors and administrators made the following number of contacts with identified D/F/I students during SY 2023-24 (data to be updated at the end of May):

CHS counselors and administrators made a total of 2881 contacts with students for "D/F/I Counseling"

FHS counselors and administrators made a total of 1189 contacts with students for "D/F/I Counseling"

HHS counselors and administrators made a total of 1536 contacts with students for "D/F/I Counseling"

LHS counselors and administrators made a total of 901 contacts with students for "D/F/I Counseling"

MVHS counselors and administrators made a total of 2881 contacts with students for "D/F/I Counseling"



2.6 Textbooks across many science courses were reviewed and adopted for implementation in the 2024-25 school year. Supplemental Instructional materials, most often in literature, that reflected our commitment to equity by exposing students to a wider variety of cultural viewpoints were purchased and implemented,

2.7 This course, Science and Society, is in its 2nd year of implementation for SY 2023-24 and currently has 10 general education sections. The teachers of this course continue to collaborate across sites and across the Science and Special Education department(s) in order to continue to develop the course and its content.

2.8 The District has continued to implement Edgenuity/Imagine Learning. This online platform has broadened course offerings to include honors and advanced placement as well as electives. Remote Excel continued for the third year in support of students who were already participating in 8th block and required additional credit recovery opportunities or who were not able to attend 8th block. Students are assigned the online credit recovery coursework and then meet with a teacher one evening per week to check-in and receive support as needed based on their progress.

2.9 The Associate Superintendent of Student and Special Services continues to work with teachers, staff and administrators from each school site and the District Transition Team to sustain Career Technical Education courses and incorporate instruction in the areas of career development, readiness, and work-based learning to prepare students for college and career and support them to pursue their passions.  
Cupertino High School (CHS)

- In partnership with De Anza College dual enrollment, continued to offer the Public & Community Health pathway and Financial Accounting I and II as a capstone to the Financial Services pathway. These courses have been open to any student in the District: Health at CHS and Accounting online. Due to lack of student interest for the 2024-25 school year, these courses will no longer be offered.
- In partnership with Foothill College dual enrollment, beginning with the 2021-22 school year, added Business Law I and Law & Society as capstone courses for the Legal Practices pathway. These courses are open to any student in the District and taught at CHS.
- Career Fair held March 15, 2024.

Fremont High School (FHS)

- Maintaining its Project Lead the Way Engineering Design pathway with 3 sections: Engineering Essentials (2) and Digital Electronics (1).
- In partnership with Foothill College, transitioned from Sports Medicine as the introductory course to offering all kinesiology courses through dual enrollment in the Patient Care pathway. These courses are open to any student in the District and taught at FHS.
- Career Day February 2, 2024.

Homestead High School (HHS)

- Maintaining its Project Lead the Way Engineering Design pathway with 2 sections of Introduction to Engineering Design and 2 sections of Principles of Engineering. In partnership with De Anza dual enrollment, continued to offer Design & Manufacturing Technologies courses Survey of Design and Manufacturing Process/Modern Fabrication and 3D Printing, Reverse Engineering and Rapid Prototyping: Strategies in Industry as capstone courses. These courses are taught at De Anza and open to any student in the District.

- Continues to offer the Education, Child Development & Family Services pathway: College Major and Career Options, Child Development (The Early Years), and Child, Family and Community Interrelationships. These courses are open to any student in the District and taught at HHS.
- Career Fair held February 12, 2024.

Lynbrook High School (LHS)

- Job Shadow held March 18, 2024.

Monta Vista High School (MVHS)

- Maintained its Project Lead the Way Engineering Design pathway with 2 sections of Introduction to Engineering Design and 1 section of Principles of Engineering.
- Career Fair held April 1, 2024.

FUHSD received 6th Round funding for a Strong Workforce Program grant as part of the CTE Consortium with Santa Clara County Office of Education. This grant supports the growth of work-based learning within our CTE courses/programs. Primary expenses are a period release for a CTE teacher and 20% time of Job Development Support. These individuals have met with each CTE teacher, guided access to work-based learning resources and platforms, and supported integration into the classroom. Funds also supported student participation, for the second year, in the Sustainable Future Outdoor Academy full-day event to explore outdoor sustainability and green careers.

The CTE Early College program at FHS, Foothill Firebird Academy, launched its second cohort of sophomores for the 2023-24 school year. Unfortunately, enrollment was very low and the program will not add another cohort for the 2024-25 school year. The first cohort, now juniors, participated in Group Discussion and Stress, Wellness and Coping along with courses of their choosing in alignment with their career interests (as determined during their sophomore year). These students will continue to participate in their senior year and then the program will come to an end.

FHS continues to offer Statway through dual enrollment in partnership with Foothill College. Enrollment increased to 80 students over three sections.

For the first time in many years, professional development was planned for and offered to teachers and staff who support career development, readiness, and work-based learning.

- In October teachers and staff who support Career Technical Education and Training for Transitions (TFT) courses convened for a full-day release. The agenda included a review of pathways, dual enrollment, grants supporting CTE, and enrollment data; CTE Model Standards; overview of work-based learning and resources; platforms to support work-based learning, career development and career readiness; and time for pathway or course alike collaboration.
- Following the success of the professional development (PD) day, the Program Specialist for Transition Services planned and carried out a release day for TFT teachers and staff during first to focus on course alignment across the district. The team reconvened for a half day during second semester.
- In April there was a follow-up on the October PD day. The focus was on providing an update on platforms to support work-based learning, career development and career readiness, share another CTE resource and prepare for CTE Advisory.

For the 2023-24 school year the District continued to provide a CTE Certificate of Completion that can be earned in any of the 10 industry

sectors currently in place. The certificate recognizes students who have attained work-based competencies and knowledge by completing a designated Career Technical Education pathway and capstone course. Students who meet the eligibility criteria for the FUHSD CTE Certificate of Completion will receive a special certificate and a notation on their high school transcript. In order to be eligible for the certificate, students must earn a high school diploma, take the CAASPP ELA and Mathematics, and earn a GPA of 2.0 in industry pathway courses. 300 total students earned the certificate. The increase from 256 in 2022-23 is largely attributed to a capstone course in the Marketing pathway: BUS 90 through De Anza at FHS added 21 and Principles of Marketing as a capstone at MV added 26.

11 Arts, Media, and Entertainment: Design, Visual, & Media Arts

3 Building & Construction Trades: Cabinetry, Millwork, & Woodworking

72 Business & Finance: Business Management

48 Business & Finance: Financial Services

3 Education, Child Development, & Family Services: Child Development

8 Engineering & Architecture: Engineering Design

19 Health Science & Medical Technology: Patient Care

12 Hospitality, Tourism, & Recreation: Food Services, Dietetics, & Nutrition

37 Hospitality, Tourism, & Recreation: Food Services & Hospitality

47 Marketing, Sales, and Services: Marketing

21 Public Services: Legal Practices

19 Transportation: Systems Diagnostics, Service, & Repair

2.10 FUHSD maintains competitive salaries for teachers and this data is reviewed annually. FUHSD's competitive salaries serve our district well in the area of recruitment. Additionally, FUHSD maintains strong relationships with local universities/credential programs from which several of our student teachers are placed annually. maintaining these relationships and working to place student teachers in our district provides great opportunities for recruitment. Additionally, a representative from our HR department visits out local university/credential programs throughout the year to present information regarding student teaching opportunities, credential information and recruitment. As noted above, most recently a series of three webinars were hosted by FUHSD HR for interested staff hoping to expand their credential via the Bridge Document for special education which is provided through our County Office of education.

While we are experiencing a decline in student enrollment, which leads to less hiring, overall, we do anticipate some hiring needs for the upcoming 24-25 school year. This will likely largely be in the areas of Special Education, Math, science and English. Given our limited hiring needs, we are feeling confident that our recruitment efforts will yield highly qualified, credentialed candidates for which exceptions, such as emergency teaching permits, TPSLs, etc. will not be needed. Through our in-house induction program, we also remain confident that those new to the profession will receive the support needed to clear their credentials. Additionally, the FUHSD Bew Teacher Mentor Program provides added support to all new teachers and new teachers to the Fremont Union High School District during their probationary period with us. We believe, strongly, that these supports yield great results with regard to retention of our probationary staff.

2.11 The FUHSD School Counselors have engaged in a substantive data review to identify subgroups whose enrollment in AP classes is different than their demographic representation in the school. PSAT AP Potential data has been reviewed by subgroup with the addition of their GPA. Providing this data set deep dive allowed for the School Counselors to prioritize a list of students with whom to have individual counseling meetings and encourage AP enrollment.

2.12 The critical challenges for student interventions post-remote learning have been worked through and implemented by School Counseling teams over the past 2.5 years. FUHSD implemented a 180-credit diploma for Class of 2023 which was the last effort that was COVID-response specific. Schools continue to see academic and mental health challenges post-COVID, but this is now part of our typical school counselor expectations and no longer a reactive and short-term intervention response due to COVID.

2.13 This action was not implemented for the 2023-24 school year. Impact of strategies related to Culturally Responsive Education (CRE) on student performance were not consistently demonstrated when using grades alone as the measurement. The opportunity to spread CRE practices by the teaching team in place for the 2022-23 school year was limited and when cross-department collaborations occurred they were not received positively. Alongside these efforts a new professional development workshop began with implementation of Universal Design for Learning (UDL) principles. More staff expressed a willingness to engage in that work and its impact with equitable practices in the classroom. As the 2023-24 school year was underway the focus on UDL and high-leverage practices (HLP) continued to expand including direct support of general and special education teaching teams by the instructional coach.

2.14 and 2.15: HLP and UDL principles were delivered to all special education staff. The focus of this work is to ensure that all special education teachers have the skills and information necessary to contribute in collaborative discussions with general education teachers as the learning experts. The Lead Resource Specialists were provided with the HLP and UDL Now books with ongoing monthly meetings for incorporating the principles at each site. A one-day workshop for all special education teachers was followed up with a half day to implement the cycle of inquiry for implementing HLP components in their classrooms. The work solidifies the need for understanding how UDL and HLPs intersect particularly for struggling students. Over the course of the 23-24 school year the instructional coach has worked with co-teaching partners; provided coaching to teachers to understand how co-teaching and push-in models can support both general and special education staff to support the students in their classrooms; and identified co-teaching cohorts.

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

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5-10% increase in staff compensation that was retroactive back to the start of the 2023-24 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

2.2: 34% variance due to reduction of FTE by about 50%. This was mainly due to reassessing the needs as most of the implementation and resources were heavy the first two years of the program.

2.13: CCEIS pilot program was only for 22-23 and should not have been budgeted for 23-24.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1: effective given the systems and teams in place to support and continue the implementation and professional development that was provided during 23-24 and the plans to continue for 24-25. There are some gains/above baseline in student AP course participation, continued increase in courses for post-secondary programs, maintained 100% access to texts, materials, and digital curriculum. Discontinue this as an action and report each year in the narrative.

2.2: effective. While graduation rate decreased from 97% to 95.5%, it remains above the baseline of 94.4%. Students, families, and staff are utilizing the system to support learning and communication. Update to incorporate "Student Data Analytics System and adapting to Artificial Intelligence within education".

2.3: effective. Training has continued. While graduation rate decreased from 97% to 95.5%, it remains above the baseline of 94.4%. Discontinue in lieu of a merger with 2.2.

2.4: effective. While referrals for special education assessment continue to decrease, 98 baseline to 46 as of April 2024, this action will be maintained as the District remains significantly disproportionate in certain areas of special education with CCEIS plans in place. Update as follows for 24-25: continue implementation of the guidance outlined in the Student Assistance Team (SAT) handbook to strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS).

2.5: effective. While the subgroup of students who are "Homeless" was too small to be reported for the Class of 2020 and 2021, the graduation rate was 75% for the Class of 2022 and 76.5% for Class of 2023. Change in language, not content, for 24-25.

2.6: effective, most particularly through ongoing research, review and adoption of supplemental Instructional materials, most often in literature, that reflect our commitment to equity by exposing students to a wider variety of cultural viewpoints. There have been 15 additional equity-based text adoptions. Discontinue and move to the narrative.

2.7: effective. Science and Society has been implemented. An implementation team has continued to provide oversight to assist with ongoing evolution of the course. There were 16 sections taught across the district during the 2022-23 school year with an a-g passage rate of 79.9%. There are 10 sections across the district in the 2023-24 school year and the course is now embedded in the science offerings in the District. Discontinue.

2.8: effective. Accessible course content across disciplines continues to be available and addresses the needs of all students including English Language Learners and students with disabilities. With the addition of Remote Excel, 55 students participated in the program, 32 of whom earned 200 credits. This option is now embedded in the District Educational Options. Discontinue.

2.9: effective via growth in career pathways through dual enrollment, expansion of work-based learning opportunities, and increase in pathway completion from 7.6% of the 2022 cohort to 9.6% of the 2023 cohort. Students in special education, as measured by the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process, have displayed the following progress:  
Higher Education 71.64% (target is greater than or equal to 56.0%)  
Competitive Employment 88.81% (target is greater than or equal to 76.5%)

Any Education/Employment 100.0% (target is greater than or equal to 87.5%)

No change in the action as written for 24-25.

2.10: effective based on the maintenance of ongoing partnerships with local credential programs. There are 19 induction eligible teachers who will clear their credentials at the end of the 2023-24 school year. This program is fully embedded in the professional development and support of the District. Discontinue.

2.11: effective. For participation in AP courses: increase in students who are SED (12.7% to 13.4% to 16.3%), students who are Hispanic (11.2% to 11.0% to 11.3%), and African American (10.5% to 5.6% to 12.5%). No change in the action as written for 24-25.

2.12: effective. There were 77 students in the class of 2023 assisted by the Board resolution for a 180 diploma: 27% students with disabilities, 30% English Learners, 52% students who are socioeconomically disadvantaged, and 19% participating in alternative programs. 4-year plan in place to continue to monitor development and progress. Discontinue.

2.13: Although the action associated with this metric was discontinued at the conclusion of the 22-23 school year, the results from 2022 Term 1 were close to the desired outcome. Discontinue.

2.14: in progress. From the baseline of 40.87% of students in special education spending 80% or more of their time in general education there were 46.3% of students doing so as of October 2021, 44.79% as of October 2022, and 44.1% as of February 2024. Change in language, not content, for 24-25.

2.15: in progress, students with disabilities who meet A-G requirement by the time they graduate increased from 27.5% to 29.5% and then decreased to 27.1% for the Class of 2022. The goal for the 2023-24 school year is to have professional development opportunities that promote a continuum of support for students with disabilities within general education. In 2022 students with disabilities were in red/very low on the CA Dashboard for ELA and Math. In 2023 ELA increased 24.9 points and Math increased 20.5 points placing both in orange/low. Discontinue in light of 2.14.

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

Goal 2 has been updated to incorporate the metrics that will provide evidence of progress.

Metrics for AP classes and AP passage rate, CAASPP "ready for college", MTSS, least restrictive environment, CTE pathway completion and completion with A-G requirements will continue. College/Career Indicator has been added. Credit from a post-secondary program will be reported annually in general information and the metric and action associated with CCEIS have been discontinued. Metrics for highly qualified teachers, standards-aligned instructional materials/texts, implementation of academic standards and EL access to common core state standards are moving to Goal 1 for better alignment with actions. The post-secondary program success metric has been moved from Goal 3.



Actions for the coming year are as follows:

- 2.1 Discontinue this as an action and report each year in the narrative.
- 2.2 Update to incorporate "Student Data Analytics System, and adapting to Artificial Intelligence within education".
- 2.3 Discontinue in lieu of a merger with 2.2.
- 2.4 Update as follows for 24-25: continue implementation of the guidance outlined in the Student Assistance Team (SAT) handbook to strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS).
- 2.5 Change in language, not content, for 24-25.
- 2.6 Discontinue and move to narrative.
- 2.7 The Science and Society course is now embedded in the science offerings of the District. Discontinue.
- 2.8 Remote Excel is now embedded in the District Educational Options. Discontinue.
- 2.9 No change in the action as written for 24-25.
- 2.10 Incorporated into 1.1 for 24-25. Discontinue.
- 2.11 No change in the action as written for 24-25.
- 2.12 4-year plan in place to continue to monitor development and progress. Discontinue.
- 2.13 Moved to 1.3 for 24-25. Discontinue.
- 2.14 Change in language, not content, for 24-25.
- 2.15 Discontinue in light of 2.14.

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who respond positively when asked about the level of engagement in the work they do at school as measured by student surveys.	<p>2019</p> <p>I find my coursework interesting:</p> <p>10% strongly agree; 44% somewhat agree; 24% neither agree nor disagree; 16% somewhat disagree; 6% strongly disagree</p> <p>I find my coursework to be relevant to my life and career goals:</p> <p>12% strongly agree; 37% somewhat agree; 21% neither agree nor disagree; 20% somewhat disagree; 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%</p>	Due to the COVID-19 pandemic the student wellness survey was not administered in January 2021. The District will administer the CA Healthy Kids Survey during the 2022-23 school year.	<p>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered January/February 2023)</p> <p>Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school":</p> <p>9th grade: 27%</p> <p>10th grade 26%</p> <p>11th grade 25%</p> <p>12th grade 29%</p>	<p>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023)</p> <p>Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school":</p> <p>9th grade: 25%</p> <p>10th grade 27%</p> <p>11th grade 25%</p> <p>12th grade 28%</p>	<p>The District is now administering the CA Healthy Kids Survey and has updated the desired outcome as follows:</p> <p>Increase the percentage of students who report "Pretty much true" or "Very much true" to "Meaningful participation at school".</p> <p>The desired outcome from baseline/2019 has been retired.</p> <p>Increase the portion of students who</p> <ul style="list-style-type: none"> <li>found their coursework interesting.</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>somewhat disagree; 11% strongly disagree I look forward to going to school each day: 8% strongly agree; 28% somewhat agree; 29% neither agree nor disagree; 22% somewhat disagree; 14% strongly disagree</p>				<ul style="list-style-type: none"> <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 school each day..</li> </ul>
<p>Increase the percentage of students who respond positively when asked about their sense of well-being (safe and cared about).</p>	<p>2019 At this school I feel valued for who I am: 21% always; 38% often; 28% sometimes; 9% rarely; 4% never My peers treat me with respect: 32% always; 53% often; 12% sometimes; 2% rarely; 1% never Adults at my school treat me with respect: 39% always; 43% often; 15% sometimes; 2% rarely; 1% never</p>	<p>Due to the COVID-19 pandemic the student wellness survey was not administered in January 2021. The District will administer the CA Healthy Kids Survey during the 2022-23 school year.</p>	<p>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered January/February 2023)</p> <p>Average percent of students reporting "Agree" or "Strongly agree" to "School connectedness": 9th grade: 63% 10th grade 61% 11th grade 61% 12th grade 50%</p>	<p>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023)</p> <p>Average percent of students reporting "Agree" or "Strongly agree" to "School connectedness": 9th grade: 63% 10th grade 59% 11th grade 60% 12th grade 60%</p>	<p>The District is now administering the CA Healthy Kids Survey and has updated the desired outcomes as follows: Increase the percentage of students who report "Agree" or "Strongly agree" to "School connectedness".  Increase the percentage of students who report "Pretty much true" or "Very much true" to "Caring adults in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Adults at my school care about my emotional well-being: 26% always; 35% often; 28% sometimes; 9% rarely; 3% never</p> <p>I feel safe at school: 44% always; 42% often; 11% sometimes; 2% rarely; 1% never</p> <p>I experience physical or verbal bullying or harassment at my school: 1% always; 2% often; 6% sometimes; 22% rarely; 68% never</p> <p>I experience online or cyber bullying or harassment 1% always; 2% often; 4% sometimes; 15% rarely; 79% never</p>		<p>Average percent of students reporting "Pretty much true" or "Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61%</p> <p>Perceived School Safety 74% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?"</p> <p>The following represent the percentage of students who reported not being victimized. Low Violence Victimization 88% No Harassment 82% No Mean Rumors 80% No Fear of Getting Beaten Up 94%</p>	<p>Average percent of students reporting "Pretty much true" or "Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61%</p> <p>Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?"</p> <p>The following represent the percentage of students who reported not being victimized. Low Violence Victimization 85% No Harassment 78% No Mean Rumors 79% No Fear of Getting Beaten Up 92%</p>	<p>school".</p> <p>Increase the percentage of students who report "Safe" or "Very Safe" at school when asked, "How safe do you feel when you are at school?"</p> <p>Increase the percentage of students who report not being victimized at school.</p> <p>The desired outcomes from baseline/2019 has been retired: Increase the portion of students who</p> <ul style="list-style-type: none"> <li>• feel valued for who they are,</li> <li>• report peers treat them with respect,</li> <li>• report adults treat them with respect,</li> <li>• report adults care about their</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>emotional well-being, and</p> <ul style="list-style-type: none"> <li>feel safe at school.</li> </ul> <p>Decrease the portion of students who report they experienced bullying or harassment.</p>
Maintain low expulsion rate and monitor that no student groups are over-represented among expelled students.	<p>Students expelled in 2019-20 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 2 ( 0.03%)</p> <p>Filipino 1 (0.34%)</p> <p>Hispanic/Latino 2 (0.12%)</p> <p>White 0 (0.0%)</p> <p>Two or more races 0 (0.0%)</p> <p>English Learners 0 (0.0%)</p> <p>Socioecon Disadv 2 (0.11%)</p> <p>Students w/Disabilities 0 (0.0%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 5 (0.04%)</p>	<p>Students expelled in 2020-21 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 0 ( 0.0%)</p> <p>Filipino 0 (0.0%)</p> <p>Hispanic/Latino 0 (0.0%)</p> <p>White 0 (0.0%)</p> <p>Two or more races 0 (0.0%)</p> <p>English Learners 0 (0.0%)</p> <p>Socioecon Disadv 0 (0.0%)</p> <p>Students w/Disabilities 0 (0.0%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 0 (0.0%)</p>	<p>Students expelled in 2021-22 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Asian 0 ( 0.0%)</p> <p>Filipino 1 (0.3%)</p> <p>Hispanic/Latino 7 (0.4%)</p> <p>White 1 (0.1%)</p> <p>Two or more races 0 (0.0%)</p> <p>English Learners 5 (0.5%)</p> <p>Socioecon Disadv 4 (0.2%)</p> <p>Students w/Disabilities 4 (0.4%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 9 (0.1%)</p>	<p>Students expelled in 2022-23 (% of student group):</p> <p>Afr Am/Black 0 (0.0%)</p> <p>Amer Indian/Alaska Native 0 (0.0%)</p> <p>Asian 0 ( 0.0%)</p> <p>Filipino 0 (0.0%)</p> <p>Hispanic/Latino 3 (0.2%)</p> <p>White 1 (0.1%)</p> <p>Two or more races 0 (0.0%)</p> <p>English Learners 1 (0.0%)</p> <p>Socioecon Disadv 3 (0.0%)</p> <p>Students w/Disabilities 0 (0.0%)</p> <p>Homeless Youth 0 (0.0%)</p> <p>All Students 4 (0.0%)</p>	Maintain or decrease expulsion rate from 2019-20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	Students suspended at least once in 2019-20 (% of student group): Afr Am/Black 2 (2.3%) Asian 47 (0.7%) Filipino 5 (1.7%) Hispanic/Latino 114 (6.8%) Pac Islander 0 (0.0%) White 33 (1.9%) Two or more races 16 (2.4%) English Learners 44 (4.9%) Socioecon Disadv 95 (5.1%) Students w/Disabilities 92 (8.3%) Homeless Youth 2 (5.9%) All Students 217 (1.9%)	Students suspended at least once in 2020-21 (% of student group): Afr Am/Black 1/94 (1.1%) Asian 17/6,318 (0.3%) Filipino 0/280 (0.0%) Hispanic/Latino 1/1,642 (0.1%) Pac Islander 0/32 (0.0%) White 2/1,685 (0.1%) Two or more races 0/665 (0.0%) English Learners 4/873 (0.5%) Socioecon Disadv 3/1,652 (0.2%) Students w/Disabilities 5/1,110 (0.5%) Homeless Youth 0/18 (0.0%) All Students 21/10,951 (0.2%)	Students suspended at least once in 2021-22 (% of student group): Afr Am/Black 6/97 (6.2%) Asian 35/5,916 (0.6%) Filipino 9/286 (3.1%) Hispanic/Latino 109/1,728 (6.3%) Pac Islander 3/38 (7.9%) White 24/1,536 (1.6%) Two or more races 6/651 (0.9%) English Learners 98/955 (6.8%) Socioecon Disadv 109/1,768 (6.2%) Students w/Disabilities 75/1,118 (6.7%) Homeless Youth 3/29 (10.3%) All Students 197/10,527 (1.9%)	Students suspended at least once in 2022-23 (% of student group): Afr Am/Black 2/86 (2.3%) Asian 37/5,681 (0.7%) Filipino 6/278 (2.2%) Hispanic/Latino 107/1,850 (5.8%) Pac Islander 2/32 (6.3%) White 22/1,392 (1.6%) Two or more races 18/649 (2.8%) English Learners 69/1,030 (6.7%) Socioecon Disadv 84/1,581 (5.3%) Students w/Disabilities 78/1,050 (7.4%) Homeless Youth 5/42 (11.9%) All Students 202/10,254 (2.0%)	Maintain or decrease suspension rate from 2019-20.
Increase percentage of students who attend school regularly to 100% (as defined by percent of	82.9% (2019-2020)	89.9% (2020-2021)	72.4% (2021-2022)	70.2% (2022-23)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who are absent less than 5%).					
Decrease chronic absenteeism.	<p>Students considered chronic absentee in 2018-19 (% of student group):</p> <p>Afr Am/Black 14 (14.4%)</p> <p>Asian 154 (2.3%)</p> <p>Filipino 19 (6.7%)</p> <p>Hispanic/Latino 310 (18.6%)</p> <p>Pac Islander 2 (8.7%)</p> <p>White 159 (8.2%)</p> <p>Two or more races 42 (7.3%)</p> <p>English Learners 132 (14.6%)</p> <p>Socioecon Disadv 327 (16.3%)</p> <p>Students w/Disabilities 230 (21.4%)</p> <p>Homeless Youth 10 (66.7%)</p> <p>All Students 702 (6.3%)</p>	<p>Students considered chronic absentee in 2020-21 (% of student group):</p> <p>Afr Am/Black 14/92 (15.2%)</p> <p>Asian 75/6,267 (1.2%)</p> <p>Filipino 23/276 (8.3%)</p> <p>Hispanic/Latino 287,1,615 (17.8%)</p> <p>Pac Islander 6/32 (18.8%)</p> <p>White 85/1,667 (5.1%)</p> <p>Two or more races 25/657 (3.8%)</p> <p>English Learners 127/858 (14.8%)</p> <p>Socioecon Disadv 249/1,624 (15.3%)</p> <p>Students w/Disabilities 212/1,045 (20.3%)</p> <p>Homeless Youth 7/18 (38.9%)</p> <p>All Students 524/10,841 (4.8%)</p>	<p>Students considered chronic absentee in 2021-22 (% of student group):</p> <p>Afr Am/Black 24/90 (26.7%)</p> <p>Asian 253/5,847 (4.3%)</p> <p>Filipino 31/282 (11.0%)</p> <p>Hispanic/Latino 480/1,695 (28.3%)</p> <p>Pac Islander 11/38 (28.9%)</p> <p>White 176/1,516 (11.6%)</p> <p>Two or more races 51/643 (7.9%)</p> <p>English Learners 210/928 (22.6%)</p> <p>Socioecon Disadv 451/1,727(26.1%)</p> <p>Students w/Disabilities 321/1,043 (30.8%)</p> <p>Homeless Youth 15/27 (55.6%)</p> <p>All Students 1,046/10,386 (10.1%)</p>	<p>Students considered chronic absentee in 2022-23 (% of student group):</p> <p>Afr Am/Black 20/84 (23.8%)</p> <p>American Indian/Alaska Native 5/37 (13.5%)</p> <p>Asian 240/5,624 (4.3%)</p> <p>Filipino 34/276 (12.3%)</p> <p>Hispanic/Latino 509/1,814 (28.1%)</p> <p>Pac Islander 6/31 (19.4%)</p> <p>White 179/1,378 (13.0%)</p> <p>Two or more races 74/645 (11.5%)</p> <p>English Learners 241/1,002 (24.1%)</p> <p>Socioecon Disadv 433/1,546 (28%)</p> <p>Students w/Disabilities 293/994 (29.5%)</p> <p>Homeless Youth 22/39 (56.4%)</p> <p>All Students 1,082/10,138 (10.7%)</p>	Absenteeism 0-5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By student group, increase to 100% the percentage of students who graduate.	Students meeting graduation requirements, Class of 2020 (number/%) Afr Am/Black 18/78.3% Asian 1573/97.9% Hispanic/Latino 338/80.1% Filipino 64/95.5% White 414/95.4% Two or more races 125/96.2% English Learners 198/78% Socioecon Disadv 504/83.3% Students w/Disabilities 207/74.7% All Students 2546/94.4% (2698 in cohort)	Students meeting graduation requirements, Class of 2021 (number/%) Afr Am/Black 15/100% Asian 1,676/98% Hispanic/Latino 311/84.3% Filipino 67/95.7% White 444/96.5% Two or more races 155/96.9% English Learners 192/83.5% Socioecon Disadv 445/86.6% Students w/Disabilities 220/79.1% All Students 2683/95.8% (2801 in cohort)	Students meeting graduation requirements, Class of 2022 (number/%) Afr Am/Black 18/85.7% Asian 1,602/99.1% Hispanic/Latino 321/87.7% Filipino 72/91.7% White 417/97.8% Two or more races 157/98.1% English Learners 196/83.8% Homeless Youth 9/75.0% Socioecon Disadv 489/89.7% Students w/Disabilities 225/86.5% All Students 2,608/97% (2,690 in cohort)	Students meeting graduation requirements, Class of 2023 (number/%) Afr Am/Black 19/95% Asian 1,459/98.8% Hispanic/Latino 386/84.1% Filipino 72/97.3% White 348/95.9% Two or more races 175/96.7% English Learners 214/79.3% Homeless Youth 13/76.5% Socioecon Disadv 495/86.8% Students w/Disabilities 210/82.7% All Students 2,550/95.5%	100% for all identified groups
Monitor post-secondary program success as indicated by college entrance and persistence data.	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2020 reported 84% enrollment in postsecondary education institutions	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2021 reported 85% enrollment in postsecondary education institutions	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2022 reported 86% enrollment in postsecondary education institutions	FUHSD students continue to pursue postsecondary education at high rates. The Class of 2023 reported 84% enrollment in postsecondary education institutions	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
	within the first year after high school with 21% attending a 2-year institution and 63% attending a 4-year institution. 96% of students in the Class of 2018 who enrolled in college in their first year returned for their second year.	within the first year after high school with 22% attending a 2-year institution and 64% attending a 4-year institution. 95% of students in the Class of 2019 who enrolled in college in their first year returned for their second year.	within the first year after high school with 22% attending a 2-year institution and 64% attending a 4-year institution. 96% of students in the Class of 2020 who enrolled in college in their first year returned for their second year.	within the first year after high school with 20% attending a 2-year institution and 64% attending a 4-year institution. 96% of students in the Class of 2021 who enrolled in college in their first year returned for their second year.	
Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	<p>CHS Sep 2020 98% Good - Main findings was minor termite/dry rot damage. This will be addressed by the bond program in the next 1-2 years.</p> <p>FHS Dec 2020 100% Exemplary – No Findings</p> <p>HHS Dec 2020 100% Exemplary - No Findings</p> <p>LHS Dec 2020 99% Exemplary – Minor deficiency in one restroom.</p>	<p>CHS January 2022 97% Good - Minor termite damage, windows could be updated and HVAC units could be replaced.</p> <p>FHS January 2022 100% Exemplary - No Findings</p> <p>HHS January 2022 97% Good - School is in the middle of a full remodel. Buildings K, GSS, I are all new buildings, A and B are the next in the phase of remodel with A being just taken off line.</p>	<p>September 2022 Community Day School 100% Exemplary - No Findings</p> <p>CHS September 2022 97% Good - Minimal issues.</p> <p>FHS September 2022 100% Exemplary - No Findings</p> <p>HHS September 2022 99% Exemplary - No Findings</p> <p>LHS September 2022 97% Good - Working to resolve deficiencies.</p>	<p>January 2024 Community Day School 100% Exemplary - No Findings</p> <p>CHS 100% Exemplary - No Findings</p> <p>FHS 100% Exemplary - No Findings</p> <p>HHS 97% Good - Minimal issues.</p> <p>LHS 100% Exemplary - No Findings</p> <p>MVHS 100% Exemplary - No Findings</p>	Exemplary: 99-100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MVHS Dec 2020 100% Exemplary – No Findings	LHS January 2022 99% Good - Found slight dry rot near dumpster area on portables. MVHS January 2022 100% Exemplary - No Findings	MVHS September 2022 100% Exemplary - No Findings		

## Goal Analysis

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.

3.1 For the fourth year in a row the District has provided advisory lessons over the course of the school year that have focused on sexual harassment and Title IX and wellness through the concepts of social-emotional learning: Building a healthy, interdependent community, Ubuntu, and recognizing the extremes of hyper-independence and lack of individuality; Effectively listening, including listening for feelings behind words/body language and practicing language to validate, affirm, and communicate your needs; The Title IX investigation and accountability process, what is consent?, sexual harassment and how to report it, and Title IX investigation process and accountability; Recognizing and affirming traits of a HEALTHY relationship and recognizing traits of an UNHEALTHY or ABUSIVE relationship. Following each advisory, parents have received a newsletter highlighting key concepts and providing tips on conversations with their child(ren). While the District implemented the Say Something-Anonymous Reporting System, Campus Climate administrators continue to monitor the Student Safety Reports that are submitted.

3.2 The School Climate Team meets every other month to norm expectations across the five high schools and Educational Options. Topics have included suspension, discipline, interventions, academic integrity, presence of police on campus, attendance, Special Education support, McKinney-Vento and Foster Youth support/processes. Additionally, this team meets four times a year with the School Conduct Specialists to engage in targeted training in topics that have shared relevance. The focus this year was Investigations Trainings.

3.3 All five schools and Educational Options continue to use the various educational interventions as alternatives to suspension. As of 3/27, 6 sessions of the one time, 90-Minute Drug class have been held: 44 enrolled, 25 attended. 4 classroom sessions held, 100+ attended. Two sections of the 9-session Botvin Life Skills Course have been/are being held: 17 enrolled, 10 attended/attending. 'What Parents Need to



Know About Adolescent Drug Use" Presentations in English and Spanish held via Zoom on February 1: 30+ in attendance.

In collaboration with the Santa Clara County Office of Education, the District increased its participation in Tobacco Use Prevention Education (TUPE) moving from Tier 1 to Tier 2. As part of this agreement, the CA Healthy Kids Survey continues to be administered to all students. The District has two CHS students who participate on the Peer Advocate Advisory Council (PAAC), part of the SCCOE TUPE Program. They are hosting the first-ever FUHSD Take Down Tobacco Competition with the communication support of Intra District Council. Winners will be presented to the Board of Trustees.

3.4 All five high schools and Educational Options continue to use Saturday School as the main alternative to suspension for all campus violations. As of 3/18, 5 Saturday School sessions have been run in Semester 2: 118 enrolled, 84 attended. There are 5 remaining Saturday Schools scheduled for the 23-24 school year. Total Saturday School enrollment as of 3/18 is 314. Total Attendance as of 3/18 is 201.

3.5 The AD program model introduced in August 2019 is fully implemented and maintained.

3.6 Chronic Absentee Intervention (CAI) Teams from all 5 schools met in August to develop and share attendance support and intervention plans. Attendance Supervisor continues to meet with and communicate with each team monthly. Presentations to the Principals of all 5 schools and the Board of Trustees occurred in the Spring. Attendance letters are being mailed, District Attendance meetings, School Attendance Team meetings and SARB meetings are being held as per the CAI process.

3.7 The School Based Therapists at each school site provide mental health support and social-emotional counseling. Students are identified by staff, peer, and parent referral or drop in. School psychologists also receive student referrals and drop-ins. Students and families have the ability to request support through an online form that is placed on each school's website. School Based Therapists continue to schedule meetings with an app called Calendly or via QR codes. On a monthly basis the School Based Therapists meet to discuss services and implementation of best practices, including risk assessment and crisis protocols. The level of student need in the area of mental health remains significant. Each school's mental health team has been working together to meet the needs of students as they arise and the number of crisis intervention, re-entry from hospitalizations, collaboration with private practice and community partners to align interventions, remains high. The number of unduplicated students seen by student advocates and school psychologists in the Fall semester was 1,009 with a total of 2,360 sessions. This data does not include students served through special education. Anxiety, Academic Stress and Home/Family were the top 3 presenting issues addressed in counseling sessions.

The district's commitment to wellness extends to the people working on behalf of our students each day. In 2022-23, staff wellness was a new area of focus for all schools. During the 2023-24 school year, wellness coach services continue to be available for any staff member to access, including on site at FHS, HHS and MVHS one time per week. As of December 2023, support had been provided to 24 staff members for a total of 79 individual sessions.

In the transition to the 2022-23 school year, Santa Clara County Office of Education offered opportunities for schools to partner in the development of wellness spaces, and FUHSD began this partnership to open a wellness space at Cupertino High. The opening of the 2023-24 school year included implementation of wellness spaces at Cupertino and Monta Vista High School. The District has also received a Valley Health Foundation grant to support a Wellness Space Support Specialist at Fremont High School for two years. This Wellness Space

will open at the start of the 2024-25 school year.

There have been four Districtwide student advisories this school year: Building a healthy, interdependent community, Ubuntu, and recognizing the extremes of hyper-independence and lack of individuality; Effectively listening, including listening for feelings behind words/body language and practicing language to validate, affirm, and communicate your needs; The Title IX investigation and accountability process, what is consent?, sexual harassment and how to report it, and Title IX investigation process and accountability; Recognizing and affirming traits of a HEALTHY relationship and recognizing traits of an UNHEALTHY or ABUSIVE relationship. Following each advisory, parents have received a newsletter highlighting key concepts and providing tips on conversations with their child(ren).

Parent Education is supported through partnerships with:

- My Digital TAT2: Parenting in the Digital Era. A two-part workshop covering 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; and how to respond to challenging issues like digital perfection, media distraction and overuse.
- Project Cornerstone. A series of four related workshop with broad connection to advisory concepts and incorporating the CASEL framework: Creating Caring Relationships (43); Adolescent Brain Development and Stress (47); How to Talk to Our Teens about Race, Racism, and Equity (18); How to Talk to Our Teens about Current Events (15).
- Screening of the documentary Upstanders, dealing with cyberbullying, followed by a panel presentation (28).
- In partnership with El Camino Health and the Aspire program, screening of Fentanyl High and distribution of Narcan (119).

The Triple P Teen (Positive Parenting) Program has continued. This eight-week educational course for parents focuses on healthy communication, boundary setting, behavioral challenges and goal setting and consists of group and individual parent coaching sessions.

Short Term Intensive Behavior Services (STIBS) continue to be available for intervention in general education to address chronic absenteeism through recovery funds. There were 12 STIBS Gen Ed referrals as of February, 2024. Of those, 6 received, or are receiving services. One of the limitations in connecting families to this service has been a lack of Mandarin speaking therapists. The community provider has been able to offer some Spanish speaking support.

So far this year, 219 referrals have been made for School Linked Services. 128 of those referrals have had a successful linkage to community agencies for services. Starting in 2022 our partnership with SLS increased to add prevention and early intervention services including therapy and case management at CHS and HHS through Rebekah Children's Services. The Unconditional Education partnership with Seneca Families continues at Fremont HS. Therapy and behavior services are provided to Medi Cal eligible students.

3.8 School counselors have been trained in helping students with anxiety and depression, how to engage in a solution-focused counseling, dealing with school avoidance, how to support LGBTQIA+ students, and how to support students with ADHD.

3.9 For the 2023-2024 school year there have not been any Williams Complaints.

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

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5-10% increase in staff compensation that was retroactive back to the start of the 2023-24 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

3.9: 12% variance mainly due to ~5% increase for staff and increase to health & retiree benefits. Also, 23-24 Adoption didn't include vacant/unfilled positions which were filled during the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1: effective as implemented through advisory, safety reporting, and the Campus Climate Team. Through a survey administered after all advisory lessons have been delivered for the school year, 81% of students in 2024, 84% in 2023, and 86% in 2022 strongly agree or agree that learning about topics such as anti-racism, sexual harassment and social-emotional learning is important; 44% of student in 2024, 46% in 2023, and 49% in 2022 strongly agree or agree that they are interested in the advisory lessons on these topics. Move to Goal 4 in connection with advisory.

3.2: in progress. Metrics have been fluctuating between the 2019-20, 2020-21 (largely remote), 2021-22, and 22-23 school years for students who are socioeconomically disadvantaged (CAI 16.3%, 15.3%, 26.1%, 28%; suspension 5.1%, .2%, 6.2%, 5.3%; expulsion 0.11%, 0%, 0.2%, 0%) and students with disabilities (CAI 21.4%, 20.3%, 30.8%, 29.5%; suspension 8.3%, 0.5%, 6.7%, 7.4%; expulsion 0%, 0%, .4%, 0%). Students in special education, as measured by the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process, met the target for suspension rate. In their monthly meetings, the Campus Climate group continues to focus on alignment of intervention and discipline responses across sites and programs. No change in the action as written for 24-25.

3.3: in progress. Metrics have been fluctuating between the 2019-20, 2020-21 (largely remote), 2021-22, and 22-23 school years for students who are socioeconomically disadvantaged (CAI 16.3%, 15.3%, 26.1%, 28%; suspension 5.1%, .2%, 6.2%, 5.3%; expulsion 0.11%, 0%, 0.2%, 0%) and students with disabilities (CAI 21.4%, 20.3%, 30.8%, 29.5%; suspension 8.3%, 0.5%, 6.7%, 7.4%; expulsion 0%, 0%, .4%, 0%). A variety of intervention classes and parent education courses continue to be available, including Project Cornerstone with Spanish translation. No change in the action as written for 24-25.

3.4: in progress. Metrics have been fluctuating between the 2019-20, 2020-21 (largely remote), 2021-22, and 22-23 school years for students who are socioeconomically disadvantaged (CAI 16.3%, 15.3%, 26.1%, 28%; suspension 5.1%, .2%, 6.2%, 5.3%; expulsion 0.11%, 0%, 0.2%, 0%) and students with disabilities (CAI 21.4%, 20.3%, 30.8%, 29.5%; suspension 8.3%, 0.5%, 6.7%, 7.4%; expulsion 0%, 0%, .4%, 0%). No change in the action as written for 24-25.

3.5: effective. The Athletic Director (AD) program model introduced in August 2019 is fully implemented and maintained. ADs report a decline in issues and complaints related to student athletes. Discontinue.

3.6: in progress. After an initial increase from baseline, 82.9% to 89.9% for all students, the percentage of students who attend school regularly (as defined by percent of students who are absent less than 5%) continued to decrease from 72.4% to 70.2% and chronic absenteeism increased from 6.3% to 4.8% to 10.1% to 10.7%. Given the COVID-19 related school interruptions, no change in the action as written for 24-25.

3.7: in progress. Continued use of the Wellness Check-In form and Care Solace referrals. While individual counseling by student and session saw a significant increase, the social-emotional learning (SEL) implementation efforts occurring at the classroom and school level as well as implementation of wellness spaces should show a leveling off or decrease over time. The 9-12 average on the CHKS of students reporting "Agree" or " Strongly agree" to "School connectedness" increased from 59% to 61%: Given the COVID-19 related school interruptions and impact on mental health, no change in the action as written for 24-25.

3.8: in progress. Continued implementation of the SEL 4-year plan, advisories with a focus on SEL, and ongoing training including the work of the School-Based Therapist Lead. The 9-12 average on the CHKS of students reporting "Pretty much true" or " Very much true" to "Caring adults in school" maintained at 58%. Given the COVID-19 related school interruptions and impact on mental health, updated for 24-25 to reflect current practice.

3.9: effective given FIT ratings that are good and exemplary, across the five comprehensive sites and Community Day School and O Williams Complaints. No change in the action as written for 24-25.

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

Goal 3 has been updated to incorporate the metrics that will provide evidence of progress.

While all metrics continue the CHKS metrics will be reported as part of sense of well-being (safe and cared about). A metric has been added in connection to the implementation of wellness spaces. The metric on the percentage of students who graduate will only be reported in Goal 1. The post-secondary program success metric will be reported in Goal 2.

Actions for the coming year are as follows:

3.1 Move to Goal 4 in connection with advisory.

3.2 No change in the action as written for 24-25.

3.3 No change in the action as written for 24-25.

3.4 No change in the action as written for 24-25.

3.5 Coaching support program fully implemented. Discontinue.

3.6 Given the COVID-19 related school interruptions, no change in the action as written for 24-25.

3.7 Given the COVID-19 related school interruptions and impact on mental health, no change in the action as written for 24-25.

3.8 Given the COVID-19 related school interruptions and impact on mental health, updated for 24-25 to reflect current practice.  
3.9 No change in the action as written for 24-25.

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

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the % of parent participation in programs for students who are homeless, foster youth, low income, English Learners and students with disabilities	<p>During the 20-21 school year the District has engaged and received input from families through monthly webinars. Attendance is typically 150 participants and has been as high as 1500.</p> <p>DELAC attendance increased from an average of 20 to 50.</p>	<p>Webinars to solicit parent input were not held during the 2021-22 school year. Focus was on parent education where attendance has averaged 40 participants.</p> <p>DELAC attendance has ranged from 15-50 (May 2022)</p>	<p>Parent education has continued to average 40 participants, fluctuating based on topic (see details below in goal analysis for Actions 3 and 6) and location (in-person or remote).</p> <p>Los Padres (attendance ranges based on the school site: CHS, FHS, HHS)</p> <p>DELAC attendance has remained stable. (May 2023)</p> <p>Positive Parenting Program (6)</p>	<p>64-person average (May 2024)</p> <p>Los Padres (attendance ranges based on the school site: CHS, FHS, HHS)</p> <p>DELAC attendance has remained stable. (May 2023)</p> <p>Positive Parenting Program (4)</p> <p>219 parents in attendance at the Campus Climate webinar in August.</p> <p>Project Cornerstone workshops: 43 attendees for Creating Caring Relationships in September and</p>	Increase participation from 2022-23 by 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Adolescent Brain Development and Stress in October; 18 attendees for How to Talk to Our Kids About Race, Racism, and Equity in January</p> <p>3 Spanish-speaking/40 English-speaking parents in attendance for a Drug, Alcohol, &amp; Youth Parent Workshop in February presented by Rebekah Children's Services</p>	
100% of topic/program specific advisory groups include parent and staff representation, student where appropriate.	100%	100% (end of the 21-22 school year: June 3, 2022)	100% (May 2023) Citizens Advisory Council SELPA II; Citizens Advisory Committee for Enrollment; Educational Partner Group Meetings for the CCEIS Plan; DELAC; Wellness Council; Family Engagement Committee	100% (May 2024) Citizens Advisory Council SELPA II; Citizens Advisory Committee for Enrollment; Educational Partner Group Meetings for the CCEIS Plan; DELAC; Wellness Council; Community Trustee Area Districting Committee	100%
Increase the number of opportunities for	El Camino Hospital, Unity Care,	Project Cornerstone (end of the 21-22	Student Industry Connections, ing	Rebekah Children's Services, Asian	14 total



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
community organizations to partner with the FUHSD (CTE; mental health; behavior interventions).	Anti-Defamation League, Seneca Family of Agencies, Sunnyvale and Cupertino Rotary, Foothill Family Engagement Institute, Silicon Valley Teen Therapy, My DigitalTat2	school year: June 3, 2022)	(Islamic Networks Group), Israeli-American Council (IAC) (May 2023)	Americans for Community Involvement (AACI), Goodwill, Family & Children Services of Silicon Valley/Caminar; YWCA (February 2024)	
Increase to 100% the number of parents/guardians who have an active Infinite Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.	2020-2021 % of students with an active parent account (IC portal/SL portal): CHS: 65%/53% FHS: 67%/33% HHS: 66%/50% LHS: 71%/70% MVHS: 56%/52%	2021-22 % of students with an active parent account (IC portal/Schoology login): CHS: 69%/53% FHS: 63%/33% HHS: 68%/49% LHS: 75%/66% MVHS: 68%/53%	2022-23 % of students with an active parent account (IC portal/Schoology login): CHS: 79%/59% FHS: 79%/37% HHS: 77%/54% LHS: 86%/64% MVHS: 78%/63%	2023-24 % of students with an active parent account (IC portal/Schoology login): CHS: 85%/60% FHS: 83%/36% HHS: 86%/52% LHS: 91%/65% MVHS: 89%/65%	100%

## Goal Analysis

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.

4.1 The District administered the core CA Healthy Kids Survey during January-February 2023. For the 2023-24 school year the core survey, without the section on substance use, was administered along with the behavioral and social emotional health modules. Administration will continue to alternate in future years.

4.2 The bulk of communication work in the 2023-24 school year was centered around several complex and critical topics, including the transition to By-Trustee Area elections initiated by the Board of Trustees in Spring 2023, changes to the District's World Language Department course offerings, and declining student enrollment and the continued efforts of the Citizens Advisory Committee to proactively address this issue. Due to the emphasis on these specialized and complex topics, less time was available to focus on communication celebrating the successes of our students, staff and schools. However, the Board Trustee Area process and other major areas of focus do fall under the umbrella of Board initiatives.

#### Transition to By-Trustee Area Elections

On March 7, 2023, the Board of Trustees passed a resolution indicating its intention to transition Governing Board elections from At-Large Elections to By-Trustee Area Elections. As part of this transition, communications staff began extensive community outreach efforts in multiple languages beginning in August 2023. In mid August, before the first required pre-map hearing, a postcard mailer was sent to every residence in the district boundaries (to all residents, not just FUHSD parents) regarding the process. A dedicated webpage was established ([www.fuhd.org/trustee-areas](http://www.fuhd.org/trustee-areas)) and multiple email updates were sent through FUHSD channels between August 2023 and March 2024. Staff also utilized the communication channels of our feeder districts (CUSD and SSD), as well as our cities, local community groups and civic organizations. Throughout the months of August and September, staff conducted initial outreach at PTSA and other parent-group meetings, Back to School nights, the Cupertino Fall Fest and other community events. Both informational presentations and tables at pop up events were held. Media releases were sent to our local print news outlets, with stories subsequently published in the Mercury News, the Los Altos Town Crier and San Jose Spotlight. Information was also shared with each of the city councils and city staff across the six cities we serve. An initial map survey was also added to the Trustee Areas webpage, with 85 responses received.

To further enable robust outreach for this process and assist in the process of developing draft maps for consideration by the Board of Trustees, the Board requested that a community committee be formed. Extensive outreach was done throughout the community in order to solicit applications to what became known as the Community Trustee Area Districting (CTAD) committee, with 45 total applications received from across the District.

In December, staff held three community engagement workshops to provide the opportunity for the community to learn about the transition to By-Trustee Areas, review the preliminary map scenarios, provide feedback and input, and learn how to use mapping tools available to them. Ultimately, 25 community submitted maps would be received via the mapping software and other tools utilized by the community.

CTAD committee members and staff then held an additional 40+ events through the months of January, February and March to gather feedback on maps. After the second set of draft maps was created and recommended by the CTAD, a second survey and feedback period was opened, with more than 2000 survey responses and hundreds of emails received and provided to the CTAD to assist them in making

their final recommendation.

The communication plan and associated actions taken were effective in engaging a large number of community members and gathering actionable community feedback on the maps and overall process. However, challenges remained in communicating over a long period of time on a complex topic across a diverse population, and ensuring that all voices felt heard equally. Confusion about the process, including misunderstandings that this was related to school attendance boundary changes in some way, also created division in the community about the issue. However, the district spent 12+ hours in-person with the community working through misinformation and misunderstandings.

#### Changes to World Language Course Offerings & Declining Enrollment

Communications staff supported the work of the Citizens Advisory Committee (CAC), wrote the CAC meeting minutes/reports each week and kept the CAC webpage updated. Additional communication on declining enrollment, and particularly changes to the World Language program, was also drafted and shared with students and families as final decisions were made on course offerings for the coming school year.

#### Special Events

Communications staff have provided opportunities for the community to interact with staff and students on our campuses at a number of special events, including the Grand Opening of Homestead High School buildings A, B and S, the Grand Opening of the Cupertino High School Wellness Center, the Grand Opening of the Rocklin Science Center at Lynbrook High School and the 100 Year Anniversary Celebration for FUHSD, Fremont High School and the FUHSD Adult School. These events provide families and the broader community an opportunity to see what is happening on our campuses and learn more about the programs we offer.

#### Districtwide Communication to parents and families on critical topics

Communications staff sent out more than 73 individual districtwide parent and/or student email communications during the period between the start of school in August and the week of April 1. The average open rate for district level emails is over 60% (compared with 49% of all emails sent by school districts using Finalsite and average industry rates for education of 41%). These districtwide communications spanned a wide variety of topics including:

- Mental Health resources
- Parenting resources, panels and webinars (i.e. FUHSD Strengthening Families class)
- Opportunities for parent participation
- AP testing
- PSAT/SAT information
- Districtwide Advisory Lessons
- Power outages and other campus emergencies
- Community and District events (i.e. Sunnyvale Unity Event, College Fair, Earth Day Celebration, etc.)
- Dual Enrollment options
- Nutrition Services information
- Campus climate information
- Information on the dangers of Fentanyl and synthetic drugs
- California Healthy Kids Survey

- Safe Routes to School
- Annual Title IX information and reminders
- FAFSA information
- Personnel changes
- FUHS Foundation information
- Information on IDC and other student-led events

FUHSD Websites, social media, email news and other publications

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

A video highlighting the Middle College program was created in partnership with the current teaching staff and a Middle College alum in order to share the great things happening in this specialized program with the broader community and to help attract interested students and families. ([www.fushd.org/middle-college](http://www.fushd.org/middle-college))

Communication on Mental Health Supports for students and families

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

Community Engagement

The annual community survey of voters in FUHSD will be conducted by EMC Research in Spring 2024 with findings presented to the Board at a future board meeting.

Board Communication

Board communication to the public included the following activities:

- Audio recordings of our remote Board Meetings are available on our website at <https://www.fuhsd.org/about-us/board-of-trustees/board-meetings>
- Board Communication Corner
- Communication on transition to By-Trustee Area elections (see detail above)

#### 4.3 FUHSD Committees

Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore needs in professional development. PLATE considered the extent to which professional development is feasible to support staff wellness. Other topics include the exploration of and input on a prospective plan to design future professional learning to focus on a set of 21st century durable skills for deep student learning in various content areas. Also, PLATE received an update on current professional development endeavors, including “coaching,” “high leverage strategies in Special Education,” and “professional learning for teachers of English Learners.” PLATE meeting dates: 2023-24: 11/17, 12/15; 2023: 1/19, 2/9, 3/16, 4/13, and 5/18.

The CTE Advisory Committee, a requirement of the Perkins grant, was held in April. It included 11 District staff members and two Trustees. The highlight was an opportunity to meet with industry professionals, including members of the Cupertino Rotary Workforce Development Committee, in the areas of Administrative Support; Arts, Media & Entertainment; Business & Finance; and Legal Practices.

The District Wellness Council met four times over the course of the school year. The Council is composed of students, parents, and staff from each comprehensive site. The planning team is composed of the Associate Superintendent of Student and Special Services, Executive Assistant to Teaching & Learning, Director of Educational and Special Services, Coordinator of Data & Assessment, District Manager of Food Services, Program Specialist for Mental Health Services, and SBT Lead. The first two meetings focused on review of the CHKS data culminating in providing key points and recommended next steps for the mid-year update of the school plan process. In the third meeting the LCAP goals and actions, in coordination with the school plan process, were reviewed. The fourth meeting featured a review of Nutrition Services and a report from the members of the Student Nutrition Board.

The IntraDistrict Council (IDC) Mental Health Committee coordinated a Teen Resource Fair with the City of Cupertino. IDC hosted 5 booths/activities: make a bracelet with IDC; Taarika Foundation; SCCOE featuring Tobacco Use Prevention Education and LGBTQIA+ Resources; HHS Yoga Club; and FHS Health Connect. The City of Cupertino hosted 4 booths: City Volunteering, Blackberry Farm, Summer Camps, and Senior Center. There were over 200 participants. The committee put together a passport which resulted in 86 of the 100 goodie bags being claimed.

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

-Cupertino HS: March 28, 2024

-Fremont HS: October 26, 2023 and March 24, 2024

-Homestead HS: September 28, 2023 and March 7, 2024

-Lynbrook HS: September 21, 2023

-Monta Vista HS: November 2, 2023 and March 7, 2024

IDC meeting April 29, 2024

DELAC April 26, 2024

Parent Engagement meeting May 14, 2024

4.5: The Family Engagement Committee (FEC), is comprised of parent and staff representatives from all five school sites, and several District representatives. The FEC was formed during the 2016-17 school year and continues with new members each year, where needed. The FEC acts as the District's LCAP Advisory Committee. The FEC met on March 19 to review engagement at site and district levels with a focus on underrepresented groups including English Language Learners and Students with Disabilities. The committee met on May 14 to review the LCAP and feedback provided by other educational partner groups.

Action 6: SELPA II CAC meetings held monthly with the CAC board on the second Wednesday of each month from August to May. They promoted and sponsored the following parent education workshops: • Meet the Directors: An opportunity to learn about the SELPA special

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

Parent Education is supported through partnerships with:

- My Digital TAT2: Parenting in the Digital Era. A two-part workshop covering 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; and how to respond to challenging issues like digital perfection, media distraction and overuse.
- Project Cornerstone. A series of four related workshop with broad connection to advisory concepts and incorporating the CASEL framework: Creating Caring Relationships (43); Adolescent Brain Development and Stress (47); How to Talk to Our Teens about Race, Racism, and Equity (18); How to Talk to Our Teens about Current Events (15).
- Screening of the documentary Upstanders, dealing with cyberbullying, followed by a panel presentation (28).
- In partnership with El Camino Health and the Aspire program, screening of Fentanyl High and distribution of Narcan (119).

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

The main material difference between Budgeted Expenditures and Estimated Actual Expenditures was the 5-10% increase in staff compensation that was retroactive back to the start of the 2023-24 school year. This is reflective of the fact that in most cases the actuals are higher than what was budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1: In progress. Administration of the core CA Healthy Kids Survey occurred in November 2023. The 9-12 average on the CHKS of students reporting "Pretty much true" or " Very much true" to " Meaningful participation at school" maintained at 26%. Administration of parent/guardian and staff versions of CHKS will occur in fall 2024 on the same timeline as the students. No change in the action as written for 24-25.

4.2: effective given that the District provided consistent and robust communication to students, families, staff and the broader community throughout the 2023-24 school year, particularly around several critical and complex topics. No change in the action as written for 24-25.



4.3: effective given that the District maintains various committees through which various educational partners are able to engage and provide guidance and input. Citizens Advisory Committee for Enrollment, the Wellness Council, and the Family Engagement Committee all continued during the 2023-24 school year:

Career Technical Education (CTE) Advisory Committee: April 10, 2024; 11 staff, 2 trustees, 3 members of Rotary Club of Cupertino, and 3 industry representatives.

Citizens Oversight Committee (COC) meeting dates: December 4, 2023; 7 members

SELPA CAC meeting dates: The Board met the second Thursday of the month starting in August and ending in May: September 20, 2023, Meet the Directors; October 23, IEP and Advocacy with Mark Purchin; January 24 Occupational Therapy; February 7 Self-Determination with SARC; March 6 Summer Resource Fair; April 10 Assistive Technology. 15 members.

Wellness Council meeting dates: September 14 and November 28, 2023, February 29 and April 4, 2024. 41 members.

Parent Engagement meeting dates: March 19 and May 14, 2024. 14 members.

CAC (Enrollment) meetings: 9/28, 10/26, 11/16, and 3/21. 25 members. Efforts continued to ensure families reflecting students who are homeless, foster youth and students with disabilities were represented. No change in the action as written for 24-25.

4.4: effective. The effort to continue focus on incorporation of LCAP review, particularly through School Site Councils, remained. Refer to Engaging Educational Partners section in the 24-25 LCAP for details. No change in the action as written for 24-25.

4.5: effective. Implementation of the Family Engagement Committee remains. Refer to 4.5 above and Engaging Educational Partners section in the 24-25 LCAP for details. Parent Engagement meeting dates: March 19 and May 14, 2024. 14 members. Discontinued as required part of engaging educational partners.

4.6: effective. The 9-12 average on the CHKS of students endorsing promotion of parental involvement in school increased from 44% to 45%. Per the Compliance and Improvement Monitoring Process Data and Information, 100% of parents indicated parent involvement in the IEP process. A screening of Upstanders (cyberbullying) drew 28 attendees and Fentanyl High drew 119 attendees. No change in the action as written for 24-25.

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

Goal 4 has been updated to include staff and incorporate the metrics that will provide evidence of progress.

The metric for parent accounts on IC and Schoology will continue. The community organization metric will be discontinued and the information will be reported annually in general information. The other two metrics will be discontinued and metrics on meaningful participation and parental involvement with CHKS data for students, parents, and staff will be added. Metrics associated with advisory lessons and topics will be added.

Actions for the coming year are as follows:

4.1 No change in the action as written for 24-25.

4.2 No change in the action as written for 24-25.



- 4.3 Information will continue to be reported as part of the Engaging Educational Partners in future LCAPs. Discontinue.
- 4.4 Information will continue to be reported as part of the Engaging Educational Partners in future LCAPs. Discontinue.
- 4.5 Information will continue to be reported as part of the Engaging Educational Partners in future LCAPs. Discontinued.
- 4.6 No change in the action as written for 24-25.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



## FREMONT UNION HIGH SCHOOL DISTRICT

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

Fremont Union High School District maintains five comprehensive high schools, Educational Options, a Community Day School and numerous programs to serve targeted student populations. In 2023-2024 we enrolled (CALPADS October 2023):

9646 Total students

881 (9.1%) English Learners: 432 (49%) are Long-term English Learners (LTELs) (English Learners for six or more years)

1,153 (12%) Low Income Students

1,423 (14.8%) SED

8 (0.08%) Foster Youth

34 (0.35%) Homeless Youth

971 (10.1%) Students With Disabilities

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

Hispanic 1,714 (17.77%)  
Am Indian/Alaskan Native 30 (0.31%)  
Asian 5,377 (55.74%)  
Native Hawaiian/Other Pacific Islander 32 (0.33%)  
Filipino 264 (2.74%)  
Black/African Am 71 (0.74%)  
White 1,322 (13.71%)  
Two or more races 610 (6.32%)  
Declined to state 226 (2.34%)

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

#### FUHSD Funding under the Local Control Funding Formula

Under 5CCR 15494, most California school districts are allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Low-Income and Foster Youth) they serve. FUHSD receives no increase in funds as the result of 5CCR 15494. As a Community Funded district, FUHSD's primary revenues are determined, not by the LCFF, but primarily by local Property and Parcel taxes. FUHSD maintains a budget of approximately \$233.3 million; 89% of which is derived from these local sources. This Local Control Accountability Plan (LCAP) is required of all districts under the 5CCR 15494 whether or not the district receives funds under LCFF. The LCAP provides an opportunity for all districts to make transparent how they allocate resources for all students as well as for those student populations targeted by the LCFF (English Learners, Low-Income and Foster Youth). Precise use of the LCAP template is required and "Budgeted Expenditures" must be listed for all "Actions and Services" planned. Because FUHSD receives no additional resources under LCFF, the vast majority of "Actions and Services" (whether for all students or specific student groups) described in this document are budgeted under the District's General Fund which is comprised of the following sources:

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

Other "Actions and Services" will be budgeted from:

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

#### The Program Provided to All FUHSD Students

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

Statements about Teaching and Learning, updated in coordination with the District Wellness Council to incorporate student wellness, that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools, and Educational Options, has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools. All students in the Fremont Union High School District benefit from a comprehensive high school program that includes:

- 45 courses that address basic graduation requirements (English, Math, Science, Social Studies and PE)
- World Language courses of study (5 levels of each of 3-4 languages, based on school site course enrollment)
- 30 courses in the visual and performing arts
- 22 Advanced Placement courses
- 39 Career Technical Education courses representing 10 different industry sectors
- 6 electives specifically designed for students who need extra support, including Student With Disabilities and English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read180), and Gateway/Excel.

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

- Classes are generally staffed on a 32.5 to 1 student-teacher ratio; except in 9th grade English and Algebra where they are kept lower in order to help students make a smooth transition to high school
- 435 students to 1 School Counselor
- 1,000 students to 1 library staff
- 1,500 students to 1 tech support staff
- 400 students to 1 administrator
- All school site administrators provide guidance and support services directly to students. In addition, each campus has at least 1.2 full-time equivalent licensed therapists, at least two school psychologists that serves both general education and special education students, and a College and Career Advisor.

As of April 2021, the District was offering 4 courses that resulted in credit from a post-secondary program. As of February 2024, that number had increased to 25. While partnerships with local colleges continue, declining enrollment has and will continue to impact these offerings.

The District also offers a high-quality Special Education program that supports students in meeting the goals designated in their Individualized Education Program (IEP). FUHSD’s total SPED budget is approximately \$52.9 M. Federal and State revenue for Special Education totals \$8/6 M. In addition, twenty (20) FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education (3 alternative education and 17 block enrollment) and thirty-six (36) attend non-public schools (NPS).

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

FUHSD students learn in clean, safe, well-maintained facilities that facilitate the use of instructional technology. Each school is supported by a:

- Facilities manager and 9 custodial staff (including custodians, groundskeepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff

- District-wide tech-infrastructure which includes high speed wireless with 780 access points (each school has 10 gigabit connection capacity)
- 1 student to 1 computer ratio

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

- Maintain an induction and professional development program designed to support continuous instructional improvement.
- Provide on-going curriculum and professional development resources to support implementation of the Common Core, NGSS, ELD and other state standards.
- Provide every teacher approximately 90 minutes a week to meet with colleagues, develop curriculum and monitor student progress.

Additional Programs and Services to Targeted Student Groups English Learners FUHSD draws on General Fund and Title III resources to provide a high-quality program for English Learners at all schools. General Fund resources are used to provide:

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

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

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

#### Low Income Students and Foster Youth

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

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

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

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



- Teachers' salaries for reading and academic intervention classes
- Bus Passes for students who travel from identified zip codes in North Sunnyvale

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

- AVID or AVID-like interventions (Engage).
- Lower class sizes in Algebra.
- Lower class sizes in 9th grade English.
- Assistance to Foster and homeless families and students: District Enrollment Office staff; and the Educational Options School Counselor who coordinates with school-based counseling and guidance staff re: course selection, social supports necessary to support student success in high school, and post-secondary options.
- Funds for students who are homeless as defined by the McKinney-Vento Act to purchase school supplies, hygiene kits, and other necessities.

Equity Multiplier funding: Community Day School has been identified as receiving Equity Multiplier funds beginning with the 2024-25 school year.

Induction: Our New Teacher Induction program continues to offer California Clear Credentials after our new teachers complete the two-year program. The Education Specialist and General Education induction programs continue to operate as one comprehensive mentoring-based program. Education Specialists are supported by a Special Education Advisor with a similar authorization and teaching content who augments the support provided by the New Teacher Mentor. This year, the New Teacher Induction program continued with four (4) mentors who served 19 Induction eligible teachers and 38 teachers total (18 of whom were new to the District).

Curriculum and Professional Development:

1. Professional Learning Communities/Course Alike Teams continue to meet at least three times per month and up to five additional workdays in the summer.
2. Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore needs in professional development. PLATE considered the extent to which professional development is feasible to support staff wellness. Other topics include the exploration of and input on a prospective plan to design future professional learning to focus on a set of 21st century durable skills for deep student learning in various content areas. Also, PLATE received an update on current professional development endeavors, including "coaching," "high leverage strategies in Special Education," and "professional learning for teachers of English Learners."

Professional development from Curriculum Leads, Instructional Coach/Lead, and District Administrators: The subject-area professional developments were implemented largely as planned.

English – Asian American Pacific Islander Experience in Literature; Beyond Literary Analysis. See 1.2 and 3 for details.

Math - Book Club to discuss Building Classrooms in Mathematics by Petere Liljedahl. See 1.6 and 7 for details.

Science – collaboration with the Department Leads from various sites to customize professional learning for their teachers. At one site, the focus was on vertical alignment between courses, while in another, the focus was on data analysis in Science. These areas of focus continue to work towards the implementation of NGSS.

EL – see 1.5 for details.

Health – A lead teacher was given a release period to coordinate collaboration amongst the group of teachers who implemented Health, a 1-

semester course at the 9th grade level. Each site had 1-section taught during 1st semester.

Ethnic Studies – the Curriculum Lead coordinated collaboration amongst the group of teachers who implemented the pilot for Ethnic Studies, a 1-semester course at the 9th grade level. Each site had 1-section taught during 2nd semester.

Additional opportunities: Courageous Leaders, Equity in Action, and Sexual Orientation, Gender Identity and Expression (SOGIE) training.

#### Leadership Learning:

1. At the FMA retreat, administrators/managers focused on characteristics and skills of servant leadership. Jennifer Abrams, author of “Swimming in the Deep End”, was a guest presenter. Teams created and sought feedback on a Deep End Initiative related to their work for the coming school year.

2. The Coaching Program continued to be available to all administrators and a Coaching Skills for Leaders professional development program for teacher leaders and administrators.

- On a voluntary basis, administrators may serve as a coach or receive 1:1 coaching support from another leader: 16 leaders served as coaches for 32 administrators (40% of all administrators). Coaches ranged from teacher leaders, to site administrators, to district office Coordinators, Directors, and Associate Superintendents. We also hired one outside consultant to coach 2 of the principals.
- Coaching Skills for Leaders continued to train teacher leaders and administrators in 1:1 coaching: 22 teachers and 2 administrators participated in the program.
- In addition, we ran the second year of “Coaching Skills for Leaders” a professional learning offering that allows teachers and administrator to develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all.
- We have continued to grow the Onward Book Club as an opportunity for all school staff to develop emotional intelligence skills that lead to resilience and motivation to continue our difficult work. This year, we updated the format from an after school offering at a centralized location to a site-based offering at lunch. With this change, we expanded the participation drastically. In 22-23, there were 29 registered participants, but only about 10-15 would attend any given session. With the move to the sites and within the school day, the registration expanded to 72 participants with almost all attending every meeting. Each month, participants read a chapter from Elena Aguilar’s book that is particularly relevant to that time of year, and then meet to reflect on what they learned and participate in one or two activities to reinforce the main concepts. With the move to site-based offerings, we also expanded the leadership team by asking participants from previous years to lead each cohort.
- And, finally, 23-24 was a pilot year to begin forming Affinity Groups for staff to build community and learn together about the impact of dominant culture on their personal and professional lives. The initial cohort was titled “Queer Affinity Family”, included 30 staff members, and met 3 times in the spring of 2024. Plans are in place this spring to launch our first Staff of Color Affinity Group in the fall of 2024.

#### Textbook Adoption

Textbooks across many science courses were reviewed and adopted for implementation in the 2024-25 school year. Supplemental Instructional materials, most often in literature, that reflected our commitment to equity by exposing students to a wider variety of cultural viewpoints were purchased and implemented.

The District has partnered with a variety of community organizations to support our students, families and programs: El Camino Health and the Aspire Program; Unity Care; Anti-Defamation League; Seneca Family of Agencies; Cupertino and Sunnyvale Rotary; My DigitalTat2; Project Cornerstone; Islamic Networks Group; Israeli-American Council; Rebekah Children's Services; Asian Americans for Community

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In a community survey conducted in May 2024, the FUHSD continues to be viewed favorably and rated positively by most, and the high schools' quality education and reputation remain the District's top attributes.

The District's overall graduation rate for the Class of 2023 was 95.5% (94.4% for the Class of 2020/95.8% 2021/97% 2022), and "Asian" 98.8% (97.9%/98%/99.1%), "White" 95.9% (95.4%/96.5/97.8%) and "Multi-Race" 96.7% (96.2%/96.9%/98.1%) student groups have maintained high graduation rates. The Student groups who experienced an increase were "African American/Black" 95% (78.3%/100%; 85.7%) and "Filipino" 97.3% (95.5%/95.7%/91.7%) and while the subgroup of students who are "Homeless" was too small to be reported for the Class of 2020 and 2021, the graduation rate was 75% for the Class of 2022 and 76.5% for Class of 2023. Student groups who have been experiencing fluctuating graduation rates while remaining above Class of 2020 are "Hispanic" 84.1% (80.1%/84.3%/87.7%), "English Learners" 79.3% (78%/83.5%/83.8%), "Students with Disabilities" 82.7% (74.7%/79.1%/86.5%), "Socioeconomically Disadvantaged" 86.8% (83.3%/86.6%/89.7%).

In the area of English Language Arts assessment, CA School Dashboard results for the district are as follows. Schools with student groups in the Very Low range are also included.

Very Low: No Student Groups. At Homestead High School students who are socioeconomically disadvantaged (52.7 points below standard, declined 48.7 points) and students with disabilities (94.1 points below standard, maintained 2.2 points).

Low: students who are Hispanic (28.9 points below standard; declined 12.6 points from 2022), socioeconomically disadvantaged (22.5 points below standard; declined 30.7 points), students with disabilities (79.3 points below standard; increased 24.9 points)

Medium: English Learners (36.8 points below standard; increased 15.5 points)

High: all students (95.7 points above standard; declined 9.6 points); students who are Filipino (42 points above standard, declined 34.8 points), students who are white (68 points above standard, declined 12.7 points)

Very High are students who are Asian (137.1 points above standard; maintained 1.8 points) and Two or More Races (92.2 points above standard; maintained -0.5)

In the area of Mathematics assessment, CA School Dashboard results are as follows. Schools with student groups in the Very Low range are also included.

Very Low: students who are Hispanic (117.7 points below standard; declined 18.9 points). At Homestead High School students who are Hispanic (118.6 points below standard, declined 65.3 points) and student with disabilities (163.7 points below standard, declined 13.5 points).

Low: English Learners (85.4 points below standard; maintained -0.4 points), students who are socioeconomically disadvantaged (96.8 points below standard; declined 45.4 points), and students with disabilities (140.7 points below standard; increased 20.5 points)

Medium: students who are Filipino (6.9 points below standard; declined 28 points)

Very High: students who are Asian (148 points above standard; maintained -2.3 points), Two or More Races (67.2 points above standard;

increased 3.5 points), and White (40.1 points above standard; maintained -1.9 points).

For the English Learner Progress Indicator, 34.7% of EL students at Fremont High School are making progress towards English language proficiency. This is the Very Low range of the CA School Dashboard and represents a 2.8% decline.

Of the Class of 2023, 1,017 awards were issued for the California Seal of Biliteracy recognizing their language proficiency (38% of the cohort); 81 students earned more than one seal. 1,881 students qualified for the Golden State Seal Merit Diploma (71% of the cohort).

The District is proud to rank Very High for "Prepared" level on the CA School Dashboard's College and Career Indicator (CCI), although there was a slight decrease from 79.5% in 2022 to 78.5% in 2023.

For the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process for special education the FUHSD had the following results for the 2022-23 school year:

Graduation Rate Low, target not met (target medium, high, or very high)

Dropout Rate 4.84%, decreased from 5.33%, target met (target less than or equal to 9.0%)

ELA Academic Performance Low, target not met (target medium, high, or very high)

Math Academic Performance Low, target not met (target medium, high, or very high)

Suspension Rate High, target not met (target medium, low, or very low)

Least Restrictive Environment: students in special education spending 80% or more of their day in regular classrooms 42.56%, target not met (target is equal to or greater than 62.0%)

Least Restrictive Environment: students in special education spending less than 40% of their day in regular classrooms 8.25%, target met (target is less than 16.5%)

Least Restrictive Environment: students in special education attending a separate school 5.86%, target not met (target is less than 3.0%)

Parent Involvement 100%, target met (target is 96%)

Child Find 9.19%, target met (target is greater than 7.93%)

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

The District Campus Climate team meets monthly. One area of focus is on disproportionate rates of suspension: Very High students who are homeless (11.9% suspended at least one day, increased 1.6%), students who are American Indian (13.5% suspended at least one day, increased 13.5%), and students with disabilities at Cupertino High School (9.7% suspended at least one day, increased 3.5%); High English Learners (6.7% suspended at least one day, maintained 0%), students who are Pacific Islander (6.1% suspended at least one day, increased 0.9%), and students with disabilities (7.1% suspended at least one day, maintained 0.4%); Medium students who are Two or More Races (2.2% suspended at least one day, increased 1.1%); Low for students who are African American (2.4% suspended at least one day, declined 3.9%), Hispanic (5.7% suspended at least one day, declined 0.6%), students who are Filipino (2.2% suspended at least one day, declined 0.7%), and students who are Socioeconomically Disadvantaged (5.2% suspended at least one day, declined 0.9%); and Very Low students

who are Asian (0.6% suspended at least one day, maintained 0%) and students who are White (1.4% suspended at least one day, maintained 0.2%). Topics of discussion include alignment of intervention and discipline responses across school sites/programs and professional development for the Student Conduct Specialists (this year focusing on best practices for investigations).

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

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

- Goal 1 Actions 7 and 8
- Goal 2 Metrics connected to the CCEIS plan and Special Education Plan (SEP) and Action 3.

Fremont High School has a Schoolwide Program for Title I, Part A. As such, a School Plan for Student Achievement (SPSA) has been in place since the 2020-21 school year. FHS has implemented Academic Foundations 9th and 10th grade, Academic Foundations 9 for English Learners, Communication in the 21st Century, GOALS, Academic Reading and Writing Workshop, and CTE Early College in coordination with the LCAP and FHS School and WASC Action Plans. Since that time the following progress has been made:

- Graduation rate for all students has maintained/increased from 88.0% to 88.3%; students who are Hispanic from 77.0% to 79.8%; English Learners from 58.0% to 68.8%; Students with Disabilities from 73.0% to 84.4%; and students who are Socioeconomically Disadvantaged from 80.0% to 81.2%.

The following areas continue to be monitored as the data can be volatile which, in part, can be attributed to cohort size.

- English Language Arts performance level, as measured by the CA Assessment of Student Performance and Progress (CAASPP), is
- -High for All Students (35.2 points above standard, decreased from 45.1);
- -Low for English Learners (59.1 points below standard; decreased from 86.3), Students who are Socioeconomically Disadvantaged (38.6 points below standard, increased from 15), Hispanic (31.2 points below standard, decreased from 32.7); and Students with Disabilities (84.5 points below standard, decreased from 107.1).
- -Very Low for no student groups.
- Mathematics performance level is
- -Medium for All Students (25 points below standard, increased from 23.8);
- -Low for English Learners (141.7 points below standard, decreased from 167.7), Hispanic (120.4 points below standard, decreased from 131.4), and Students with Disabilities (168.1 points below standard, decreased from 180).
- -and Very Low for Socioeconomically Disadvantaged (132.1 points below standard, increased from 104.9).
- Following remote learning due to the COVID-19 pandemic and all students returning to in-person learning during the 2021-22 school year, Chronic Absenteeism for all students increased from 11.5% to 19.4% and has now decreased to 18.9%. Increases, and recent decreases, have also occurred for students who are Hispanic (19.2% to 30.6% to 28.3%), Homeless (41.7% to 50.0% to 43.5%), Socioeconomically Disadvantaged (19.1% to 32.4% to 30.3%), English Learners (20.8% to 31.4% to 29.5%), and Students with Disabilities (25.7% to 40.3% to 33.3%).



From school year 2021-22 to Term 1 of the 2023-24 school year, students who have participated in Academic Foundations 9th and 10th grades (targeting students who are homeless and socioeconomically disadvantaged, and students with disabilities) have increased from 31% to 38% to 40% earning a D or higher in courses required for graduation and from 16% to 25% to 33% earning a C or higher for A-G required courses.

Students who are Long-Term English Learners participating in Academic Foundations 9, Communication in the 21st Century and Growing Our Academic Language Skills (GOALS) made the following progress from Term 1 of the 2022-23 school year to Term 1 of the 2023-24 school year: 57% to 51% earned a D or higher in courses required for graduation and 27% to 23% earned a C or higher for A-G required courses.

Students participating in Academic Reading and Writing Workshop (targeting students who are homeless, socioeconomically disadvantaged, and English Learners, and students with disabilities) made the following progress from Term 1 of the 2022-23 school year to Term 1 of the 2023-24 school year: 38% to 54% earned a D or higher in courses required for graduation and 23% to 42% earned a C or higher for A-G required courses.

Students participating in CTE Early College (targeting students who are homeless and socioeconomically disadvantaged, and students with disabilities) made the following progress from Term 1 of the 2022-23 school year to Term 1 of the 2023-24 school year: 75% to 85% earned a D or higher in courses required for graduation and 61% to 62% earned a C or higher for A-G required courses.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

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

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A





# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff	Gathered through an in-person meeting with our bargaining groups: CSEA (3/4/24) and FEA (3/28/24). Focus on positions (such as certificated curriculum leads, Goal 2) and compensation.
School Site Council	<p>School site principals shared their annual plans with the School Site Council (SSC) in the fall. The mid-year update is shared with the School Site Council during 2nd semester. School plans are aligned to the 4 FUHSD LCAP goals and feedback is solicited specific to student progress. In addition to the SSC meetings where the school plans are reviewed, every site includes information specific to the development of the LCAP at the date during 2nd semester.</p> <p>Cupertino HS: April 30, 2024 Fremont HS: February 28, March 20 and May 22, 2024. At FHS the School Plan for Student Achievement was reviewed with and agreed to by the School Site Council (SSC) on May 22, 2024. The LCAP was reviewed as part of the presentation. Homestead HS: September 26, 2023, November 29, 2023, and March 26, 2024 Lynbrook HS: September 20, 2023 and February 14, 2024 Monta Vista HS: November 7, 2023 and February 7, 2024 No specific feedback from School Site Councils.</p>
District Wellness Council	The District Wellness Council is composed of students, parents, classified and certificated staff, and administrators. At the second meeting of the year, November 29, 2023, Wellness Council members completed their review of the CA Healthy Kids Survey (CHKS) data

Educational Partner(s)	Process for Engagement
	from the January/February 2023 administration and provided feedback for school site plans in the area of LCAP Goal 3: Every student will feel safe, cared about, and both academically and socially engaged in school. During the third meeting of the year, February 29, 2024, Wellness Council members provided feedback on school site plans and implementation of the LCAP. The result was the addition of an action in Goal 4 in support of student engagement and health.
District English Language Advisory Committee (DELAC)	On April 24, 2024 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.
IntraDistrict Council (IDC)	On April 29, 2024 the Director of Administrative Services met with students in IDC. They focused on Goal 3 and provided feedback through small group discussion and large group sharing. After discussing what they felt Goal 3 meant to them, the students were asked to discuss examples of how this is being done or trying to be done at their school and/or the District. They then had small group discussions about how these efforts could be improved and any additional strategies or actions that could be implemented.
Special Education Local Planning Area (SELPA)	LCAP consultation occurred via email on April 30, 2024 and May 8, 2024. Confirmed incorporation of students with disabilities in the LCAP and emphasized areas of progress to include in the highlights section.
Family Engagement Committee (FEC)	During the 2023-2024 school year, the FEC continued to meet and function as the District "LCAP Committee", representing parents and classified, certificated and administrative staff from each comprehensive site including a parent of a student with a disability. An initial meeting was held on March 19, 2024, and a second meeting was conducted on May 14, 2024.
Community School (Equity Multiplier)	During the month of May, Educational Options administrators engaged students, parents, and staff who are participating in and connected to Community School in providing feedback and input. Questions focused on what has the Community School has done well; what specifically has helped you; what differences could be helpful; focus on the challenges of attendance, behavior, and attitude towards

Educational Partner(s)	Process for Engagement
	<p>school. Generally, parents felt that student attendance, behavior and attitude towards school had improved from their experience at a comprehensive school site; students had a more diverse response. Goal 5 and proposed actions are connected to staff concern about attendance at the beginning of the school day. Students continue to state that there is no reason to arrive to school on time, reflecting their attitude towards school.</p>
Board of Trustees	<p>The LCAP was presented to the FUHSD Board of Trustees during a study session on June 11, 2024, with approval sought on June 18, 2024.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

<p>INTRADISTRICT COUNCIL (IDC)</p> <p>Examples of Goal 3 occurring at your school:</p> <p>Mental Health Resource Rooms</p> <p>ELD Connect – extra student mentoring for ELD students</p> <p>Cultural events/clubs</p> <p>Anonymous reporting for Mental Illness issues</p> <p>Narcon drugs available for emergencies</p> <p>We are provided with tutorial time, peer tutoring and more</p> <p>Middle college, CTE classes, other classes in business and health</p> <p>Wide variety of student activities and clubs for students</p> <p>Student created events and activities</p> <p>Using small events/contests to get more students involved and connected</p> <p>Sports and competitive activities</p> <p>Every student can take whatever class they want - hard, easy or whatever they want</p> <p>Always supported by teachers (tutorials, lunch, etc)</p> <p>Students with disabilities receive the support they need</p> <p>Systems in place to individualize, personalize school experiences and student needs –</p> <p>Example of Voyager program at LHS and other programs that address specific needs of specific students</p> <p>What else could/should be done or what could be done better:</p> <p>More student panels to give their opinions and help</p> <p>Feedback forms used for key events</p> <p>Cultivating more personal relationship between staff and students</p> <p>Wellness centers at all schools not just two</p> <p>Expand LINK crew at all schools</p>
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We need more specific policies in place to support people with economic disadvantages  
Need even more tutorial time or office hours – less advisories  
More opportunities for ELD students to get help – tutorial, support classes  
Cheaper/ subsidized events to allow students to come to events without pressure of finance  
More Lunchtime activities that allow students to connect with one another  
More Small- dispersed events throughout the school year gives students an opportunity to be socially involved and engaged  
Include big events but have smaller events leading up to increase spirit on campus  
Friend circles who are more social will be more inclined to go to events  
Helps to have class officers/ASB officers that can advertise to different groups across campus

#### DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL (DELAC)

Students and parents in attendance at the DELAC meeting April 24, 2024, shared details about what has supported student success and what else they feel might be helpful to their students. Feedback included:

##### Goal 1: Academic Achievement

- Reading an English book–helps improve reading skills
- Chatting with friends in English
- Listen to the teacher speak, it's easier to listen than to read (slower to read and many difficult words to understand)
- Having the ELD class as an additional class helps develop his English skills
- Activities with peers
- Library resources
- Verbal practice, speaking with friends or teachers during class, completing assignments and projects, and learning new vocabulary.
- Student interactions help to identify new vocabulary and with social support from their peers. Her students have been able to improve their pronunciation from social conversations.
- When my son was editing a video for his ELD class. Helped him to improve his skills in various areas.
- They always look peaceful when doing homework. They always feel a sense of accomplishment.
- Their ELD classes had given them a lot of chances to improve.
- Band has really helped

##### Goal 2: Consistency, Curriculum, College & Career

- Speech Contest is very important and helpful
- Extra-curricular activities that exposes the family to the US culture.
- Sharing their cultures with (other) students about their struggles and vice versa. Exchange of cultural experiences to have a better understanding of each other.
- Highly skilled in-class staff support in classes to ensure that students grasp concepts and tasks being taught.
- Algebra has been a struggle with an English-only speaking teacher
- The student is most motivated when it comes to extracurricular activities such as sports or theater. She feels limited because she doesn't have the language skills to integrate themselves into these activities.
- Presentations and projects that include visuals are tasks that her children get excited about doing and learning how to present while losing the fear of using the English language.

- To read a book as a class and discuss as a group. Learning the different ways to read a book, analyze the passage, etc. with his peers
- Writing skills - to apply to a university, you would need to know how to write an essay. To practice writing and reading will help.

### Goal 3: Safety and Support

- In ELD class, the teacher is very kind to explain things they don't know or understand. They simplify the words they don't understand. They receive support from their ELD teachers.
- ELD class is more welcoming than in other classes. It's difficult to jump into conversations in their Gen Ed classes, but in ELD, everyone is learning English so it's less awkward when you don't understand words in English.
- Her daughter is in the 12th grade but hasn't been in the US for the needed amount of time to qualify for college admittance. The staff member took the time to motivate the student and to not give up. They reminded her child that there's always a way.
- The student felt welcomed by other students and included. The student has felt supported as a new member of the school.

### Goal 4: Educational Partner Input

- No complaints of ELD courses, but with other teachers. The students don't like to speak up about it. The teacher gives too much homework.
- Counselor always helps and listens to her students.
- The parent feels comfortable and supported by the site.
- All school communication is easily done over the phone without having to go to the school.
- Teachers need to have the tools to check that the students are achieving their academic goals and instructional objectives.
- Provide opportunities for challenging activities such as oral presentations to break down the students' fears of speaking in English.
- Provide activities for students to practice English more regularly.
- Biology and Business class, there are lots of students and the work is complicated. ELD students hesitate to ask questions—thinking they are the only ones who don't understand/don't want to waste their teacher's time. But in his ELD class, it's emphasized that if he asked a question, it would also help others—so questions are encouraged.
- Class ratio makes a difference!
- He wants to learn about composing music on the computer, but they don't offer courses like that.

### FAMILY ENGAGEMENT COMMITTEE (FEC)

The FEC was given access to the draft LCAP in advance, and they were encouraged to read it. The FEC was given an opportunity to provide some general feedback. Members continue to support efforts made by the district to engage the Latino community and families of students with disabilities or low socio-economic status. The committee discussed district efforts to do so and provided additional feedback on possible new ways to engage these communities. Some of the ideas generated were:

- A checklist of important items that should be translated into multiple languages and sent multiple times to all families in any of the above subgroups.
- Reminders to sites to have representatives of low income, students with disabilities and Latino/African American groups.

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

- District efforts to lower class size ratios in ELD and Sheltered courses, seems to be making a noticeable difference for students and parents
- The relationships and connections made in the ELD classes appears to have a real impact on the students
- Parents and students seem thankful for the support their students are receiving
- Parents and students believe that the greater issues are within the non ELD classes where classes are bigger, and students have less support
- Students feel safe at school – surprised that none of the students mentioned bullying or online harassment or anything like that
- The IDC students have a lot of knowledge about what is being done at their schools to address mental health issues
- Students seem to take an active role in creating opportunities for students to engage and connect – the smaller and more frequent student activities seemed to be something they are trying and want to do more often

The FUHSD considers our four goals to be well-established and broad enough to allow for modifications and additions of actions. Educational partners continue to agree that the current four goals are relevant to the needs across the District. Input provided by educational partners essentially served to reinforce the current LCAP goals and overall action plan and validated the strong relationship between current LCAP goals, metrics, and actions/services. Input from students and the wellness council reinforced actions in Goals 3 and 4 regarding wellness and advisories. Specifically, input from the wellness council resulted in the addition of an action in Goal 4 in support of student engagement and health. Input from the FEC regarding efforts to engage the Latino community and families of students with disabilities or low socio-economic status were connected to the decision to change the metrics in Goal 4 to specifically monitor outreach to these populations, as practical.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Sustain generally high student performance while ensuring high levels of learning from every student as evidenced by graduation rate, achievement of A-G requirements, performance on the CAASPP.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

Goal 1 was developed to address the need for all students to achieve high academic performance while ensuring that the needs of homeless or foster youth, English Language Learners, including LTELs, and students with disabilities achieve at levels similar to their peers were addressed. Updated for the 2024-2027 LCAP to incorporate metrics that will gauge progress. Focusing on staff retention and support, targeted interventions, academic skill development, and focused instruction in core subjects are reasonably calculated to increase achievement for students who not at the level of their peers.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of teachers will be highly qualified to teach the courses to which they are assigned.	School year 2023-24: 96% With full credential = 506 Without full credential = 10 Teachers Teaching Outside Subject Area of Competence (with full credential) = 11			2026-27 100%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Increase to 100% (115/115 points) the District's implementation of state academic standards.	May 2024 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.			2027 100%	
1.3	100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.	May 2024 100%			2027 100%	
1.4	English Learner Access to Common Core State Standards including English Language Development standards.	May 2024 Full Implementation and Sustainability on self-reflection tool.			2027 Full Implementation and Sustainability	
1.5	By student group, increase to 100% the percentage of students who graduate.	Class of 2023 (number/%) students meeting graduation requirements: Afr Am/Black 19/95.0% Asian 1,459/98.8% Hispanic/Latino 386/84.1% Filipino 72/97.3% White 348/95.9% Two or more races 175/96.7% English Learners 270/79.3% Homeless Youth 17/76.5%			Class of 2026 100% for all identified groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioecon Disadv 570/86.8% Students w/Disabilities 254/82.7% All Students 2,550/95.5%				
1.6	By student group, decrease the dropout rate.	Class of 2023 cohort dropout rate by student group: African American: 1/20 (5.0%) Asian: 4/1,477 (0.3%) Filipino: 1/74 (1.4%) Hispanic/Latino: 56/459 (12.2%) White: 9/363 (2.5%) Two or More Races: 3/181 (1.7%) SED: 57/570 (10.0%) ELL: 43/270 (15.9%) Homeless Youth: 3/17 (17.6%) SWD: 18/254 (7.1%) All: 76/2,669 (2.8%)			Class of 2026 0% for all identified groups	
1.7	By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.	Class of 2023 students meeting A-G: Afr Am/Black 52.6% Asian 94.3% Filipino 75.0% Hispanic/Latino 47.2% White 81.6% Two or more races 82.3% English Learners 43.9% Homeless Youth 38.5%			Class of 2026 100% for all identified groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioecon Disadv 56.0% Students w/Disabilities 26.7% All Students 83.5%				
1.8	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).	<p>These data below are referencing CAASPP administration year 2023.</p> <p>Student Group % "Met or Exceeded Standard" in ELA/Math:</p> <p>All Students 81%/71%  African American 45%/25%  Asian 92%/89%  Filipino 73%/45%  Hispanic 47%/19%  White 83%/66%  Two or More Races 88%/80%  English Learners 17%/16%  Socio-Economic Disadvantaged 57%/33%  Students with Disabilities 28%/14%  Homeless Students --/--</p> <p>"--" indicator that fewer than 11 students tested</p>			2026 100% for all identified groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		within the subgroup and data isn't published.				
1.9	Increase to 95% the percentage of students who participate in the California Assessment of Student Performance and Progress (CAASPP).	2023 94% for both ELA and Math exams			2026 95% for both ELA and Math exams	
1.10	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Science Test (CAST).	<p>These data below are referencing CAST administration year 2023.</p> <p>Student Group % "Met or Exceeded Standard" in Science:</p> <p>All Students 71%  African American 29%  Asian 84%  Filipino 57%  Hispanic 27%  White 70%  Two or More Races 78%  English Learners 5%  Socio-Economic Disadvantaged 33%  Students with Disabilities 24%  Homeless Students --/--</p> <p>"--" indicator that fewer than 11 students tested</p>			2026 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		within the subgroup and data isn't published.				
1.11	Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).	2023 CA Dashboard 44% of ELs making progress towards English language proficiency			2026 100%	
1.12	Increase English Learner reclassification rate to 100%.	2022-23 8.1% (75) EL students reclassified			2025-26 100%	
1.13	Decrease the % of LTELs within the District.	2023-24 LTEL enrollment includes 385 LTEL students which is 42.7% of all students who are classified as English Learners (EL). Overall, the LTEL population accounts for 4% of FUHSD student enrollment.			2026-27 35% of all students who are classified as English Learners	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and support staff	Sustain a high quality comprehensive high school program. <ul style="list-style-type: none"><li>• Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff.</li><li>• Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.</li></ul>	\$144,787,767.82	No
1.2	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.	\$200,937.78	Yes
1.3	Student Support	With a focus on students who are homeless or foster youth, monitor student progress towards graduation through coordination between school counselors and administrators, with support from the Educational Options School Counselor, as documented through student contacts.	\$232,686.55	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	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.	\$255,083.56	No
<b>1.5</b>	ELA: Instruction	In support of equity, social justice and increasing student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students, professional development opportunities for teachers will focus on ensuring high levels of learning for all students and expanding the canon of English literature that is implemented.	\$97,840.24	No
<b>1.6</b>	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 and/or other reading support program/intervention) is implemented as a targeted intervention in support of course passage and A-G completion.	\$2,065,416.31	Yes
<b>1.7</b>	ELA: Instruction	In support of students having access to high-level ELA in the least restrictive environment, professional development opportunities for teachers will focus on the durable skill of communication: speaking, listening, and academic conversation skills. This action is principally directed toward our socio-economically disadvantaged and students with disabilities at Homestead High School in coordination with their performance reflected on CA Dashboard.	\$162,054.69	No
<b>1.8</b>	Mathematics: Instruction	In support of students having access to high-level mathematics in the least restrictive environment, math professional development opportunities for teachers will focus on collaborative learning to support productive struggle	\$405,198.05	No



Action #	Title	Description	Total Funds	Contributing
		and increase math discourse. Students will grow as independent math learners, where they can think deeply, engage in discourse to make meaning of their learning, and struggle productively. This action is principally directed toward our Hispanic students district-wide, Hispanic and students with disabilities at Homestead High School, and socio-economically disadvantaged students at Fremont High School in coordination with their performance reflected on the CA Dashboard.		
<b>1.9</b>	Science: Instruction	Implement AB 285 requirements through science courses while supporting multidisciplinary efforts to embed climate and environmental literacy outcomes into ongoing course standards.	\$168,199.63	No
<b>1.10</b>	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. This action is principally directed toward English Learners at Fremont High School in coordination with their performance on the English Learner Progress Indicator on the dashboard. In addition, as described in the Title III plan,</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> </ul>	\$1,574,689.85	Yes
<b>1.11</b>	LTEL: Targeted Intervention	<p>Principally directed to LTELs,</p> <ul style="list-style-type: none"> <li>• teachers of LTELs from different subject areas will meet during scheduled collaboration time as a PLC. Their work will include</li> </ul>	\$3,733,240.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>creating and revising curriculum, lessons and assessments and sharing strategies that support academic language development.</p> <ul style="list-style-type: none"><li>• opportunities for more explicit preparation for the Summative ELPAC in support of progress towards reclassification and on the English Learner Progress Indicator.</li><li>• an ongoing collaboration will be established with feeder elementary school districts to include review of instructional practices in support of the transition to and success within high school.</li></ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of 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, as evidenced by metrics associated with least restrictive environment, Advanced Placement, college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address the need for a guaranteed and viable curriculum to support all students and provide them with preparation for college and career. Updated for the 2024-2027 LCAP to incorporate metrics that will gauge progress. Focusing the structures and resources of multi-tiered systems of support, instructional technology, general education, advanced placement courses, and career technical education are reasonably calculated to increase access for students who are not experiencing similar outcomes to their peers.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway.	Class of 2023: 9.6% of cohort = 256 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)			Class of 2026 15% of cohort	
2.2	Increase the percentage of students who have successfully completed both A-G requirements and a CTE pathway.	Class of 2023: 8.8% (224/2550) students in class of 2023 completed A to G eligibility requirements			Class of 2026 15% of cohort	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and at least one CTE course pathway.				
2.3	By student group, increase to 100% the percentage of students placed in the “prepared” level on the College/Career Indicator.	Class of 2023: 78.5% of students were placed in the "prepared" level on the College/Career Indicator.			Class of 2026 100%	
2.4	By student group, increase to 100% the percentage of students deemed “ready for college” or "conditionally ready for college" as measured on CAASPP with a score of 3 or 4 to indicate "met or exceeded standard" in the area of ELA and Mathematics.	<p>These data below are referencing CAASPP administration year 2023.</p> <p>Student Group % “Met or Exceeded Standard” in ELA/Math:</p> <p>All Students 81%/71%</p> <p>African American 45%/25%</p> <p>Asian 92%/89%</p> <p>Filipino 73%/45%</p> <p>Hispanic 47%/19%</p> <p>White 83%/66%</p> <p>Two or More Races 88%/80%</p> <p>English Learners 17%/16%</p> <p>Socio-Economic Disadvantaged 57%/33%</p> <p>Students with Disabilities 28%/14%</p> <p>Homeless Students --/--</p>			2026 100% for all identified groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"--" indicator that fewer than 11 students tested within the subgroup and data isn't published.				
2.5	Monitor post-secondary program success as indicated by college entrance and persistence data.	The Class of 2023 reported 84% enrollment in postsecondary education institutions within the first year after high school with 20% attending a 2-year institution and 64% attending a 4-year institution. 96% of students in the Class of 2021 who enrolled in college in their first year returned for their second year.			Class of 2026 88% enrollment in postsecondary education institutions within the first year after high school.	
2.6	Monitor implementation of the Student Assistance Team (SAT) handbook, reflecting multi-tiered systems of support (MTSS), to guide practice, reducing the percentage of students referred for special education assessment by 5% (Comprehensive Coordinated Early Intervening Services (CCEIS)).	April 2024 46			2027 43	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Increase participation in the least restrictive environment for students with disabilities to the state target of 62% (Special Education Plan (SEP)).	February 2024 44.1%			2027 62%	
2.8	Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	<p>Students completing AP courses (2022-23): # who completed an AP course/# in the subgroup = %</p> <p>All Students 4,155/9,956= 41.7%</p> <p>American Indian = 5/36= 13.9%</p> <p>African American 10/80=12.5%</p> <p>Hispanic 199/1,758=11.3%</p> <p>Pacific Islander 11/31= 35.5%</p> <p>Two or more races 261/640= 40.8%</p> <p>Asian 3189/5583= 57.1%</p> <p>White 480/1369= 35.1%</p> <p>SED 233/1426= 16.3%</p> <p>SWD 44/988= 4.5%</p> <p>EL 31/921= 3.4%</p>			<p>2025-26 6 percentage point increase for Am. Ind., Af. Am., Hisp., SED, SWD and EL students</p> <p>2 percentage point increase for All Students, Pac. Is., Two +, Asian and White students</p>	
2.9	Increase the percentage of students who have passed an AP exam with a "3" or higher at some point during high school.	For the class of 2023, 68.1% of students earned a "3" or higher on an AP exam during high school.			2026 73%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$48,986.50	Yes
2.2	Multi-Tiered Systems of Support	Continue implementation of the guidance outlined in the Student Assistance Team (SAT) handbook to strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS).	\$166,317.39	No



Action #	Title	Description	Total Funds	Contributing
<b>2.3</b>	Access to General Education	<p>In support of increased access to general education for students with disabilities, ongoing efforts and discussions of educational partners will focus on</p> <ul style="list-style-type: none"> <li>• Increase general and special education teacher collaboration and implementation of accommodations, modifications and grading adaptations.</li> <li>• Integrate the principles of Universal Design for Learning (UDL) into existing content of professional development for general and special education teachers.</li> </ul>	\$176,219.13	No
<b>2.4</b>	Advanced Placement Courses	Through the collaborative work of the Counseling Assistant Principals and District administrators, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	\$1,515,737.00	No
<b>2.5</b>	Instructional Technology	Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System, Student Data Analytics System, and adapting to Artificial Intelligence within education through professional development and course-alike team coaching to integrate technology and communication tools across content areas.	\$553,215.82	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Every student will feel safe, cared about, and both academically and socially engaged in school, as evidenced by the CA Healthy Kids Survey (CHKS), suspension and expulsion rates, attendance and absenteeism.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address student engagement, wellness, and campus climate in coordination to ensure all students feel safe and cared about in support of being academically and socially engaged in school. Updated for the 2024-2027 LCAP to incorporate metrics that will gauge progress. Providing social emotional learning, wellness spaces, mental health and wellness support, campus climate interventions, and addressing attendance and absenteeism is reasonably calculated to increase positive student participation in and about school.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the percentage of students who report meaningful participation at school.	<p>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023)</p> <p>Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school":</p>			2026 5 percentage point increase for each grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th grade: 25% 10th grade 27% 11th grade 25% 12th grade 28%				
3.2	Increase the percentage of students who respond positively when asked about their sense of well-being (safe and cared about).	<p>Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023)</p> <p>Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade: 63% 10th grade 59% 11th grade 60% 12th grade 60%</p> <p>Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61%</p> <p>Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when</p>			2026 5 percentage point increase for each grade level in each category	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>asked, "How safe do you feel when you are at school?"</p> <p>The following represent the percentage of students who reported not being victimized.</p> <p>Low Violence Victimization 85%</p> <p>No Harassment 78%</p> <p>No Mean Rumors 79%</p> <p>No Fear of Getting Beaten Up 92%</p>				
3.8	Using a check-in and check-out survey when accessing a wellness space, students across grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds will report maintenance of or a positive increase in how they are feeling upon exit from the space.	<p>May 2024 CHS (December to May) check-in to check-out categories = happy 32.9% to 28.3%; anxious 16.0% to 3.7%; angry 3.5% to 0%; calm 27.5% to 56.9%; sad 2.4% to 1.0%; worried 2.2% to 1.0%; cared for/heard 0.4% to 1.6%; lonely 1.4% to 0.4%; and overwhelmed/stressed 16.0% to 7.1%.</p> <p>MVHS (January to May) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students</p>			2027 5 percentage point increase by category or 2-point increase overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		improve by 2 points after a visit.				
3.9	Increase percentage of students who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	2022-23 70.2%			2025-2026 100%	
3.10	Decrease chronic absenteeism.	2022-23 Students considered chronic absentee (% of student group): Afr Am/Black 20/84 (23.8%) American Indian/Alaska Native 5/37 (13.5%) Asian 240/5,624 (4.3%) Filipino 34/276 (12.3%) Hispanic/Latino 509/1,814 (28.1%) Pac Islander 6/31 (19.4%) White 179/1,378 (13.0%) Two or more races 74/645 (11.5%) English Learners 241/1,002 (24.1%) Socioecon Disadv 433/1,546 (28%) Students w/Disabilities 293/994 (29.5%) Homeless Youth 22/39 (56.4%) All Students 1,082/10,138 (10.7%)			2025-2026 Absenteeism 0-5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	<p>Students suspended at least once in 2022-23 (% of student group):</p> <p>Afr Am/Black 2/86 (2.3%)</p> <p>American Indian or Alaska Native 5/37 (13.5%)</p> <p>Asian 37/5,681 (0.7%)</p> <p>Filipino 6/278 (2.2%)</p> <p>Hispanic/Latino 107/1,850 (5.8%)</p> <p>Pac Islander 2/32 (6.3%)</p> <p>White 22/1,392 (1.6%)</p> <p>Two or more races 18/649 (2.8%)</p> <p>English Learners 69/1,030 (6.7%)</p> <p>Socioecon Disadv 84/1,581 (5.3%)</p> <p>Students w/Disabilities 78/1,050 (7.4%)</p> <p>Homeless Youth 5/42 (11.9%)</p> <p>All Students 202/10,254 (2.0%)</p>			2025-26 suspension rate of 2% or less for each student group	
3.12	Maintain low expulsion rate and monitor that no student no student groups are over-represented among expelled students.	<p>Students expelled in 2022-23 (% of student group):</p> <p>Afr Am/Black 0/86 (0.0%)</p> <p>Amer Indian/Alaska Native 0/37 (0.0%)</p> <p>Asian 0/5,681 (0.0%)</p>			2025-26 expulsion rate of 0% for each student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 0/278 (0.0%) Hispanic/Latino 3/1,850 (0.2%) White 1/1,392 (0.1%) Two or more races 0/649 (0.0%) English Learners 1/1,030 (0.1%) Socioecon Disadv 3/1,581 (0.2%) Students w/Disabilities 0/1,050 (0.0%) Homeless Youth 0/42 (0.0%) All Students 4/10,254 (0.01%)				
3.13	Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	January 2024 Community Day School 100% Exemplary - No Findings CHS 100% Exemplary - No Findings FHS 100% Exemplary - No Findings HHS 97% Good - Minimal issues. LHS 100% Exemplary - No Findings MVHS 100% Exemplary - No Findings			2027 Exemplary: 99-100%	



## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning	The Social Emotional Learning Curriculum Lead will continue to guide the implementation of a Social-Emotional Learning four-year plan, student advisories covering mental health and wellness, and provide staff training and support.	\$73,653.31	No
3.2	Wellness Space	By August 2026 the FUHSD will have a wellness space at each of its five comprehensive campuses accessible to and inclusive of students in all grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds.	\$280,000.00	No
3.3	Mental Health and Wellness Student Support	Support student mental health and wellness through access to School Based Therapists.	\$144,380.54	No

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Campus Climate	Principally directed to support students who are foster youth or socioeconomically disadvantaged, 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.	\$42,122.97	Yes
<b>3.5</b>	Campus Climate	Principally directed to support students who are American Indian or Alaska Native and students who are homeless youth in coordination with performance on the suspension indicator on the dashboard, 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.	\$20,687.27	No
<b>3.6</b>	Campus Climate	Principally directed to support students with disabilities at Cupertino High School in coordination with their performance on the suspension indicator on the dashboard, the Campus Climate group will include a representative from Special Services and 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, engage in professional development, and align practices with IEP compliance and behavior service referrals.	\$42,958.54	No
<b>3.7</b>	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.	\$27,572.23	Yes
<b>3.8</b>	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	\$33,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the Saturday School program as needed to address absenteeism, insubordination, and disruption.		
<b>3.9</b>	Attendance	Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	\$25,257.63	No
<b>3.10</b>	Facility Maintenance	Maintain safe and updated schools through routine maintenance.	\$3,477,138.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Students, parents, staff, and other educational partners will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs, as evidenced by the CA Healthy Kids Survey (CHKS) and educational partner participation and input.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

Goal 4 was developed to ensure a focus on incorporating input and participation in the efforts of the District from all educational partners. Updated for the 2024-2027 LCAP to include staff and incorporate metrics that will gauge progress. Implementing surveys, maintaining avenues of communication, providing parent education and continuing the work of the District Wellness Council are reasonably calculated to provide students, parents, staff, and other educational partners with a variety of opportunities to learn about and give feedback on various elements of their school and the District.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the percentage of students who report “Pretty much true” or “Very much true” to “Meaningful participation at school”, parent response to “this school gives students opportunities to ‘make a difference’ by helping other people, the school, or the community”, and staff response to “this school encourages	November 2023 Students: 25% 9th, 27% 10th, 25% 11th, 28% 12th Initial administration for parents and staff will be October 2024: baseline will be included for Year 1 Outcome.			2026 5 percentage point increase for students, parents and staff.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities for students to decide things like class activities or rules".					
4.2	Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school keeps me well-informed about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."	<p>November 2023 Students: 9th 50.0%, 10th 45.0%, 11th 42.0%, 12th 42.0% All Students 45.0% Socioecon Disadv 39.9% English Learners 56.5% Foster Youth -- Homeless Students --</p> <p>"--" indicator that fewer than 11 students participated within the subgroup and data will not be published.</p> <p>Initial administration for parents and staff will be October 2024: baseline will be included for Year 1 Outcome.</p>			2026 5 percentage point increase for students, parents and staff.	
4.3	100% of parents whose students participate in special education will affirm parent involvement in the Individualized Education Program (IEP) process.	22-23 100%			2025-26 100%	
4.4	Increase to 100% the number of parents/guardians who	2023-24 % of students with an active parent account			2026-27 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	have an active Infinite Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.	(IC portal/Schoology login): CHS: 85%/60% FHS: 83%/36% HHS: 86%/52% LHS: 91%/65% MVHS: 89%/65%				
4.5	Increase to 100% the percentage of students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning through advisory is important.	April 2024 84%			2027 100%	
4.6	Increase to 100% the percentage of students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented.	April 2024 46%			2027 100%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Surveys	Continue to implement ongoing plan for survey administration including students, parents, and staff.	\$42,641.10	No
4.2	Communication	Continue positive and proactive communication about the District through community and media access to news and stories about FUHSD and supporting Board initiatives (office hours, communication corner on the website, etc.).	\$136,253.69	No
4.3	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.	\$58,608.99	Yes
4.4	District Wellness Council	Through participation in the District Wellness Council, students, parents and staff provide input and guidance to shape district efforts in support of student engagement and health.	\$46,537.06	No



Action #	Title	Description	Total Funds	Contributing
4.5	Advisory Lessons	Through participation in regular advisory lessons, students will provide input and guidance to shape district efforts in support of their engagement and health.	\$124,357.18	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	By June 2027, Community School will increase the engagement and attendance of our students as measured by an increase in academic motivation on the CA Healthy Kids Survey (CHKS) and attendance and a decrease in chronic absenteeism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on input from students, parents and staff at Community School, a focus on increasing academic motivation was determined as the root cause of attendance challenges. Attendance data from the 2022-23 school year indicate the following: 0% of Community School students (13) were absent less than 5%; 2 students were absent between 5%-10%; 2 students were absent between 10%-20%; and 9 students were absent more than 20%.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase the percentage of academic motivation endorsed by students in CS.	November 2023 54%			2026 67% (FUHSD baseline from November 2023)	
5.2	Increase percentage of students in CS who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	SY 2022-23 0% of Community School students (13) were absent less than 5%. 2 students were absent between 5%-10%, 2 students were absent between 10%-20%, and 9 students were absent more than 20%.			SY 2025-26 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Decrease chronic absenteeism in CS.	SY 22-23 84.6%			SY 2025-26 Absenteeism 0-5%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Reinforcement Strategies	CS staff will utilize a wide range of reinforcement strategies at the start of the day/1st period to increase student timely and prepared arrival to school.	\$1,000.00	No
5.2	Student Engagement	CS staff will research and take student input in order to develop high leverage/high interest field trips to increase student engagement and academic motivation and focus on post-secondary goals.	\$1,700.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Classroom Community	Partner with Community-Based Organizations to integrate programs that provide behavioral support and leadership education (such as the FLY (Fresh Lifelines for Youth) Law Program), creative outlets (art and music), and parent outreach to establish and reinforce positive strategies to support academic motivation.	\$49,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$4,200,332	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.521%	0.000%	\$0.00	3.521%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Targeted Intervention</p> <p><b>Need:</b> Students meeting A-G, Class of 2023 for All Students was 83.5% while English Learners was 43.9% and Socioecon Disadv was 56.0%; foster youth cohort too small to report.</p> <p><b>Scope:</b></p>	<p>Providing an intervention course, Academic Foundations, focused on the school skills necessary to increase achievement and providing adult support. This additional instruction and form of case management is reasonably calculated to increase A-G completion for students whose achievement is not at the level of their peers. Principally directed to English Learners, foster youth, and students who are socioeconomically disadvantaged who, to a varying degree, attend all school sites in the LEA. This action is also</p>	<p>By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	available/may provide benefit to other students based on their individual needs for support.	
<b>1.3</b>	<p><b>Action:</b> Student Support</p> <p><b>Need:</b> Students meeting graduation requirements, Class of 2023 (number/%) for All Students 2,550/95.5% while Homeless Youth was 17/76.5%; foster youth cohort too small to report.</p> <p><b>Scope:</b> LEA-wide</p>	The Educational Options School Counselor makes initial contact with all students who are homeless or foster youth. They ensure continued direct contact with the school site school counselor. This additional form of ongoing case management is reasonably calculated to increase the graduation rate for students whose achievement is not at the level of their peers. Principally targeted to foster youth who, to a varying degree, attend all school sites in the LEA. This action is also available/may provide benefit to other students based on their individual needs for support.	By student group, increase to 100% the percentage of students who graduate.
<b>1.6</b>	<p><b>Action:</b> ELA: Targeted Intervention</p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>Students meeting A-G, Class of 2023 for All Students was 83.5% while English Learners 43.9% and Socioecon Disadv 56.0%.</li> <li>All Students meeting standard on CAASPP ELA was 81% while Socio-Economic Disadvantaged was 57%; foster youth cohort too small.</li> </ul> <p><b>Scope:</b> LEA-wide</p>	Intervention specific to academic reading and writing for students who are reading below grade level based on a reading inventory. This additional, highly structured and research-based instruction is reasonably calculated to increase A-G completion and reaching standard on the CAASPP for students whose achievement is not at the level of their peers. Principally targeted to foster youth and students who are socioeconomically disadvantaged who, to a varying degree, attend all school sites in the LEA. This action is also available/may provide benefit to other students based on their individual needs for support.	<ul style="list-style-type: none"> <li>By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.</li> <li>By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Progress (CAASPP) ELA.
2.1	<p><b>Action:</b> Career Technical Education</p> <p><b>Need:</b> 78.5% (very high) of all students are considered "prepared" on the College/Career Indicator of the CA Dashboard while only 47.4% (medium) of students who are socioeconomically disadvantaged; the foster youth cohort is too small to report.</p> <p><b>Scope:</b> LEA-wide</p>	Ensure that students who are socioeconomically disadvantaged and foster youth are provided access to opportunities for college credit and work-based learning. The industry sectors, pathways and efforts to secure work-based learning contacts through CTE courses and Training for Transitions are reasonable calculated to increase student level of preparation on the College/Career Indicator of the CA Dashboard. While principally directed to these student groups who are present, to a varying degree, at all school sites in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	By student group, increase to 100% the percentage of students placed in the "prepared" level on the College/Career Indicator.
3.4	<p><b>Action:</b> Campus Climate</p> <p><b>Need:</b> Students suspended at least once in 2022-23 (% of student group): All Students was 202/10,254 (2.0%) while Socioecon Disadv was 84/1,581 (5.3%); foster youth cohort too small to report.</p> <p><b>Scope:</b> LEA-wide</p>	Campus Climate group continues to provide guidance and professional development to site administrators regarding effective interventions. Implementation of restorative practices is reasonably calculated to decrease the suspension rate. While principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.
3.7	<p><b>Action:</b> Campus Climate Interventions</p> <p><b>Need:</b></p>	Provide a continuum of interventions for students and families. Participation in educational classes focused on behavior change and supporting student/child behavior change is reasonably calculated to decrease suspension and expulsion	<ul style="list-style-type: none"> <li>Maintain low suspension rate and monitor that no student</li> </ul>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students suspended at least once in 2022-23 (% of student group): All Students was 202/10,254 (2.0%) while Socioecon Disadv was 84/1,581 (5.3%); foster youth cohort too small to report.</p> <p>Students expelled in 2022-23 (% of student group): All Students 4 (0.01%) and Socioecon Disadv 3 (0.2%); foster youth cohort too small to report.</p> <p><b>Scope:</b> LEA-wide</p>	<p>rates. Principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District, this action is also available/may provide benefit to other students based on their individual needs for support.</p>	<p>groups are over-represented among suspended students.</p> <ul style="list-style-type: none"> <li>Maintain low expulsion rate and monitor that no student no student groups are over-represented among expelled students.</li> </ul>
<b>3.8</b>	<p><b>Action:</b> Saturday School</p> <p><b>Need:</b> Students considered chronic absentee in 2022-23 (% of student group): All Students 1,082/10,138 (10.7%) while Socioecon Disadv was 433/1,546 (28%); foster youth cohort too small to report.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Saturday School provides an environment for students to review the challenges they have faced and create a plan for success. Guidance from an adult in a structured setting with coordination back to the home school is reasonably calculated to decrease chronic absenteeism. Principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District. This action is also available/may provide benefit to other students based on their individual needs for support.</p>	<p>Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.</p>
<b>4.3</b>	<p><b>Action:</b> Parent Education</p> <p><b>Need:</b> In response to response to "parents feel welcome to participate at this school": All Students endorsed 45.0% while Socioecon</p>	<p>Provide parent education opportunities that address the needs of our student/parent population. Educational opportunities that focus on behavior change, supporting communication with and understanding of teens, and learning more about school processes such as communication systems, guidance and that are provided in</p>	<p>Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged 40.5% and English Learners 40.2%.</p> <p><b>Scope:</b> LEA-wide</p>	languages such as Chinese and Spanish, are reasonably calculated to increase parent feeling welcome to participate in their school/district. Principally directed to students who are English Learners, foster youth, and socioeconomically disadvantaged at all school sites in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	keeps me well-informed about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.10</b>	<p><b>Action:</b> ELD: Targeted Intervention</p> <p><b>Need:</b> English Learners need continued support with English Language Development and that, on the 2023 CA Dashboard, 44% of ELs are making progress towards English language proficiency, which is:</p> <ul style="list-style-type: none"> <li>• Orange on the dashboard</li> <li>• A 7.8% decline from 2022-23</li> <li>• 4.7% less than the state percentage</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Focus teacher professional development on the incorporation of all 4 language domains in every lesson and address language demands. Instruction featuring this work will occur in ELD and Shelter classes and is reasonably calculated to increase English language proficiency.	Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	<p><b>Action:</b> LTEL: Targeted Intervention</p> <p><b>Need:</b> Of the 4.0% of English Learners in the District, 42.7% are Long-Term English Learners (LTELs). These are students who have been in the school system for 6+ years, have not yet been reclassified to being English proficient and are nearing the end of their K-12 career. The District has seen positive trending of our percentage of LTELs over the past two school years: 21-22 5.21% and 22-23 4.24%.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Professional development for teachers who support LTELs, explicit preparation for the ELPAC and collaboration with our feeder elementary school districts. Instruction that incorporates strategies and structures focused on the needs of LTELs will occur through ELD and Shelter classes and is reasonably calculated to decrease the percent of LTELs in the FUHSD.	Decrease the % of LTELs within the District.

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

N/A

### ***Additional Concentration Grant Funding***

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$119,310,189	\$4,200,332	3.521%	0.000%	3.521%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$142,082,222.18	\$10,945,345.00	\$5,284,407.00	\$2,458,841.00	\$160,770,815.18	\$160,551,901.18	\$218,914.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Retain and support staff	All	No			All Schools	2024-25	\$144,787,767.82	\$0.00	\$127,446,719.00	\$9,761,302.51	\$5,284,407.00	\$2,295,339.31	\$144,787,767.82	
1	1.2	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$200,937.78	\$0.00	\$39,136.09			\$161,801.69	\$200,937.78	
1	1.3	Student Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-25	\$232,686.55	\$0.00	\$232,686.55				\$232,686.55	
1	1.4	ELA: Skill Development	All	No			All Schools	2024-25	\$255,083.56	\$0.00	\$255,083.56				\$255,083.56	
1	1.5	ELA: Instruction	All	No			All Schools	2024-25	\$97,840.24	\$0.00	\$97,840.24				\$97,840.24	
1	1.6	ELA: Targeted Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25	\$2,040,740.31	\$24,676.00	\$2,065,416.31				\$2,065,416.31	
1	1.7	ELA: Instruction	All Students with Disabilities	No			All Schools Specific Schools: Homestead	2024-25	\$162,054.69	\$0.00		\$162,054.69			\$162,054.69	
1	1.8	Mathematics: Instruction	All Students with Disabilities	No			All Schools Specific Schools: Homestead and Fremont High Schools	2024-25	\$405,198.05	\$0.00	\$405,198.05				\$405,198.05	
1	1.9	Science: Instruction	All	No			All Schools	2024-25	\$168,199.63	\$0.00		\$168,199.63			\$168,199.63	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	ELD: Targeted Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Fremont High School	2024-25	\$1,574,689.85	\$0.00	\$1,574,689.85				\$1,574,689.85	
1	1.11	LTEL: Targeted Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25	\$3,720,240.35	\$13,000.00	\$3,733,240.35				\$3,733,240.35	
2	2.1	Career Technical Education	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25	\$48,986.50	\$0.00	\$48,986.50				\$48,986.50	
2	2.2	Multi-Tiered Systems of Support	All	No			All Schools	2024-25	\$166,317.39	\$0.00	\$166,317.39				\$166,317.39	
2	2.3	Access to General Education	Students with Disabilities	No			All Schools	2024-25	\$176,219.13	\$0.00		\$176,219.13			\$176,219.13	
2	2.4	Advanced Placement Courses	All	No			All Schools	2024-25	\$1,515,737.00	\$0.00	\$1,515,737.00				\$1,515,737.00	
2	2.5	Instructional Technology	All	No			All Schools	2024-25	\$438,215.82	\$115,000.00	\$115,000.00	\$438,215.82			\$553,215.82	
3	3.1	Social Emotional Learning	All	No			All Schools	2024-25	\$73,653.31	\$0.00	\$18,226.35	\$55,426.96			\$73,653.31	
3	3.2	Wellness Space	All	No			All Schools	2024-25	\$280,000.00	\$0.00	\$280,000.00				\$280,000.00	
3	3.3	Mental Health and Wellness Student Support	All	No			All Schools	2024-25	\$144,380.54	\$0.00	\$125,167.64	\$19,212.90			\$144,380.54	
3	3.4	Campus Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25	\$42,122.97	\$0.00	\$34,412.34	\$7,710.63			\$42,122.97	
3	3.5	Campus Climate	All American Indian or Alaska Native, homeless	No			All Schools	2024-25	\$20,687.27	\$0.00	\$20,687.27				\$20,687.27	
3	3.6	Campus Climate	All Students with Disabilities	No			All Schools Specific Schools: Cupertino	2024-25	\$42,958.54	\$0.00	\$20,687.27	\$22,271.27			\$42,958.54	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School									
3	3.7	Campus Climate Interventions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25	\$27,572.23	\$0.00	\$27,572.23				\$27,572.23	
3	3.8	Saturday School	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25	\$32,818.00	\$538.00	\$33,356.00				\$33,356.00	
3	3.9	Attendance	All	No			All Schools	2024-25	\$11,257.63	\$14,000.00	\$25,257.63				\$25,257.63	
3	3.10	Facility Maintenance	All	No			All Schools	2024-25	\$3,477,138.00	\$0.00	\$3,477,138.00				\$3,477,138.00	
4	4.1	Surveys	All	No			All Schools	2024-25	\$42,641.10	\$0.00	\$42,641.10				\$42,641.10	
4	4.2	Communication	All	No			All Schools	2024-25	\$136,253.69	\$0.00	\$136,253.69				\$136,253.69	
4	4.3	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$58,608.99	\$0.00	\$58,608.99				\$58,608.99	
4	4.4	District Wellness Council	All	No			All Schools	2024-25	\$46,537.06	\$0.00	\$17,232.56	\$29,304.50			\$46,537.06	
4	4.5	Advisory Lessons	All	No			All Schools	2024-25	\$124,357.18	\$0.00	\$68,930.22	\$55,426.96			\$124,357.18	
5	5.1	Reinforcement Strategies	All	No			Specific Schools: Community School	2024-25	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
5	5.2	Student Engagement	All	No			Specific Schools: Community School 9-12	2024-25	\$0.00	\$1,700.00				\$1,700.00	\$1,700.00	
5	5.3	Classroom Community	All	No			Specific Schools: Community School 9-12	2024-25	\$0.00	\$49,000.00		\$49,000.00			\$49,000.00	



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$119,310,189	\$4,200,332	3.521%	0.000%	3.521%	\$7,848,105.21	0.000%	6.578 %	<b>Total:</b>	\$7,848,105.21
								<b>LEA-wide Total:</b>	\$2,540,175.01
								<b>Limited Total:</b>	\$5,307,930.20
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,136.09	
1	1.3	Student Support	Yes	LEA-wide	Foster Youth	All Schools	\$232,686.55	
1	1.6	ELA: Targeted Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,065,416.31	
1	1.10	ELD: Targeted Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Fremont High School	\$1,574,689.85	
1	1.11	LTEL: Targeted Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,733,240.35	
2	2.1	Career Technical Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$48,986.50	
3	3.4	Campus Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$34,412.34	
3	3.7	Campus Climate Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$27,572.23	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Saturday School	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$33,356.00	
4	4.3	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,608.99	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$159,359,026.21	\$165,128,240.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Retain and support staff	No	\$142,969,468.28	\$148,302,906.11
1	1.2	ELA: Skill Development	No	\$242,497.74	\$249,066.93
1	1.3	ELA: Instruction	No	\$87,175.95	\$93,345.55
1	1.4	ELA: Targeted Intervention	Yes	\$1,884,457.13	\$2,028,316.23
1	1.5	ELD: Targeted Intervention	Yes	\$4,843,094.22	\$5,060,530.43
1	1.6	Mathematics: Instruction	No	\$81,925.20	\$93,345.55
1	1.7	Mathematics: Targeted Intervention	No	\$392,227.31	\$404,905.96
1	1.8	Specialized Academic Instruction	No	\$153,654.31	\$155,250.71
1	1.9	Targeted Intervention	Yes	\$191,871.11	\$202,424.44
2	2.1	Curriculum and Professional Development	No	\$1,091,306.14	\$1,132,746.61
2	2.2	Learning Management System	No	\$613,033.46	\$405,451.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Student Data Analytics System	No	\$115,000.00	\$115,000.00
2	2.4	Multi-Tiered Systems of Support	No	\$152,493.61	\$164,172.80
2	2.5	Student Support	Yes	\$222,927.48	\$229,182.16
2	2.6	Instructional Materials	No	\$25,055.03	\$25,491.41
2	2.7	Project-Based Learning in Science	No	\$149,235.81	\$150,028.72
2	2.8	Online Course Content	No	\$129,201.55	\$135,111.62
2	2.9	Career Technical Education	Yes	\$44,333.64	\$45,526.49
2	2.10	Teacher Recruitment	No	\$33,923.71	\$34,453.47
2	2.11	Advanced Placement Courses	No	\$1,472,626.85	\$1,489,499.42
2	2.12	Guidance Study Group	No	\$65,142.25	\$65,430.17
2	2.13	Comprehensive Coordinated Early Intervening Services (CCEIS)	No	\$260,259.12	0
2	2.14	Access to General Education	No	\$153,654.31	\$157,440.06
2	2.15	Support in General Education	No	\$153,654.31	\$157,440.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Sexual harassment, Title IX, Equity, Wellness	No	\$82,028.65	\$85,285.08
3	3.2	Campus Climate	Yes	\$42,768.51	\$42,695.45
3	3.3	Campus Climate Interventions	Yes	\$25,398.82	\$27,321.27
3	3.4	Saturday School	Yes	\$29,578.08	\$31,000.00
3	3.5	Athletic Program	No	\$109,740.07	\$112,402.41
3	3.6	Attendance	No	\$25,067.02	\$25,146.71
3	3.7	Mental Health and Wellness Student Support	No	\$135,122.57	\$142,350.34
3	3.8	Social-Emotional Learning	No	\$73,528.65	\$72,761.61
3	3.9	Facility Maintenance	No	\$2,984,589.61	\$3,351,724.00
4	4.1	Surveys	No	\$43,941.28	\$45,526.49
4	4.2	Communication	No	\$117,164.47	\$126,589.08
4	4.3	Committees	No	\$26,145.85	\$28,442.81
4	4.4	LCAP Review and Feedback	No	\$35,454.44	\$36,685.80
4	4.5	Family Engagement and PTSA	No	\$43,941.28	\$45,526.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Parent Education	Yes	\$56,338.39	\$57,716.76

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,276,095.00	\$7,340,767.38	\$7,553,735.64	(\$212,968.26)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	ELA: Targeted Intervention	Yes	\$1,884,457.13	\$2,028,316.23		
1	1.5	ELD: Targeted Intervention	Yes	\$4,843,094.22	\$5,060,530.43		
1	1.9	Targeted Intervention	Yes	\$191,871.11	\$39,136.09		
2	2.5	Student Support	Yes	\$222,927.48	\$229,182.16		
2	2.9	Career Technical Education	Yes	\$44,333.64	\$45,526.49		
3	3.2	Campus Climate	Yes	\$42,768.51	\$35,005.97		
3	3.3	Campus Climate Interventions	Yes	\$25,398.82	\$27,321.27		
3	3.4	Saturday School	Yes	\$29,578.08	\$31,000.00		
4	4.6	Parent Education	Yes	\$56,338.39	\$57,717		



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$124,615,193	\$4,276,095.00	0%	3.431%	\$7,553,735.64	0.000%	6.062%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- 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*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that



is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.



- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

#### Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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