



CUPERTINO HIGH SCHOOL

**2024-25 SCHOOL PLAN
Mid-Year Update**

Cupertino High School

10100 Finch Ave., Cupertino, CA 95014 • www.chs.fuhd.org • 408.366.7600 • CEEB:050718



Cupertino is a suburban, residential community surrounded by high technology industries located 50 miles south of San Francisco in the heart of Silicon Valley. One of five public high schools in the Fremont Union High School District, Cupertino is accredited by the Western Association of Schools and Colleges and has received three prestigious California State Distinguished School Awards. The student body represents diverse ethnic, racial, religious, and socioeconomic groups. Our school mission statement is to achieve high levels of learning for all students—and we collaborate in course-alike teams to make that happen. An excellent co-curricular program complements the academic mission of the school. There is a thriving arts program, with award-winning groups in instrumental and choral music, publications, visual arts and drama. CHS also offers a wide variety of sports, clubs, student leadership opportunities and community service options. More than 84 percent of Cupertino students participate in at least one extracurricular activity.

2024-2025 School Profile

Bill Schloss, Principal
Assistant Principals
Melina Nafrada (A-F)
George Bechara (G-Le)
Steve Puccinelli (Li-R)
Kim Morgan/Jackie Corso (S-Z)
School Counselors
Gregg Buie (A-F)
Anna Jackson (G-Le)
Tamara Emmert (Li-R)
Lillie Phares (S-Z)
College & Career Advisor
Wendy Amick
Registrar
Cheryl Hassett

Class of 2025 by the Numbers

477

students

28

National Merit
Semi-finalists

64

National Merit
Commended

GPA Distribution for Class of 2025

Individual class rank is not reported. To evaluate student performance, use the grade distribution chart below showing the percentage of students in each unweighted, cumulative 9-11 GPA category.

3.75 – 4.0	44.3%
3.5 – 3.74	17.3%
3.0 – 3.49	20.8%
2.5 – 2.99	9.2%
2.0 – 2.49	6.0%
< 2.0	2.3%

Data as of 09/01/2023

GPA and Related Procedures

- Credits are posted at the end of each semester.
- Each semester class is 5 credits; most FUHSD classes are yearlong (10 credits) and meet for 150 instructional hours.
- GPA is calculated at the end of each semester (A=4; B=3; C=2; D=1; F=0). Honors and AP classes are not given additional point values.
- Cumulative GPA is all coursework from grade 9 to current. University GPA is college-prep academic courses only.
- Coursework earning P (Pass), NM (No Mark), I (Incomplete), W (Withdrew) is not calculated into the GPA.
- Coursework from non-accredited or out-of-country schools are transferred as Pass/Fail.
- Final semester grade marks include letter grades only and no +/- scale option.

CHS by the Numbers

1759

students in
grades 9-12

91

Teachers

440:1

student to
counselor
ratio

77

Teachers
with a
Masters
Degree

5

Teachers
with a
Ph.D.
degree

32.5

average
class size

84%

2023 Cohort
with at least
one AP
course/exam

18

students in
full-time off-
site
programs

54

Classified
Staff

Scores Summary 2024

SAT*

466 students
655 (ERW) / 702 (M)
1358 mean composite
*data from Fall 2023 & Spring 2024

ACT*

82 students
29.9 mean composite
*data from Fall 2023 & Spring 2024

Advanced Placement

886 students took 2682 exams
94% scores of 3 or higher
77.3% of Class of 2024 took and passed at least 1 AP exam in 2024*
*College Board Equity & Excellence

Graduation Requirements

Subject	Credits
English (4 years)	40
Social Science (3 years)	30
Mathematics (2 years; min. Algebra 1 and Geometry)	20
Science (2 years; life and physical)	20
Physical Education (2 years)	20
Electives (includes courses beyond subject area requirements)	70
1 year in each of 2 of the following 3 areas:	
World Language	
Visual/Performing Arts	20
Applied Academics (includes Career Technical Education, Programming, Work Experience)	
Total Credits	220

School and District Policies

Students typically take 6 courses each year. Students enrolled in AVID, Learning Skills, or specialized programs including Dual Enrollment, and some Career Technical Education pathways may take 7 courses. Due to budgetary constraints, students are generally limited to one course per subject area per year. AP and Honors courses are open access. Students taking AP courses are encouraged to take the corresponding exams. Some students choose to take courses through concurrent enrollment at one of the five local community colleges. This coursework is typically not included on the FUHSD transcript.

AP/Honors at CHS

English

American Lit Honors
AP English Literature

Mathematics

Pre-Calculus Honors
AP Calculus AB; AP Calculus BC
AP Statistics
AP Computer Science

Science

Chemistry Honors
AP Physics 1; AP Physics C: Mech;
AP Physics C: E&M
AP Biology; AP Chemistry
AP Environmental Science

Social Sciences

AP Microeconomics
AP US Government
AP US History

Visual & Performing Arts

Advanced Drama Honors
AP Studio Art

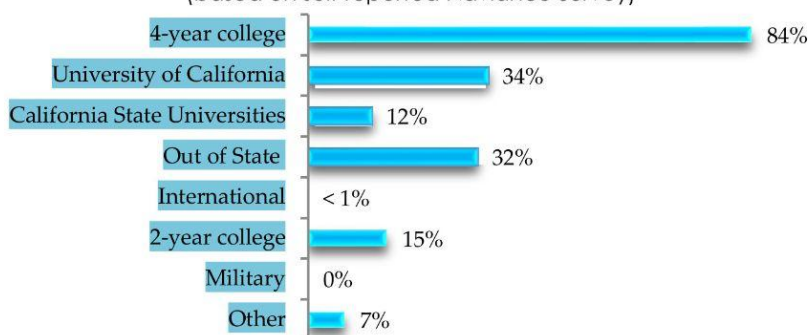
World Languages

Honors 4 and AP Chinese, French, Japanese, Spanish

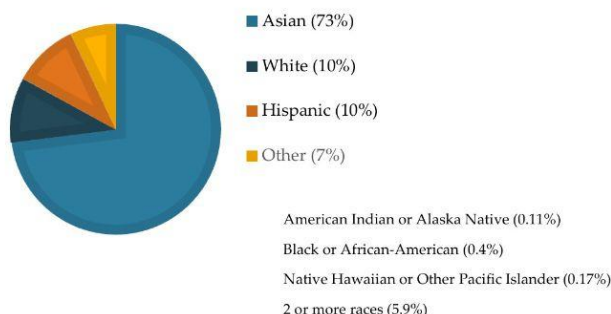
Accredited by
Western Association of Schools and Colleges

Class of 2024 Postsecondary Destinations

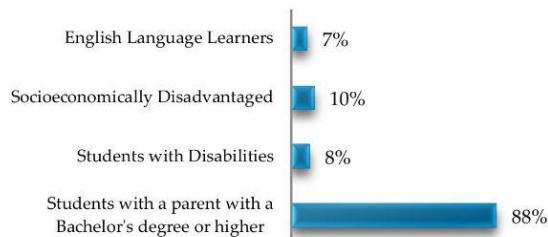
(based on self-reported Naviance Survey)



Student Racial Demographics



Additional Student Demographics



Counseling Program

The counseling program offers a comprehensive and developmental 9-12 program involving all students. It is designed to offer on-going support and provide information to students and their parents through their four years of high school. The counseling team is composed of four Assistant Principals, four School Counselors and a College & Career Advisor. Crisis and intervention counseling is available with a School-based Therapist (LMFT).

Middle College

Middle College is an educational alternative for FUHSD juniors and seniors who need a different high school environment in order to achieve success -- academically, socially and/or emotionally. Students earn high school and college credit simultaneously, complete requirements for high school graduation and explore individual interests through a diverse college curriculum.

School Site Participation in District Initiatives

Title	Description	Site Participation
Beyond Literary Analysis	While there will always be a place for literary analysis in our English classrooms, this course seeks to support PLCs interested in designing authentic analytical writing tasks that require students to make choices about what it is they want to analyze; what their purpose is for writing analysis; who it is they want to write to; and the structure, word choice, and use of grammar and conventions that will best communicate their thinking to their audience.	CHS: 3
Building Thinking Classrooms book club	Math education researcher Peter Liljedahl has become an expert in how students behave in math classrooms. He knows the savvy ways in which students can engage in “non-thinking” behavior, which includes rote memorization and repetitive calculations, but also behaviors like “mimicking,” which make it look like a student is learning when they are, in fact, not learning at all. In Building Thinking Classrooms, Liljedahl offers 14 research-based teaching practices for enhancing learning in the math classroom. This professional learning opportunity is intended to build upon two previous Math PD offerings: the Math Discourse PD and the Productive Math Struggle PD. The purpose of the Building Thinking Classrooms Book Club is to provide teachers with the opportunity to discuss key ideas from the book, which will help them learn practical tools and moves they can use to create a classroom environment in which students learn math deeply. The monthly book club sessions will also provide teachers with a support system as they apply their learning in the classroom. Outcomes: ● An understanding of high-leverage teaching practices to move toward a thinking classroom ● Experiments in the classroom via “mini” action research projects	CHS: 1

Coaching Skills for Leaders	The mission of this course is to help leaders develop essential coaching skills that support the continued growth of educators within FUHSD. Over the course of the sessions, participants will 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. In order to achieve this mission, we have structured the course so that all participants can: • Practice coaching skills in a safe space with a fellow participant • Identify when and how to coach from the three different coaching stances • Develop their toolkit of trust-building strategies • Inquire into their own coaching practice to meet their growth goals as a coach • Apply coaching skills with a willing colleague (optional)	CHS: 6
Communications for Deep Learning	Goals for the 2-day meeting: • To develop a shared understanding of the spectrum of effective communication with consideration for social-emotional components (e.g. your own culture(s), family, heritage, age/generation, personality, learning differences, education, socio-economic status, other identity markers) • To share an immersive experience to engage as a learner in reflection around communication (preferences, how we include/exclude others, etc.) • To develop a shared understanding of learner variability and how providing options and scaffolds will remove unintended barriers to developing communication as a skill • To design teaching and learning opportunities for students to engage deeply in various subject areas with attention on communication as a skill	CHS: 16

Career Technical (CTE)	Career Technical Education (CTE) teachers and paraeducators met with the goal that by the end of the day they would be encouraged by success stories, heard by sharing challenges, and inspired by resources. Participants were provided an overview of CTE pathways, dual enrollment, and grants; student enrollment data; and model standards. There were presentations on web-based platforms that support the implementation of work-based learning. Participants were provided time to work with their pathway colleagues from across the district.	CHS: 3
Courageous Leaders	The mission of Courageous Leaders is to provide participants with the opportunity to explore the essential question: How can we, as Courageous Leaders, use mechanisms and create the conditions that promote healthy collaboration and support adult and student learning? Over the course of the sessions outlined in the table below, we will learn both about the mechanisms (organizational tools, protocols, and structures) we can use and the conditions (inclusivity, safety, and trust) we can foster as we work together in pursuit of our goal of ensuring high levels of learning for all.	CHS: 6
ELD 2/3	ELD 2 Release Days: "District ELD 2 teachers collaborate to implement promising practices for language instruction that meet the needs of the students in front of us." After establishing this overarching collaborative purpose and establishing working agreements, teachers now voluntarily and periodically meet to share what curriculum their students have and are engaging with, the successes and challenges of implementation, and ideas or wonderings regarding next best steps for students. Texts such as Amplifying the Curriculum are used to ground curricular decisions and revisions, along with building a bank of student work samples to analyze as a team. ELD 3 Release Day: "District ELD 3 teachers collaborate to implement promising practices - with continuously evolving common curriculum- for language instruction." After establishing this overarching collaborative purpose and working agreements, teachers grounded their work through reading about student-centered language scaffolding in Amplifying the Curriculum.	CHS: 1

High Leverage Practices	The purpose of the High Leverage Practices (HLP) PD is to support special education teachers in expanding their knowledge of research based best practices to support student learning in the least restrictive environment. All special education teachers participated in the first two sessions of this PD during Spring 2023 which targeted the HLPs of Adapting Tasks and Materials and Providing Scaffolded Supports. The final two sessions will happen in Fall 2023 and will focus on Strategies to Promote Active Student Engagement and Teaching Cognitive and Metacognitive Strategies. In addition to focusing on HLPs, teachers will frame their work using the essential beliefs of Universal Design for Learning: 1. Learner variability is the rule, not the exception 2. All learners can work toward the same firm goals and grade level standards 3. All students can become expert learners when barriers are removed.	CHS: 0
Onward	<u>Onward</u> is a year-long course based on the book written by Elena Aguilar, designed to cultivate emotional resilience in educators. Using the book and accompanying workbook, we will engage in a book-club style professional development offering that meets over the course of the school year. We will discuss dispositions such as empowerment, courage, and trust. Our meetings will be low-prep and low-pressure discussions about the chapter of the month along with engaging activities from the book.	CHS: 19
Queer Affinity Family	Using a Queer Educators in Community analytical framework, affinity professional development is about designing spaces of support, learning and healthy career development that are responsive to the needs of a particular marginalized community. Participants will be asked to participate in small/whole group community building, self-analysis, and written responses to critical questions. Emphasis on: intersecting identities, building community through shared experiences, understanding and recognizing heteroprophessionalism in the workplace, and agency.	CHS: 5

Racial Affinity Group (BIPOC)	What is an affinity group? It is a community formed around a common identity shared by a group of people. There is diversity within the group and their experiences and perspectives will vary due to their intersecting identities, but they share this common aspect of their identity that brings them together. Why does FUHSD need this? FUHSD staff of color have expressed informally and formally (through interviews and focus groups) that they can feel isolated as part of a minoritized identity group and often lack opportunities to share and process the experiences they have had related to their racial identities. A racially-based affinity group for staff of color will offer participants a chance to better understand the role their racial identities play in their experiences in FUHSD, and a space to develop supportive relationships and build community. We hope this will support staff of color to thrive and expand their capacity to serve our students and families.	CHS: 4
Sexual Orientation, Gender Identity and Expression (SOGIE)	The purpose of this training, developed by R.I.S.E. is to build knowledge of information and issues to better Recognize, Intervene, Support and Empower LGBTQ+ youth in our school system. Our Sexual Orientation, Gender Identity and Expression (SOGIE) workshop will focus on: • Defining SOGIE in a comprehensible way, allowing us to become familiar with various terms and concepts that enable us to better serve and include our youth ...and staff • Recognizing the challenges youth who identify as LGBTQ+ often face in our school system and community, and how to best support them • How to respond when our students come out • Actions we can take to advocate and create safer spaces for our LGBTQ+ youth at FUHSD • Accessing LGBTQ+ policies, practices and forms at FUHSD	CHS: 5

Sheltered/ Integrated ELD	Each PD is smaller in size and will allow participants to zero in on integrated ELD/sheltered instruction in a specific content area. Teachers will: • 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. • Have time to apply learnings by working individually, with a colleague, or with a facilitator. <u>English Language Arts-</u> During the one-day PD, we will explore: • When during an instructional sequence in English Language Arts would it be meaningful for students to engage in verbal discourse? • How do we create a classroom environment that encourages students to contribute ideas verbally? • How do we prepare students with background knowledge and the English language necessary to engage in verbal discourse? <u>Science-</u> During the one-day PD, we will explore: • Where in an NGSS routine would it make sense for students to read and listen using academic English? • How might teachers support EL students to read in science? • How might teachers support EL students to listen/ comprehend audio texts in science? <u>Social Studies-</u> During the one-day PD, we will explore: • Why is speaking important in social studies classrooms? • What are different types of thinking/speaking skills important for social studies? • How might teachers support EL students (in language and content) to engage in rich conversations?	<u>English Language</u> CHS: 1 <u>Science</u> CHS: 0 <u>Social Studies</u> CHS: 4
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SEL: From fixing and filling to possibility and abundance	As educators, we have worked to apply Trauma-informed education and Social Emotional Learning in our schools and classrooms. Trauma-informed and SEL practices provide the foundation to <i>begin</i> to understand our students and ourselves. <i>Healing-Centered Engagement</i> and <i>Transformative Social Emotional Learning</i> are frameworks that build on top of that foundation, using an asset-based lens, leading to increased learning and more equitable outcomes. Participants will learn how to: ● view themselves and their students through an asset-based lens ● create richer, deeper learning experiences <i>within</i> the curriculum and practices that they <i>already</i> use ● integrate immediately implementable Transformational SEL strategies in any role or setting	CHS: 3
UDL Now Book Club	The purpose of the UDL Now! book club is to introduce teachers to Universal Design for Learning. Author Katie Novak has spent 20+ years in education and provides practical insights and strategies to support all learners by using the principles of universal design. She makes strong connections between UDL and equity, illustrates how providing voice and choice empowers learners, and gives examples and resources to help teachers plan proactively to reduce barriers in their lesson design and classrooms. By focusing on Universal Design for Learning, teachers will be continually examining and improving their practice to ensure high levels of learning for all students.	CHS: 1

FUHSD LCAP 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.

Cupertino High School WASC Goal	Develop and implement strategies to improve the well-being, attendance, behavior, and academic performance for students in our subgroups of Students with Disabilities, Socioeconomically Disadvantaged Students, Hispanic and African American Students, and English Language Learners.
Cupertino High School Target	Student grades for the spring of 2025 will improve upon the last non-COVID year, Spring 2019. Performance on end-of-year assessments such as AP exams and CAASPP will reflect that students learned the material required to demonstrate proficiency. Our College Board Equity and Excellence Percentage in 2024 was 77.3% meaning that 69.6% of the graduating class took and passed at least 1 AP Exam. That was an increase of almost 8% from the previous year. We expect that number to remain in the upper 70% range for the Class of 2025. On state exams in Spring 2025, disaggregated results will show that an increasing percentage of students from all ethnic groups will demonstrate proficiency in math and English. The percentage of students who report on the CHS Wellness and Engagement Survey (given each fall) that their teachers keep them informed of their progress/grade in their classes fell from 65.7% in 2023 to 61.9% in 2024. This is an area that we need to address and improve. Ideally this percentage would grow each year by 1 or more percentage points until 80% is reached.

DATA PRESENTATION - High School Achievement and Outcomes

CAASPP Smarter Balanced Assessment Results

The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school, during the 11th grade year and is also used as an indicator of college readiness by the California State University (CSU) system.

The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of

Education. The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. CAASPP/EAP scores are one of the multiple measures the CSU utilizes as an indicator of students' readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

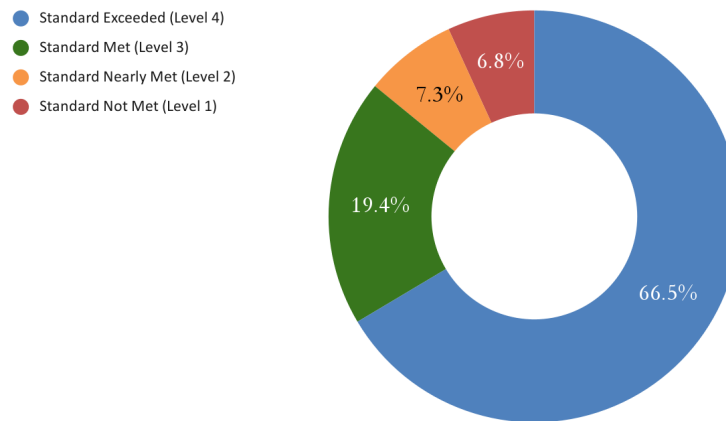
Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in general education English and/or mathematics college level courses upon entering the CSU. Students who score at the "Standard Met" (Level 3) performance level must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of "C-" or better. Students who score at the "Standard Nearly Met" (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported general education English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, High School coursework or high school grade point average, and college transfer coursework).

Table 1.1: Performance Levels on the Smarter Balanced Summative ELA and Math Assessments at Cupertino High School, FUHSD, Santa Clara County, and California

Achievement Level	Cupertino		FUHSD		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	66.5%	65.7%	57.0%	57.9%	38.8%	29.0%	26.2%	12.3%
Standard Met (Level 3)	19.4%	15.6%	23.7%	15.8%	27.1%	17.0%	29.5%	15.6%
Standard Nearly Met (Level 2)	7.3%	9.2%	10.6%	10.0%	16.4%	17.0%	20.9%	21.2%
Standard Not Met (Level 1)	6.8%	9.4%	8.8%	16.4%	17.7%	36.9%	23.4%	51.0%

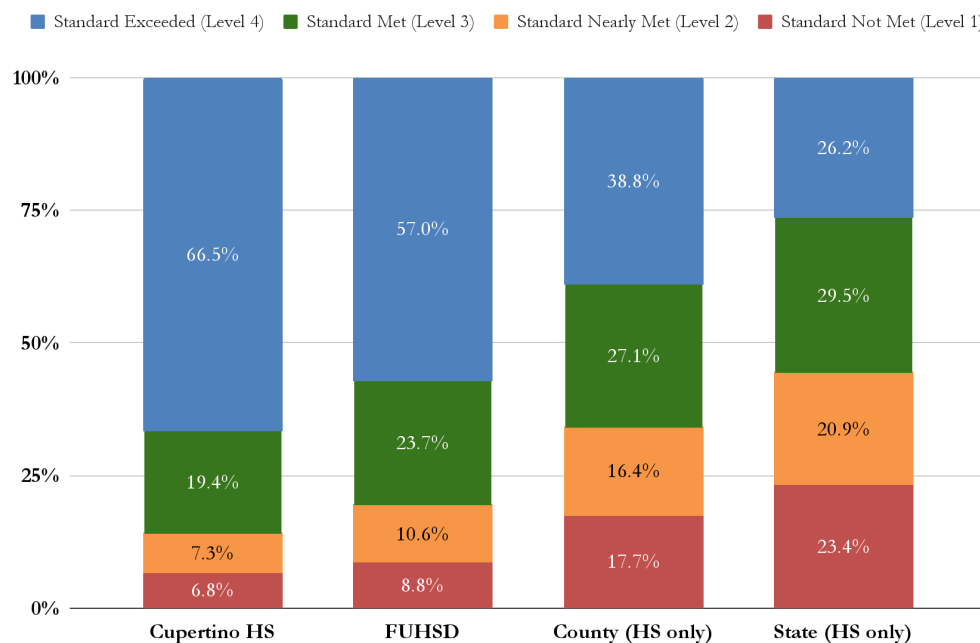
Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.1: 2024 Smarter Balanced Summative English Assessment Performance at Cupertino High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.2: 2024 High School Students' Performance on the Smarter Balanced Summative English Assessment at Cupertino High School, FUHSD, Santa Clara County, and California



Source: <https://caaspp-elpac.ets.org/caaspp/>

Table 1.2: Smarter Balanced Summative English Assessment by Subgroup at Cupertino High School

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
Students with Disabilities	English Learners Hispanic	None	None	OVERALL Asian Socioeconomically Disadvantaged White

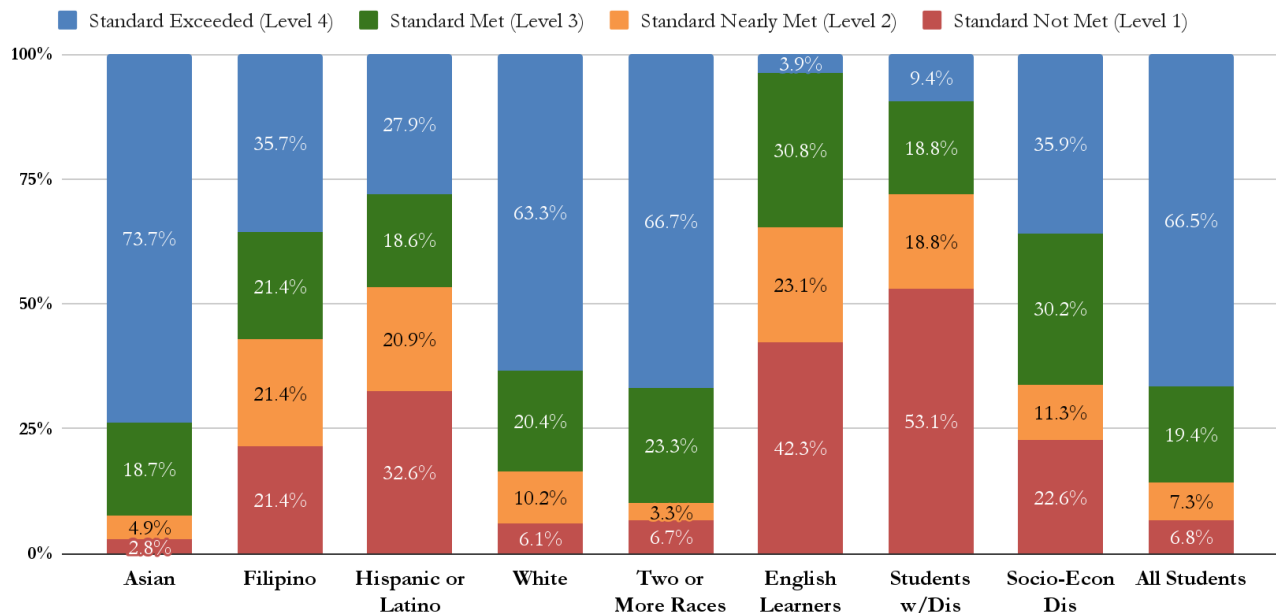
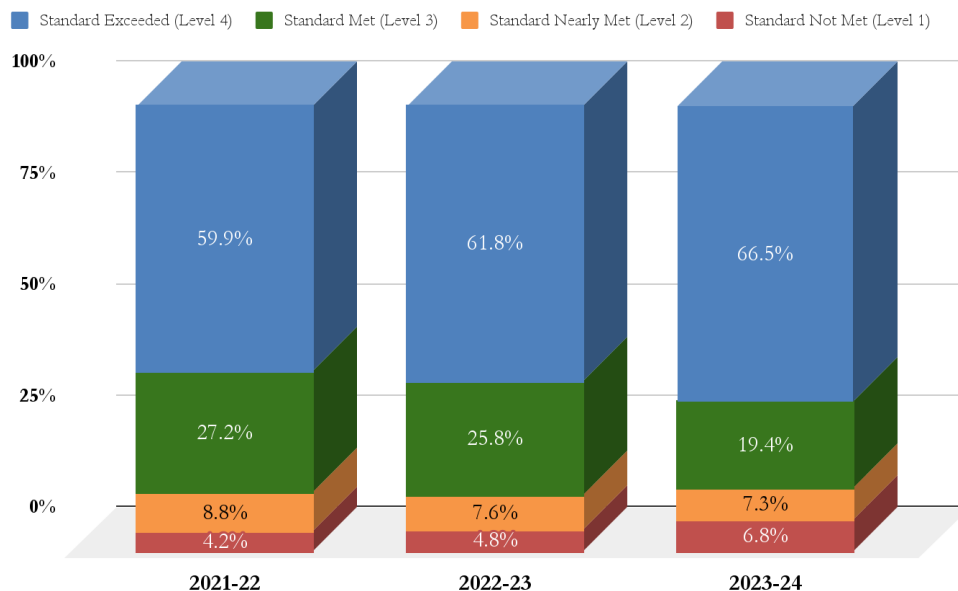
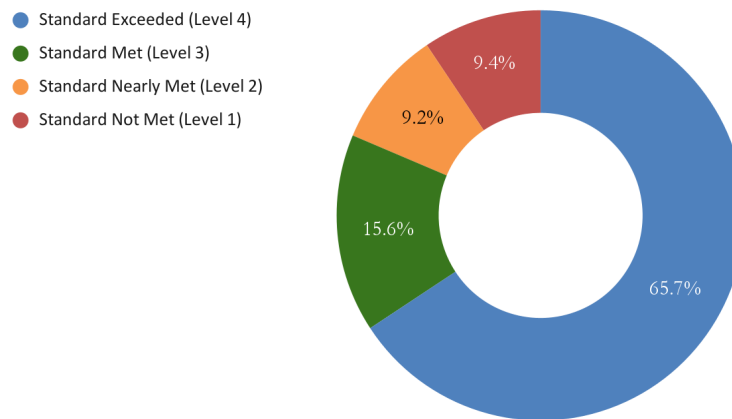
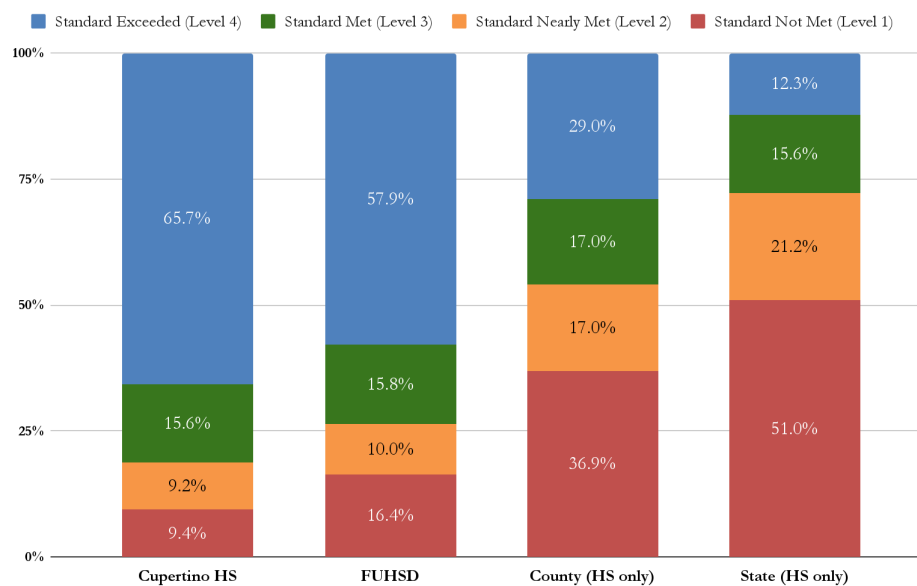
Source: <https://www.caschooldashboard.org/>**Figure 1.3: 2024 Smarter Balanced Summative English Assessment by Subgroup at Cupertino High School**Source: <https://caaspp-elpac.ets.org/caaspp/>**Figure 1.4: 3 Year Comparison (2021-2024) of Smarter Balanced English Assessment Performance at Cupertino High School**Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.5: 2024 Smarter Balanced Summative Math Assessment Performance at Cupertino High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.6: 2024 High School Students' Performance on the Smarter Balanced Summative Math Assessment at Cupertino High School, FUHSD, Santa Clara County, and California



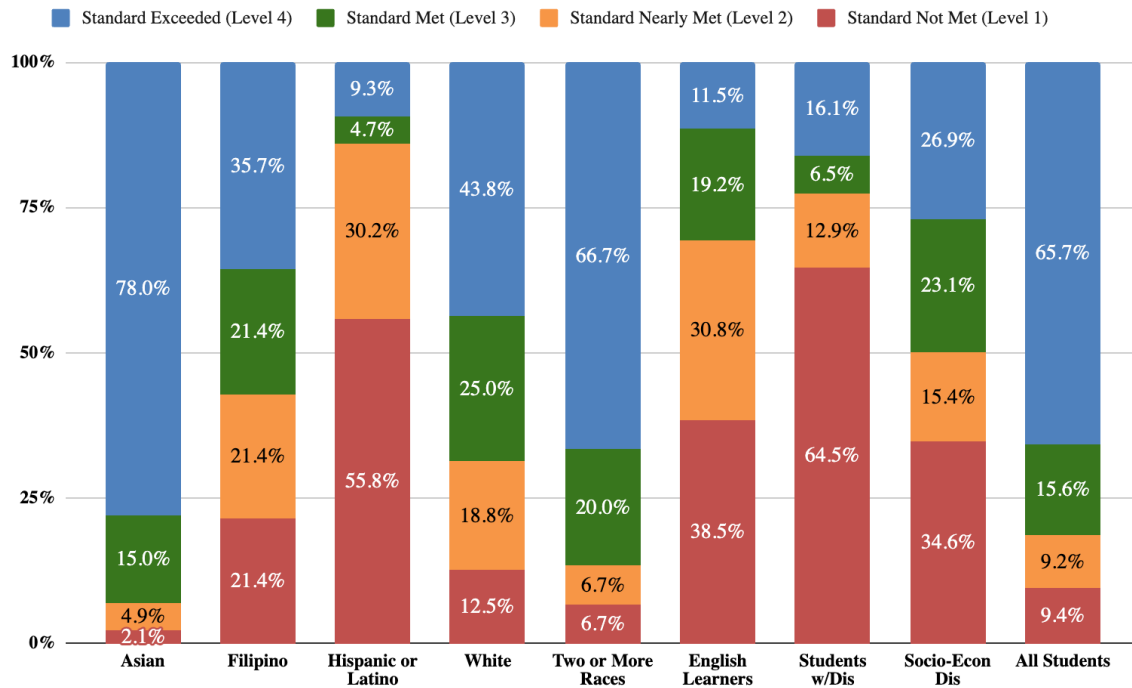
Source: <https://caaspp-elpac.ets.org/caaspp/>

Table 1.3: Smarter Balanced Summative Math Assessment by Subgroup at Cupertino High School

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
None	- Hispanic - Students with Disabilities	- English Learners	- Socioeconomically Disadvantaged	OVERALL - Asian - White

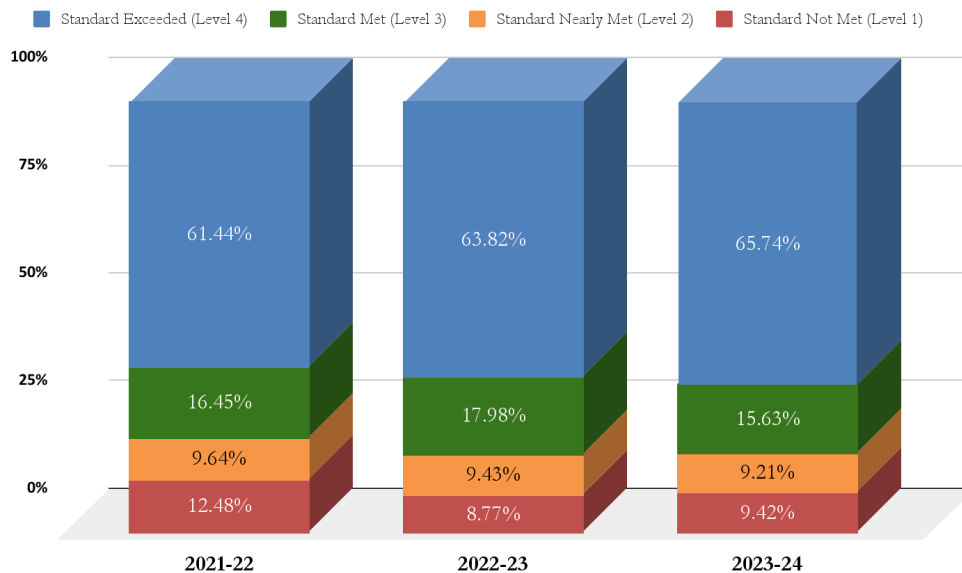
Source: <https://www.caschooldashboard.org/>

Figure 1.7: 2024 Smarter Balanced Summative Math Assessment by Subgroup at Cupertino High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.8: 3 Year Comparison (2021-2024) of Smarter Balanced Math Assessment Performance at Cupertino High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

California Science Test

The California Science Test (CAST) is part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). The CAST measures what students know and can do using the California Next Generation Science Standards, which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world.

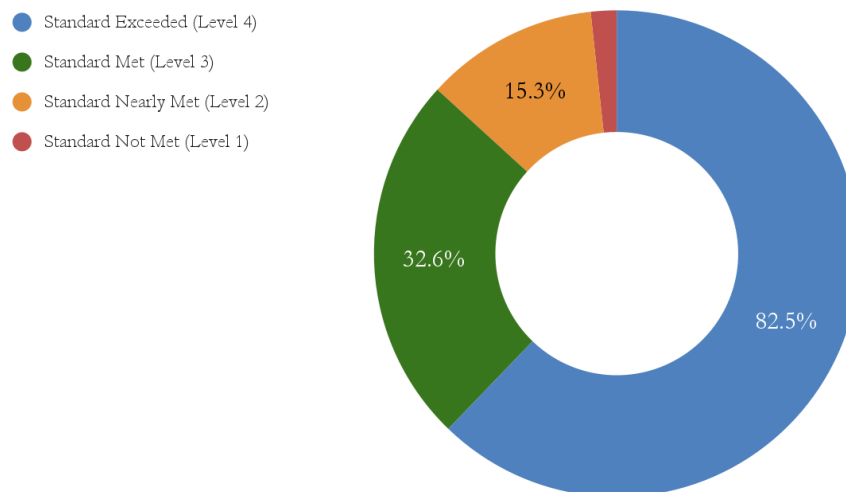
In July of 2024 the State Board of Education approved the Science Indicator on the Dashboard and results are displayed for LEA's, schools, and student groups on the 2024 Dashboard for informational purposes only. In anticipation of future performance indicators, the results from 2024 CAST are displayed below.

Table 1.4: Performance Levels on the Smarter Balanced Summative Science Assessment at Cupertino High School, FUHSD, Santa Clara County, and California

Achievement Level	Cupertino HS	FUHSD	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	49.9%	38.0%	21.6%	7.7%
Standard Met (Level 3)	32.6%	33.9%	25.5%	22.9%
Standard Nearly Met (Level 2)	15.3%	24.3%	41.6%	57.8%
Standard Not Met (Level 1)	2.3%	3.9%	11.3%	11.7%

Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.9: 2024 Smarter Balanced Summative Science Assessment Performance at Cupertino High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.10: 2024 High School Students' Performance on the Smarter Balanced Summative Science Assessment at Cupertino High School, FUHSD, Santa Clara County, and California

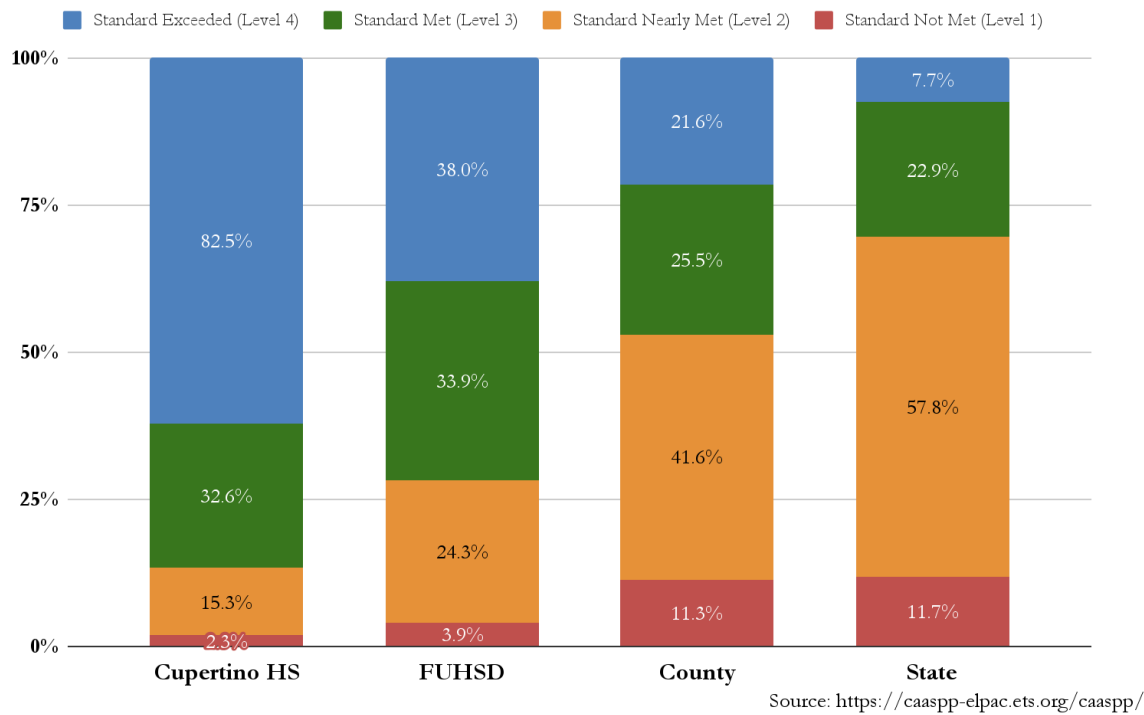
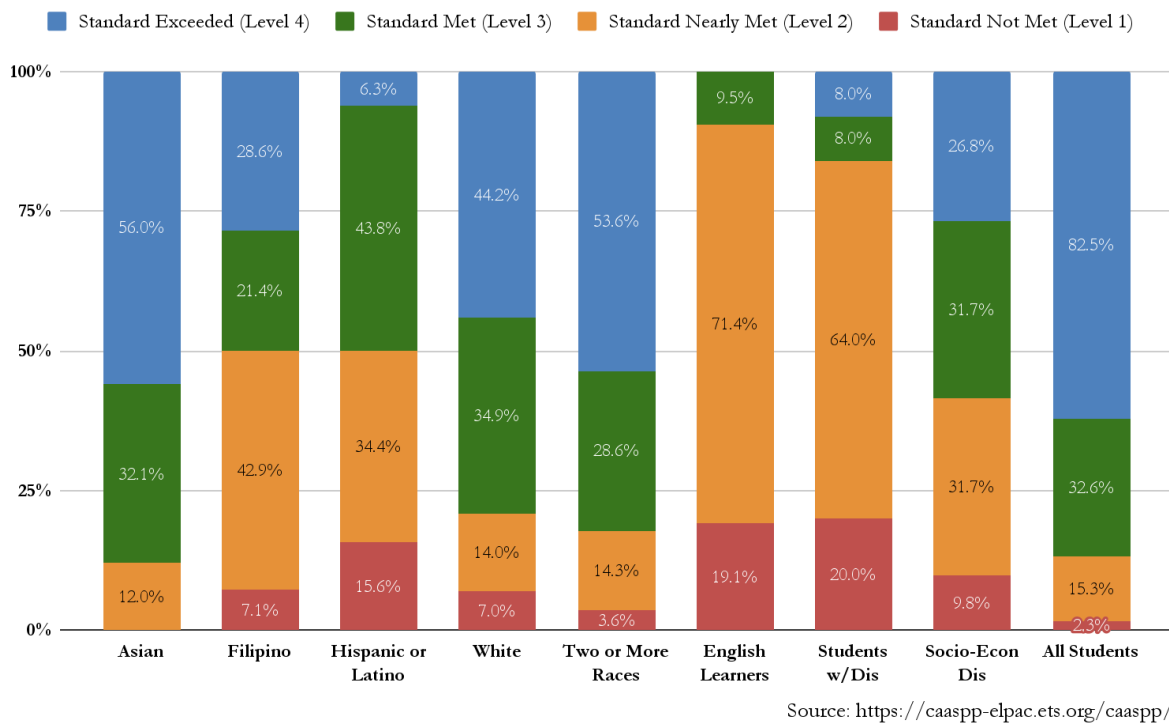


Figure 1.11: 2024 Smarter Balanced Summative Science Assessment by Subgroup at Cupertino High School



School Site Commentary

	2024 ELA	2023 ELA	2022 ELA	2019 ELA	2024 Math	2023 Math	2022 Math	2019 Math	2024 Science
Exceeds Standards	67%	62%	60%	59%	66%	64%	61%	64%	50%
Meets Standards	19%	26%	27%	22%	16%	18%	17%	20%	33%
Nearly Met Standards	7%	8%	9%	10%	9%	9%	10%	7%	15%
Did Not Meet Standards	7%	8%	4%	9%	9%	9%	13%	9%	2%

- On the ELA CAASPP test, 85.9% of 11th grade students met or exceeded standards which resulted in a Very High (Blue) rating on the California Dashboard.
- On the Math portion of the CAASPP, 81.3% of students met or exceeded standards which also resulted in a Very High (Blue) rating on the California Dashboard.
- Though the Dashboard will not produce a color for the CAST (Science) test until 2025, performance categories were available in 2024. Cupertino students reached 82.5% of students meeting or exceeding standards.
- In both English and Math, student scores in the upper two categories have moved upward in aggregate, while the percentage of students below standard has remained relatively stable. The “Exceeds Standards” band has increased steadily since the pandemic.
- Our scores on all three tests outpace the district, county, and state scores with scores in Science most exceeding the comparison scores.
- In both ELA and Math our overall status was VERY HIGH (Blue), but Students with Disabilities were in the VERY LOW (Red) status, while students who are Hispanic and students designated as English Language Learners were in the LOW (Orange) status. This represents a reduction in status for all three groups from 2023.
- In Science, by far the largest gap in scores is related to English Language Learners and Students with Disabilities. While the overall scores for the student population are almost 83% met or exceeded standards, Students with Disabilities were a combined 16% and English Language Learners were a combined 9.5%..
- With the small number of students in these subgroups, getting a score reduction for not reaching 95% participation is a real possibility each year. We continue to work with our students and families to reduce the number of students who opt out of testing. As an example, if the English Language Learner subgroup has 38 students, we can only afford to have one student opt out or we earn the score reduction for missing the 95% participation total. The subgroups in this predicament are: Long-Term English Learners with 16 in the group, Students with Disabilities with 41 in the group, SocioEconomically Disadvantaged with 61 in the group, Hispanic with 47 in the group, and White with 52 in the group. These groups can either have one or at the most two students, depending on subgroup size, before a score reduction comes into play.
- We do in -class visits and present the reasons why the students should take the test seriously.

- For students whose parents request an opt out, we ask their teacher or trusted adult to speak with them individually to see if they would change their mind. We also offer incentives (raffle prizes, ice cream) for participation.

ELPAC Summative Assessment

English Learner Performance

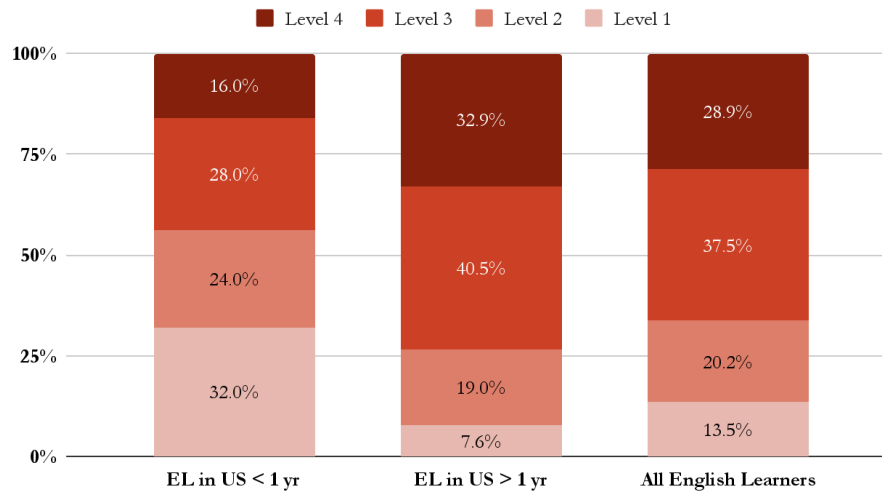
Students who are designated English Learners and have not yet been reclassified take the Summative English Language Proficiency Assessments for California (ELPAC) annually as one measure of their English language development. The ELPAC measures how well English learners are progressing toward English language proficiency.

Table 1.5: Overall Performance Levels on the English Language Proficiency Assessment of California by English Learner Group

Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	32.0%	24.0%	28.0%	16.0%	25
EL in US > 1 yr	7.6%	19.0%	40.5%	32.9%	79
All English Learners	13.5%	20.2%	37.5%	28.9%	104

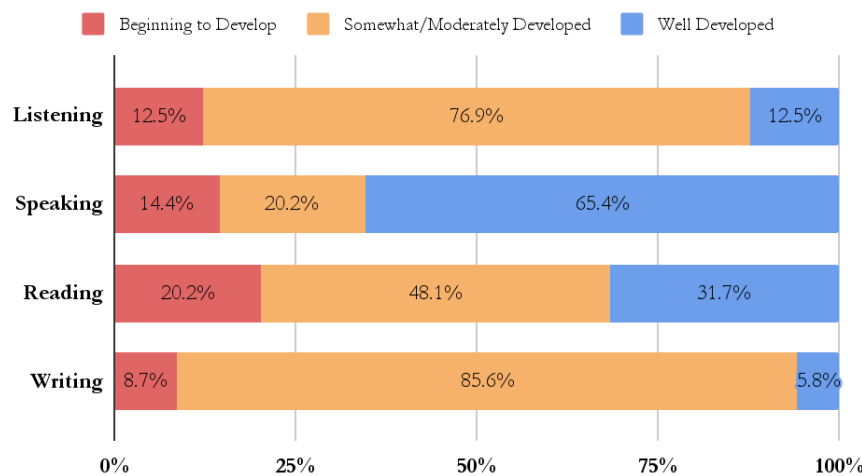
Source: <https://caaspp-elpac.ets.org/elpac/>

Figure 1.12: 2024 English Language Proficiency Assessment of California Performance by English Learner Group at Cupertino High School



Source: <https://caaspp-elpac.ets.org/elpac/>

Figure 1.13: 2024 English Language Proficiency Assessment of California Performance by Domain at Cupertino High School



Source: <https://caaspp-elpac.ets.org/elpac/>

Reclassification of English Learners

The summative ELPAC score of “Overall PL 4” is used to determine whether a student has met the ELP assessment criterion. The criteria used for reclassification in the Fremont Union High School District are the following: (1) Summative ELPAC Overall score of “4”, (2) Final semester grades in academic classes of “C” or higher, (3) 9.0 grade equivalence in reading based on Gates McGinitie or another district-approved reading assessment AND a passing score on a writing task, and (4) parental consultation/opinion. Reclassification of EL students is conducted on an annual basis each spring following the finalization of the fall term final grades. The reclassification rate is determined by the number of students reclassified divided by the prior year enrollment count.

Table 1.6: 3 Year Comparison of Reclassification Rates at Cupertino High School and Santa Clara County

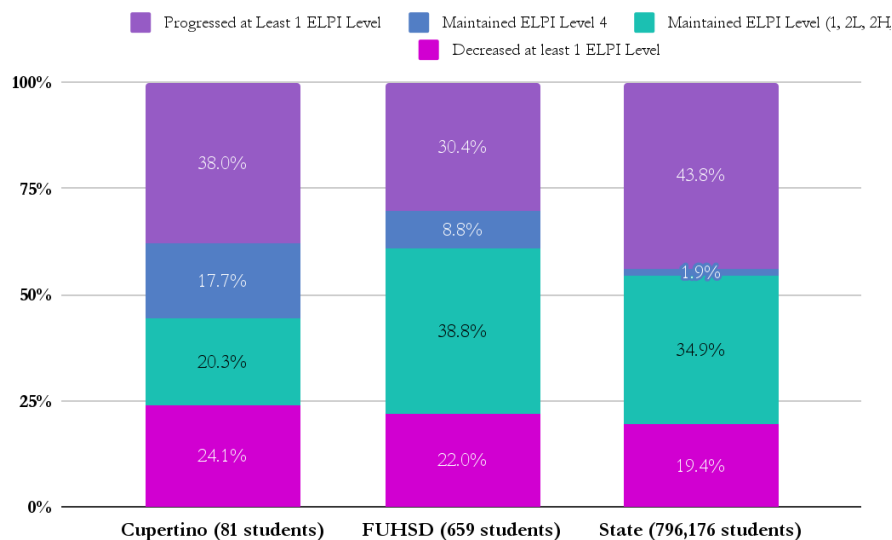
School Year	Percent of CHS Students Reclassified	Percent of EL Students at CHS Prior Year	SC County Reclassified
2021-22	12.4% (14)	5.7% (113)	13.0% (6,582)
2022-23	8.9% (11)	5.6% (123)	11.9% (6,460)
2023-24	14.2% (16)	5.7% (113)	11.8% (6,249)

Sources: <https://dq.cde.ca.gov/dataquest/>, Calpads reports, and county information

English Learner Progress Indicator

The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative Assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, “progress” is defined as a student who maintains a performance level 4 (highest possible) from the previous year or increases one or more performance levels. The charts below represent the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Fremont Union High School District earned a status level of “low” for the English Progress Indicator on the CA School Dashboard for the 23-24 school year.

Figure 1.14: 2024 High School Students’ English Language Acquisition Results on the Summative ELPAC at Cupertino High School, FUHSD, and California



Source: <https://www.caschooldashboard.org/>

School Site Commentary

- ELPAC performance seems to be influenced by the number of years an English Learner has spent in the United States. In 2024, students who have been in the country for less than one year reached level 3 or 4 scores at a 44% rate, while students who have more years in the United States reached level 3 or 4 scores at a 73.4% rate.
 - The percentage of English Learners at Cupertino High School remained steady for the third year in a row with 5.7% of the student body designated as ELL.
 - The Reclassification rate increased by over 4% to a three-year high of 14.2%. This outpaces the County average by 2.5%.
 - Results on the ELPAC Summative Assessment show that 38% of our ELL students progressed one level.
 - Additionally, 17.7% of our ELL students maintained at level 4, and 20.3% of our students maintained their level at 1-3.
 - One area of note is that our students who decreased a level on the ELPAC reached 24.1%, which is 3% higher than in 2023.
 - This was the second year in a row where 19 students scored at a lower level than their previous year's score.
 - Overall, the ELPI on the Dashboard was YELLOW, with 54.3% of students making progress. This is a drop of 1.9% from the previous year.
 - The ELD Program Coordinator, as well as the ELD Program classroom teachers, are renewing their efforts to motivate students to give their best effort on the ELPAC.
 - The ELD Program teachers focus heavily on building strong relationships with their students.
 - We established a new EL Center this year, staffed by the EL Program Assistant, as a hub for students to get help with issues, spend free time, work on homework before and after school, and as a place that serves as a home base for these students at CHS.
-

Cohort Graduation Rates

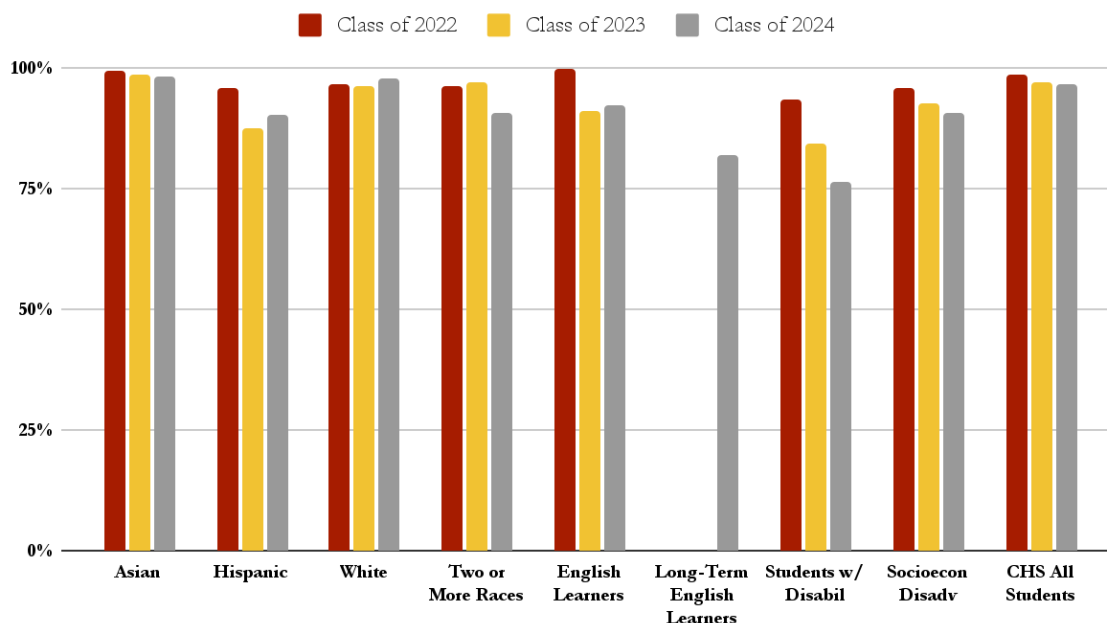
California adopted the adjusted four-year cohort methodology to calculate graduation rates, consistent with federal guidelines, beginning with the Class of 2017. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 graduation rate indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2023-24. For the ACGR, a “regular high school diploma” is the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals.

Table 1.7: 3 Year Comparison of Cohort Graduation Rates by Student Group

Student Group	Class of 2022		Class of 2023		Class of 2024	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	412	99.5%	383	98.7%	332	98.2%
Hispanic	46	95.7%	64	87.5%	41	90.2%
White	60	96.7%	52	96.2%	49	98.0%
Two or More Races	26	96.2%	36	97.2%	32	90.6%
English Learners	45	100.0%	33	90.9%	26	92.3%
Long-Term English Learners	--	--	--	--	11	81.8%
Students w/ Disabil	46	93.5%	64	84.4%	51	76.5%
Socioecon Disadv	75	96.0%	95	92.6%	75	90.7%
CHS All Students	567	98.6%	572	97.2%	486	96.5%

Source: <https://www.caschooldashboard.org/>

Figure 1.15: 3 Year Comparison (2022-2024) of Cohort Graduation Rates by Student Group



Source: <https://www.caschooldashboard.org/>

Table 1.8: California Dashboard Graduation Indicator by Subgroup

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
None	- Students with Disabilities	- Two or More Races - Socioeconomically Disadvantaged	- Hispanic	OVERALL - Asian - White

Source: <https://www.caschooldashboard.org/>

School Site Commentary

- The overall graduation rate at Cupertino declined last year by .7% to 96.5%. This is well below the pre-pandemic, 2019 high of 98%.
 - Because we maintained our VERY HIGH status by only declining .7%, the Dashboard color is still blue.
 - Hispanic students jumped from the ORANGE to the GREEN category in 2024, but the 90.2% rate is still lower than in 2022.
 - Students with Disabilities maintained in the ORANGE range, with a reduction of 7.9% in their graduation rate. This is an area we need to explore more thoroughly as the 2022 rate was 93.5% for this subgroup.
-

Graduates Meeting UC/CSU A-G Course Requirements

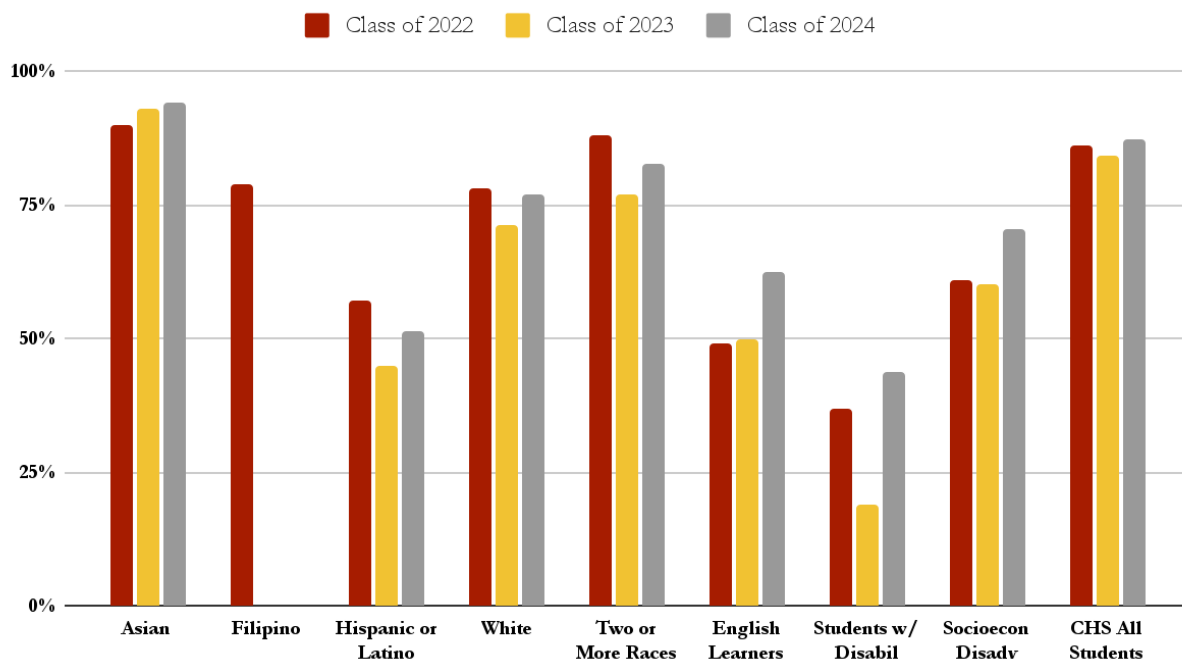
Students must complete at least 15 courses in 7 content areas (a-g) with a “C” or higher to meet minimum UC/CSU eligibility requirements.

Table 1.9: 3 Year Comparison of Graduates Meeting UC/CSU Requirements by Student Group

Student Group	Class of 2022		Class of 2023		Class of 2024	
	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met
Asian	412	90%	383	93%	332	94%
Filipino	14	79%	-	-%	-	-%
Hispanic or Latino	46	57%	64	45%	41	51%
White	60	78%	51	71%	49	77%
Two or More Races	26	88%	36	77%	32	83%
English Learners	45	49%	33	50%	26	63%
Students w/ Disabil	46	37%	64	19%	51	44%
Socioecon Disadv	75	61%	94	60%	75	71%
CHS All Students	567	86%	570	84%	486	87%

Source: <https://dq.cde.ca.gov/dataquest/>

Figure 1.16: 3 Year Comparison of Graduates Meeting UC/CSU Requirements by Student Group



Source: <https://dq.cde.ca.gov/dataquest/>

College and Career Readiness Indicator

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments.

Table 1.10: California Dashboard College and Career Indicator by Subgroup

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
None	None	Students with Disabilities	Hispanic Socioeconomically Disadvantaged	OVERALL Asian Two or More Races White

Source: <https://www.caschooldashboard.org>

School Site Commentary

- Students who are Hispanic, Students with Disabilities, and English Learners all continue to lag behind the overall A-G Completion Rate for the graduating class.
- Over a three year period, the English Language Learners rate increased significantly, while White and Hispanic student rates declined slightly.
- The overall A-G Completion Rate for the class is the highest overall rate since the 2019-2020 school year and equals the highest rate on record for Cupertino High School.
- With 86.6% of graduating seniors designated as PREPARED for college and career, the overall color is BLUE (Very High).
- Of particular note is that the Students with Disabilities subgroup moved up a level in College and Career Readiness, from LOW to MEDIUM. This is solid progress that speaks positively of our efforts in this area.
- We believe that our strong focus on the following initiatives and policies have a significant impact on these two metrics:
 - Revision and redemption policies
 - PLC collaborative work in core subjects, including common assessments and data analysis
 - Robust, home-grown professional development through our Staff Development Team

Summary Status Update of WASC Action Plan Related to LCAP Goal #1

STATUS UPDATE OF WASC ACTION PLAN

Growth Targets	2024-25	Status
Increase the percentage of students in the noted subgroups who earn C or better grades in all their classes.	Emphasize the analysis of student work within course-alike teams to determine who needs additional learning and what those additional learning opportunities will look like.	The administrative team is offering support to PLC teams as they work to reestablish goals and re-engage in cycle of inquiry work.

<i>Increase the percentage of students in noted subgroups who succeed in honors/AP courses.</i> <i>Improve attendance of students in noted subgroups.</i>		
	Continue to learn UDL strategies and share what we are learning with other staff members.	Professional development this year has included: warm demander training; efforts to remove barriers for underrepresented students; disproportionality and how UDL can help
	Continue to use Alpha Intervention Teams to get timely support to students in need.	Meeting every three weeks; ongoing
	Continue to staff Admin Tutorial for students who earn less than a C at each grading period	Ongoing (every tutorial, three times per week)
	Establish a tutorial group for Algebra 1 assistance, provided in Spanish by the EL Program Assistant	Ongoing each week as student need arises.
	Survey/convene a focus group to discuss reasons students in the noted subgroups do not opt to take these classes.	Not done yet.
	Continue to provide interventions and support for attendance concerns. Follow up on absent students using the Chronic Absentee program and include the health/attendance component in the alpha intervention groups.	The Chronic Absenteeism Intervention (CAI) Group at CHS meets every other week to discuss students and make decisions about further attendance interventions.

Summary Analysis of Progress on LCAP Goal #1

Metric	Current Reality	Commentary
First Semester Grades in the D/F Range	D- 2.48% F- 1.22% Total- 3.7%	Though this metric remains very low, there are a disproportionate number of Special Education and Hispanic students receiving D and F grades.
CAASPP ELA Scores Meeting or Exceeding Standard	85.89%	This is an excellent rate of meeting or exceeding standards on the CAASPP ELA. This metric far exceeds County

		and State averages.
CAASPP Math Scores Meeting or Exceeding Standard	81.37%	This is an excellent rate of meeting or exceeding standards on the CAASPP Math. This metric far exceeds County and State averages.
CAASPP ELA Subgroup Scores Meeting or Exceeding Standard	34.6% ELL 46.5% Hispanic 15.8% SWD	These three subgroups of students continue to lag well behind our general student population.
CAASPP Math Subgroup Scores Meeting or Exceeding Standard	30.8% ELL 13.9% Hispanic 12.5% SWD	These three subgroups of students continue to lag well behind our general student population.
AP Scores of 3 or above	830/ 886 Students (93.7%) Score of 3- 415 exams (15%) Score of 4- 855 exams (32%) Score of 5- 1,148 exams (43%)	This is an excellent record of success in the Advanced Placement program. This speaks to the hard work our students invest in the process and to the high level of skill with which our teachers conduct their classes.
Graduation Rate	96.5%	This metric is well above County and State averages but is a step backward as a school. With each percentage point representing just over four students we need to continue our vigilance in guiding all of our seniors to successful completion of high school in four years.
UC A-G Completion	87%	This is the highest A-G completion rate in the school's history and outpaces County and State averages by quite a distance.
Student Survey- Teachers Keep Students Informed of Progress	61.9%	This metric took a step back in the survey this fall and is an area that we must address through staff training and discussion.

FUHSD LCAP 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.

Cupertino High School WASC Goal	Increase career exploration and awareness for all our students, so that all students graduate with a tentative plan for their post-secondary lives.
Cupertino High School Target	Take inventory of career skills and pathway identification in all core classes. All students will be able to self-identify and archive evidence of developing career skills through reflection after the Career Fair in March 2025. Our Equity and Excellence Index from the College Board will remain above 75%. The percentage of graduating seniors who take a CTE or dual enrollment course during their high school years will increase to 60%.

DATA PRESENTATION - Access to College- and Career-Ready Curriculum

Scholastic Achievement Test (SAT) Results

Table 2.1: 2 Year Comparison of Performance Levels on the Scholastic Achievement Test (SAT) at Cupertino High School, FUHSD, and California

SAT Results	CHS		FUHSD		State	
	22-23	23-24	22-23	23-24	22-23	23-24
Number of Test Takers	600	656	2,649	3,014	131,941	138,829
Read & Writ Mean	657	656	662	658	551	555
Math Mean	706	703	705	698	544	556
Overall	1,363	1,359	1,367	1,357	1,094	1,118

Source: www.collegeboard.org

School Site Commentary

- The number of students who took the SAT increased slightly year over year.
- The average scores on both sections of the test were consistent with FUHSD averages and well above State averages.

Advanced Placement (AP) Exams and Course Enrollment

Table 2.2: 2 Year Comparison of Performance on Advanced Placement Tests

AP Tests	2021-22	2022-23	2023-24
# of AP Test Takers	919	907	883
Total # of Exams Taken	2,423	2,576	2,674
% of Scores 3 or Greater	87%	88%	90%

Source: www.collegeboard.org

Table 2.3: 2024 Advanced Placement Course Enrollment by Subgroup

SY 24-25	Amer. Indian/ Alaskan Nat.		Asian		Filipino		Hispanic		African American		White		Two or More Races		Pacific Islander	
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	1	0.5%	173	86.1%	1	0.5%	4	2.0%	-	-%	16	8.0%	6	3.0%	-	-%
Math	3	0.5%	507	88.6%	7	1.2%	7	1.2%	2	0.4%	31	5.4%	14	2.5%	1	0.2%
Other	-	-%	103	88.8%	1	0.9%	1	0.9%	1	0.9%	5	4.3%	5	4.3%	-	-%
Science	2	0.3%	618	86.3%	8	1.1%	14	2.0%	1	0.1%	49	6.8%	21	2.9%	3	0.4%
Social Science	-	-%	417	86.2%	5	1.0%	11	2.3%	1	0.2%	34	7.0%	15	3.1%	1	0.2%
World Lang	1	0.8%	104	78.2%	-	-%	13	9.8%	-	-%	9	6.8%	5	3.8%	1	0.8%
Total	7	0.3%	1922	86.5%	22	1.0%	50	2.3%	5	0.2%	144	6.5%	66	3.0%	6	0.3%

Source: Reports from Student Information System - Infinite Campus

Table 2.4: 2023 Advanced Placement Course Enrollment by Subgroup for Comparison

SY 23-24	Amer. Indian/ Alaskan Nat.		Asian		Filipino		Hispanic		African American		White		Two or More Races		Pacific Islander	
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	-	-%	160	86.0%	1	0.5%	7	3.8%	-	-%	13	7.0%	4	2.2%	1	0.5%
Math	1	0.2%	500	87.7%	8	1.4%	10	1.8%	1	0.2%	32	5.6%	14	2.5%	3	0.5%
Other	2	1.6%	113	88.3%	3	2.3%	3	2.3%	2	1.6%	7	5.5%	-	-%	-	-%
Science	2	0.3%	593	86.8%	14	2.1%	14	2.1%	2	0.3%	39	5.7%	14	2.1%	3	0.4%
Social Science	-	-%	424	88.9%	6	1.3%	7	1.5%	-	-%	25	5.2%	13	2.7%	2	0.4%
World Lang	-	-%	109	84.5%	-	-%	9	7.0%	-	-%	7	5.4%	3	2.3%	1	0.8%
Total	5	0.2%	1899	87.4%	32	1.5%	50	2.3%	5	0.2%	123	5.7%	48	2.2%	10	0.5%

Source: Reports from Student Information System - Infinite Campus

Table 2.5: 2024 Advanced Placement Course Enrollment by Program Subgroup

SY 24-25	SpEd		LEP		SED		Total
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu
English	1	0.5%	-	-%	9	4.5%	201
Math	5	0.9%	8	1.4%	22	3.9%	572
Other	3	2.6%	2	1.7%	7	6.0%	116
Science	10	1.4%	17	2.4%	36	5.0%	716
Social Science	3	0.6%	2	0.4%	25	5.2%	484
World Lang	1	0.8%	16	12.0%	12	9.0%	133
Total	23	1.0%	45	2.0%	111	5.0%	2222

Source: Reports from Student Information System - Infinite Campus

Table 2.6: 2023 Advanced Placement Course Enrollment by Program Subgroup for Comparison

SY 23-24	SpEd		LEP		SED		Total
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu
English	-	-%	-	-%	6	3.2%	186
Math	8	1.4%	9	1.6%	25	4.4%	570
Other	2	1.6%	-	-%	7	5.5%	128
Science	7	1.0%	13	1.9%	36	5.3%	683
Social Science	5	1.1%	1	0.2%	16	3.4%	477
World Lang	3	2.3%	7	5.4%	6	4.7%	129
Total	25	1.2%	30	1.4%	96	4.4%	2173

Source: Reports from Student Information System - Infinite Campus

School Site Commentary

- As the student population gets smaller, the trend in AP classes is an increase in enrollment as more students are taking more than one course. Although the number of unduplicated students involved has decreased, the overall number of duplicated students in classes has resulted in more tests being taken. Each student is taking more classes and tests, on average, than in previous years.
- English added 15 students from 2023 to 2024, including four from targeted subgroups.
- The percentage of ELL students taking AP classes increased, and the actual number of students increased by 15.
- Cupertino administered almost 100 additional tests last year with 24 fewer students.
- Additional data points that we have been tracking the past few years:
 - 162 students took AP tests by self-studying for a class we offer.
 - 163 students took AP tests for courses we do not offer at CHS.

Academic Year	Equity and Excellence Score
2023-2024	77.3%
2022-2023	69.9%
2021-2022	72.7%
2020-2021	71.4%
2019-2020	71.5%
2018-2019	69.5%

	Number of Seniors	Number Taking CTE/Dual Enrollment (DE)	% Taking CTE/ DE
2024-25	488	210	43.0%
2023-24	482	273	56.6%
2022-23	565	339	60.0%
2021-22	569	322	56.6%
2020-21	531	280	52.7%
2019-20	551	280	50.8%
2018-19	641	322	52.4%

Post-Secondary Enrollment Persistence and Graduation

Post-secondary program data is made available to us through different sources, including the National Student Clearinghouse. For this resource, our graduate data is matched against enrollment records of participating postsecondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included.

Figure 2.1: 5 Year Comparison of Students Entering Post-Secondary Institutions Immediately after High School

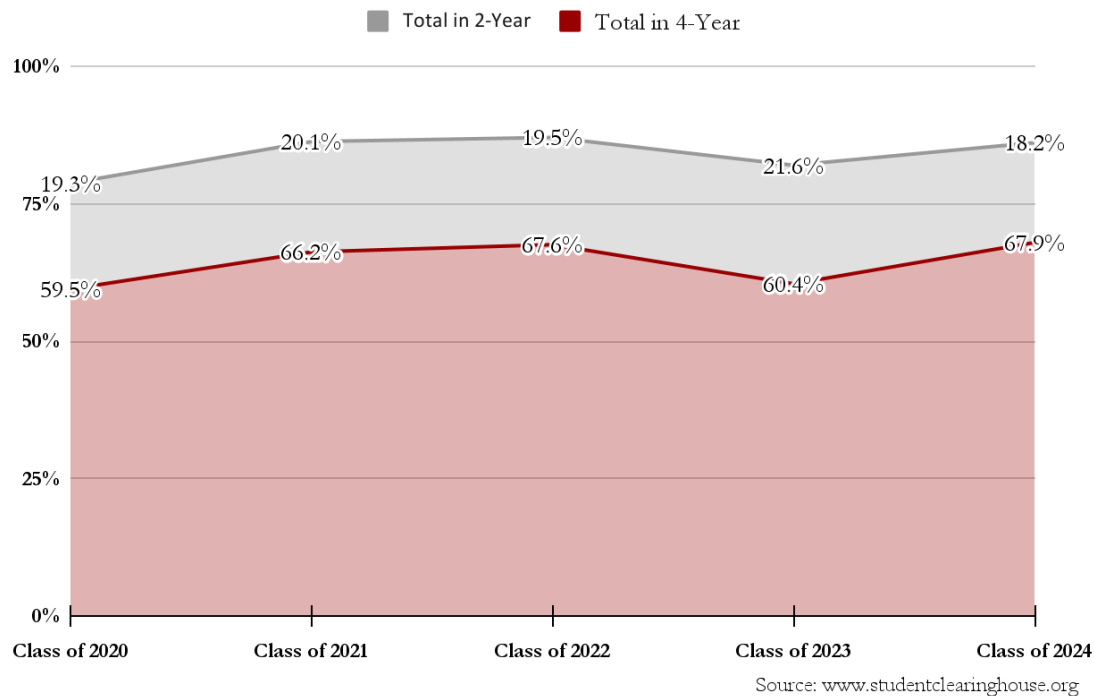


Figure 2.2: 5 Year Comparison of Students Entering Post-Secondary Institutions within 1 Year After High School

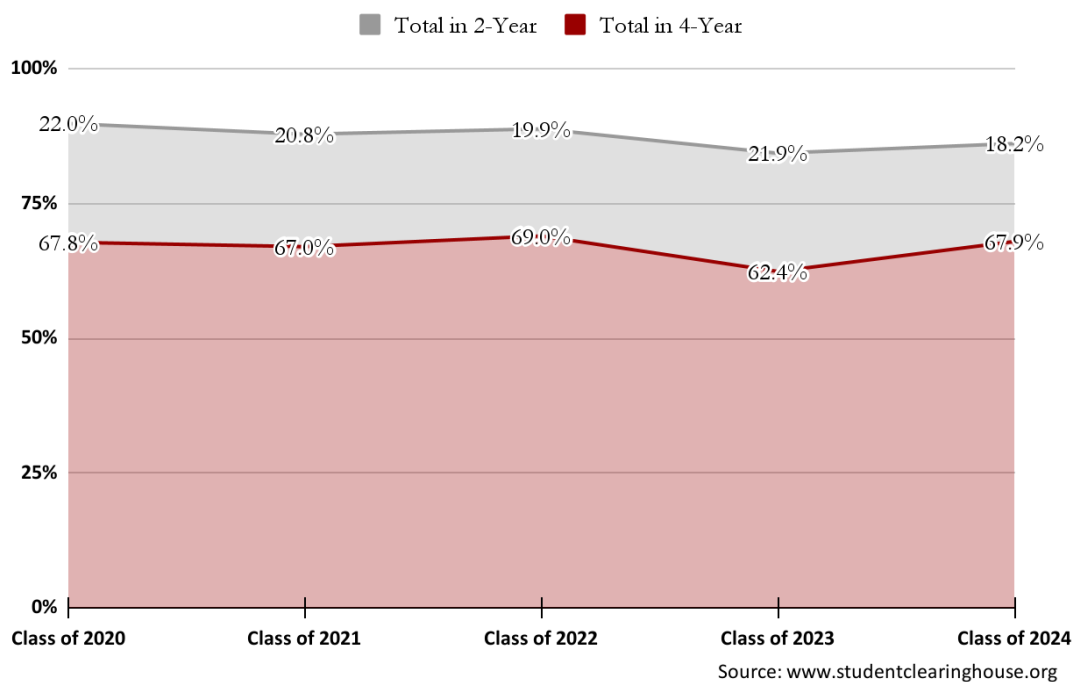


Figure 2.3: 5 Year Comparison of Students Entering Post-Secondary Institutions Any Time During their First Two Years After High School

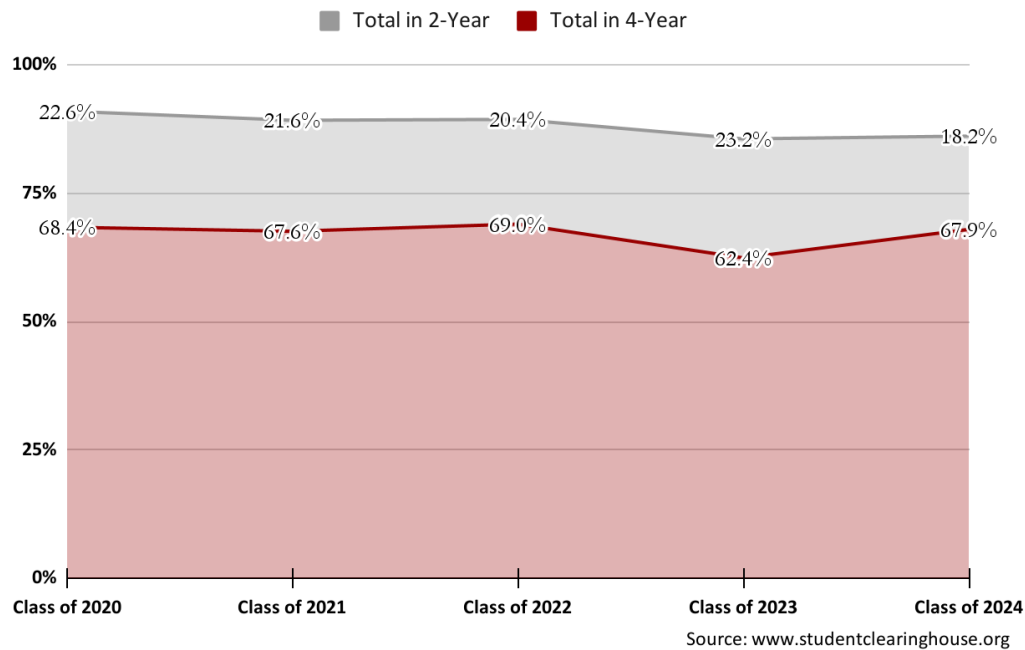
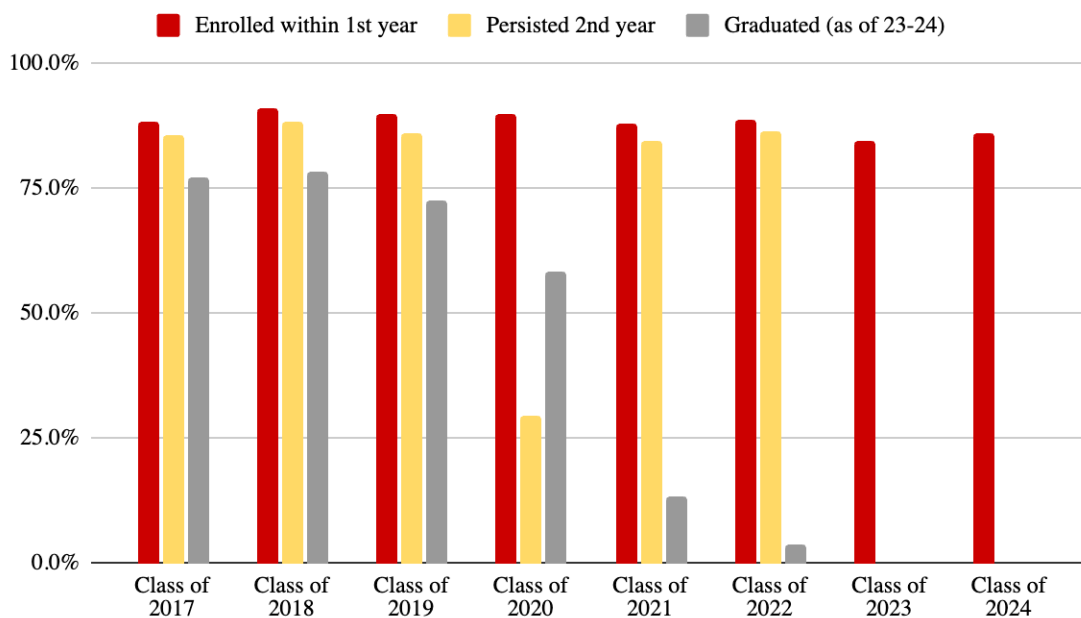


Table 2.7: Trends in College Enrollment, Persistence, and Graduation

	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Enrolled within 1st year	88.1%	91.1%	89.9%	89.8%	87.8%	88.8%	84.3%	86.1%
Persisted 2nd year	85.5%	88.4%	86.1%	29.4%	84.6%	86.2%	-%	-%
Graduated (as of 23-24)	77.0%	78.4%	72.5%	58.2%	13.1%	3.5%	-%	-%

Source: www.studentclearinghouse.org

Figure 2.4: Post-Secondary Enrollment and Graduation by Cohort



Source: www.studentclearinghouse.org

School Site Commentary

- 86% of our graduates enter a post-secondary college upon graduation from CHS.
- As the number of AP tests taken each year continues to increase, our Equity and Excellence metric also increases.
- The combined dual enrollment/ CTE courses percentage has remained consistent for the past six years with minor ups and downs in the metric.
- The persistence rate for students remaining in college beyond the first year is very high, which speaks to the high level of preparation our students have upon leaving CHS.

Status Update of WASC Action Plan

Growth Targets	2024-2025	Status
<i>Increase the percentage of students who will be able to self-identify and achieve career skills.</i>	Add to the Career Fair the element of a written reflection	It will again be part of the survey that is distributed to all students following the event.
	Conduct staff PD on the Standards for Career Ready Practice.	Occurred at the May 2024 staff meeting.
	Expand the annual Career Fair by including required education and skill background for each career featured.	Career Fair will be held on 3/14/25. Students will participate in three sessions.
<i>Increase partnerships with businesses, community colleges, and other FUHSD schools.</i>	Offer dual enrollment classes in Law, and College Transitions.	We have a cohort of students in dual enrollment Law and Society, and one class of College Transitions.
	Implement recommendations from the Climate Collective, a group that includes community members, all FUHSD schools, and more.	Recycling Program started 1/2024. Two training sessions in staff meetings- August and December for Climate Collective. Earth Day fair March 24th.
	Implement the community college/careers /life skills	Implemented a 3-course series for seniors that

Students will participate in more culturally responsive learning experiences.

pathway for seniors in partnership with De Anza.	included career education, community college orientation, and financial skills. This is on-going.
Implement the new Ethnic Studies class.	One section implemented as a pilot in Spring 2024.

Summary Analysis of Progress on LCAP #2

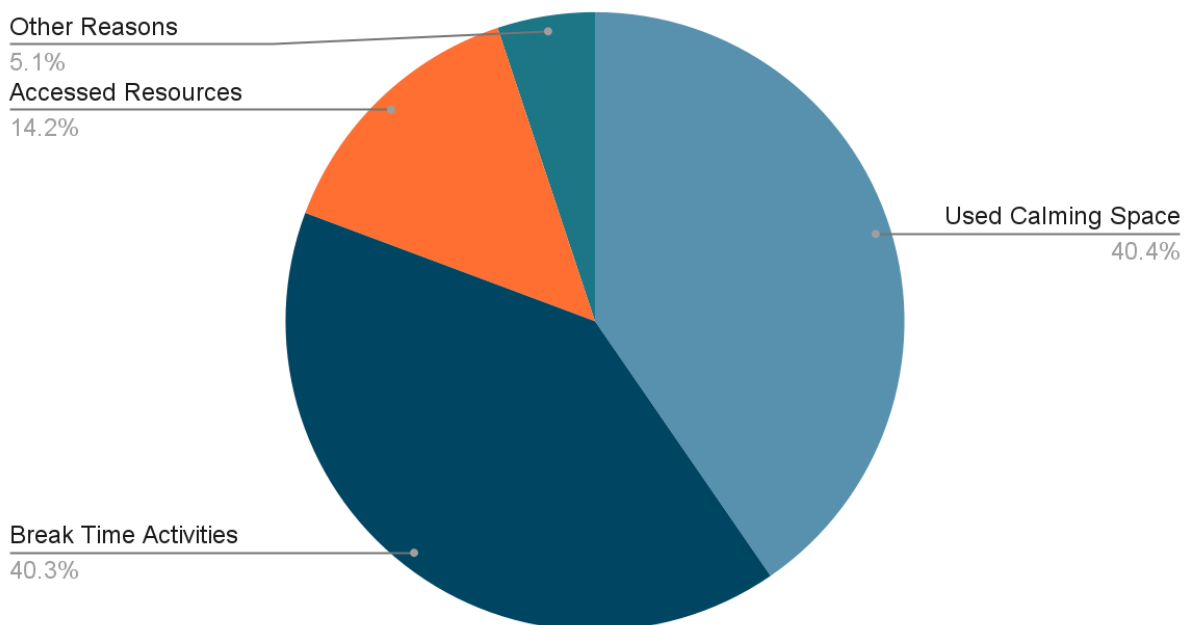
Metric	Current Reality	Commentary
Percentage of seniors who have taken at least one CTE or dual enrollment course	43%	There are two fewer De Anza courses on the CHS campus this year. We did not offer Accounting or Health Careers. This shortfall was 63 students from last year and the typical De Anza class enrolls 25-30 students.
Percentage of seniors in each subgroup taking AP/ Honors/ Dual Enrollment	African American 50% Asian 91% Hispanic 41% Two or more 77% White 69%	The African American subgroup has only four seniors in it this year, which easily skews the percentage. For the Hispanic subgroup, this metric matches the general lower achievement levels of these students at CHS.
Advanced Placement Equity and Excellence Score- Class of 2024	77.3%	The percentage of the senior class that took at least one AP test and scored 3 or higher increased again this year. We offer a wide range of courses and a large percentage of each graduating class enroll in those classes and score well on the tests.

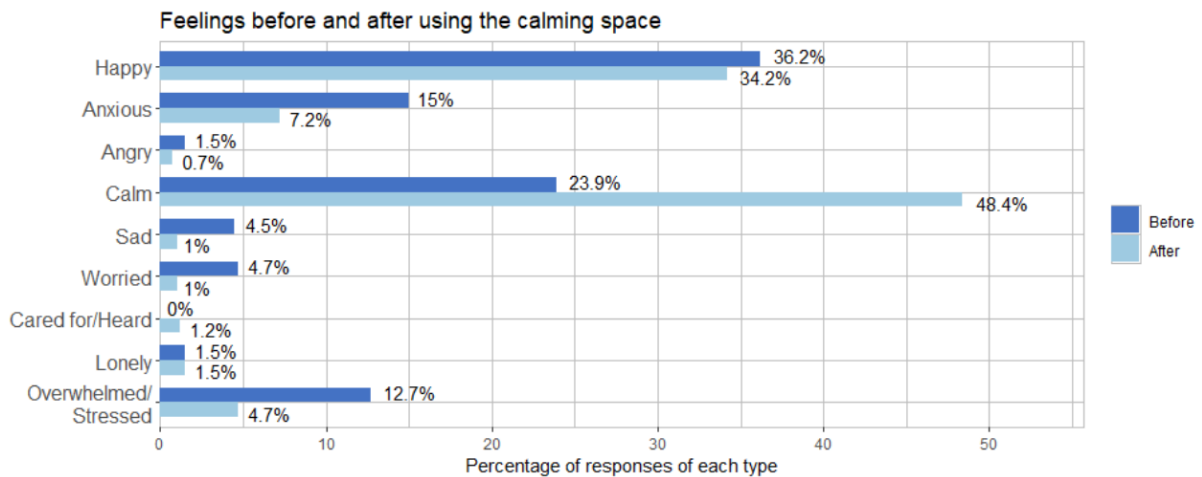
FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school, as evidenced by the CA Healthy Kids Survey (CHKS), suspension and expulsion rates, attendance and absenteeism.

Cupertino High School WASC Goal	Increase and improve the social-emotional competencies of our students.
Cupertino High School Target	Continue to decrease the percentage of students highly stressed by schoolwork as reported on the CHS Wellness and Engagement Survey. This percentage decreased in 2024 from 31% to 24%. Increase the percentage of students who have at least one adult they feel comfortable asking for help: Baseline: 75%. This percentage reached 76% in 2024. Increase understanding of Social Emotional Learning (SEL) vocabulary and skills among staff and students. Decrease percentage of suspensions in noted subgroups to match the subgroup's percentage enrollment in school. Improve the attendance of students in the Hispanic and Students with Disabilities subgroups who are disproportionately represented in the chronic absentee rates.

DATA PRESENTATION - Safe, Supportive, and Engaging School Environment
CHS Wellness Center Usage

Reason for Visit





Discipline

These tables and figures show the annual suspension and expulsion rates by Ethnicity, Program Subgroup, and Academic Year. They include the total number of suspensions and expulsions, as well as the unduplicated count of students involved in one or more incidents that led to suspension or expulsion. An incident refers to one or more students committing one or more offenses at the same time and date. Expulsion counts include all expulsions, even if the term was shortened or enforcement was suspended.

Table 3.1: 3 Year Comparison of Expulsions at Cupertino High School and FUHSD

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2021-22	2,148	2	2	0.09%	0.09%
2022-23	2,050	0	0	0.00%	0.00%
2023-24	1,863	0	0	0.00%	0.00%

Source: <https://dq.cde.ca.gov/dataquest/>

Figure 3.1: 3 Year Comparison (2021-2024) of Suspensions by Category of OffenseSource: <https://dq.cde.ca.gov/dataquest/>**Table 3.2: 3 Year Comparison of Students with One or More Suspensions by Subgroup**

Student Group	2021-22			2022-23			2023-24		
	# of students	%	# total cohort	# of students	%	# total cohort	# of students	%	# total cohort
African American	2	8.0%	24	1	5.0%	20	1	6.7%	15
Asian	11	1.0%	1,484	12	0.9%	1,410	14	1.1%	1,286
Filipino	1	2.0%	44	1	2.8%	36	1	2.9%	35
Hispanic/Latino	14	7.0%	216	14	6.7%	209	13	7.1%	183
White	1	1.0%	209	6	3.0%	197	3	1.5%	196
Two or More Races	2	2.0%	116	1	0.8%	124	2	2.0%	102
English Learners	3	2.3%	132	10	3.2%	125	7	5.3%	131
Socioecon Disadv	13	4.8%	271	26	5.3%	225	15	6.8%	222
Students w/ Disabil	14	6.2%	227	34	10.1%	217	12	6.7%	180
All Students	32	1.5%	2,148	56	1.8%	2,050	34	1.8%	1,863

of students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate.

Source: <https://dq.cde.ca.gov/dataquest/>**Table 3.3: California Dashboard Suspension Indicator by Subgroup**

Very Low (High rate of suspension and/or increase from previous year)	Low	Medium	High	Very High (Low rate of suspension and/or decline from previous year)
- Long-Term English Learners	- English Learners - Hispanic - Socioeconomically Disadvantaged	OVERALL - Asian - Filipino - Students with Disabilities	- Two or More Races - White	None

Source: <https://www.caschooldashboard.org/>

School Site Commentary

- The expulsion rate held at 0 for the second consecutive year.
 - The African American subgroup is very small and a change of one student makes a large difference in the suspension metric.
 - Hispanic students showed an increase in the suspension rate of .4%. The issue is not so much the increase, but the disproportionate percentage as compared to other subgroups.
 - Students with Disabilities showed a strong decrease of 3.4%, while SocioEconomically Disadvantaged students increased by 1.5% to end in the same range as SWDs.
 - The overall Dashboard level of MEDIUM is a concern that must be addressed. We strive to use “Other Means of Correction” whenever possible but also adhere to the standards set by the FUHSD Board for suspendable infractions.
-

Chronic Absenteeism

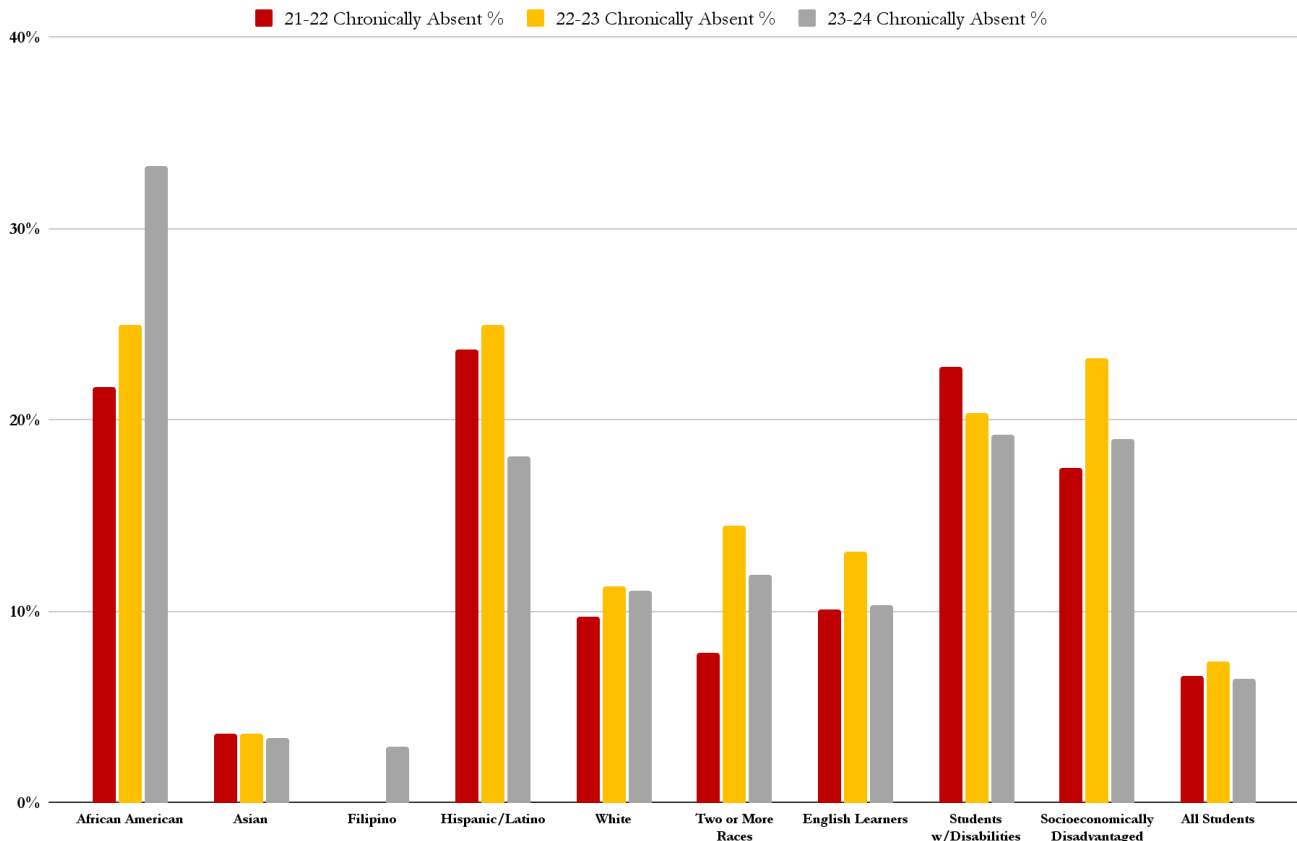
The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar.

Table 3.4: 3 Year Comparison of Chronically Absent Students at Cupertino High School

Student Group	21-22		22-23		23-24	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	23	21.7%	20	25.0%	15	33.3%
Asian	1,475	3.6%	1,400	3.6%	1,281	3.4%
Filipino	--	--	36	0.0%	35	2.9%
Hispanic/Latino	211	23.7%	204	25.0%	177	18.1%
White	207	9.7%	195	11.3%	190	11.1%
Two or More Races	116	7.8%	124	14.5%	101	11.9%
English Learners	129	10.1%	122	13.1%	126	10.3%
Students w/Disabilities	224	22.8%	216	20.4%	177	19.2%
Socioeconomically Disadvantaged	268	17.5%	220	23.2%	210	19.0%
All Students	2,131	6.6%	2,033	7.4%	1,844	6.5%

Source: <https://dq.cde.ca.gov/dataquest/>

Figure 3.2: 3 Year Comparison (2021-2024) of Chronically Absent Students



Source: <https://dq.cde.ca.gov/dataquest/>

School Site Commentary

- Most subgroups saw improvement in the chronic absenteeism rate from 2023 to 2024.
 - The African American subgroup had only 15 students in 2024 and though the increase looks significant, it represents the same number of students (5) being chronically absent in all three years on the chart.
 - The Hispanic subgroup is quite large and has a high chronic absenteeism rate of 18%. This rate improved over the three years of the chart and has a downward trend line, but there is still room for improvement.
 - Students with Disabilities shows the same trend as Hispanic students but is still an area of focus as well.
-

California Healthy Kids Survey (CHKS)

The California Healthy Kids Survey (CHKS), created by the California Department of Education (CDE), is an important tool used to help guide District efforts to promote better health and well-being among our students and improve the school learning environment. The survey gathers information on developmental supports provided to students; school connectedness and barriers to learning; school safety; health-related concerns; risk of depression and suicide; and protected class identifiers such as sexual orientation and gender identity. Prior to administration in January 2023 the District had been utilizing other surveys and last administered CHKS during the 2009-2010 school year. The return to CHKS was in connection to participating in Tobacco Use Prevention Education through the Santa Clara County Office of Education and acknowledging the increase of survey items in the areas of mental health and wellness.

Since 2007 a District Wellness Council composed of a diverse group of students, parents, teachers and staff, administrators, and community members has been in place. The Council utilizes scientific research, case study, and survey information to inform district direction for student wellness. Through meetings held during the first semester of the 2023-2024 school year the Council reviewed, analyzed, and discussed the CHKS results from January 2023. Input included the following considerations:

- School Connectedness/Caring Adult Relationships
 - Increase social capacity of students past freshman year.
 - Support all staff in connecting with students including front office, food service, custodial.
 - Review opportunities for parents to engage on campus.
- Academic Motivation and Meaningful Participation
 - Remain mindful of student focus on grades and advanced placement classes.
 - Increase communication to students about how decisions are made.
 - Encourage teacher/students/parent communication.
- Mental Health Measures
 - Incorporate mental health staff in projects focused on student wellness.
 - Continue providing relationship building and social-emotional learning efforts for incorporation into classrooms, wellness spaces, and across our campuses.

School Site Commentary

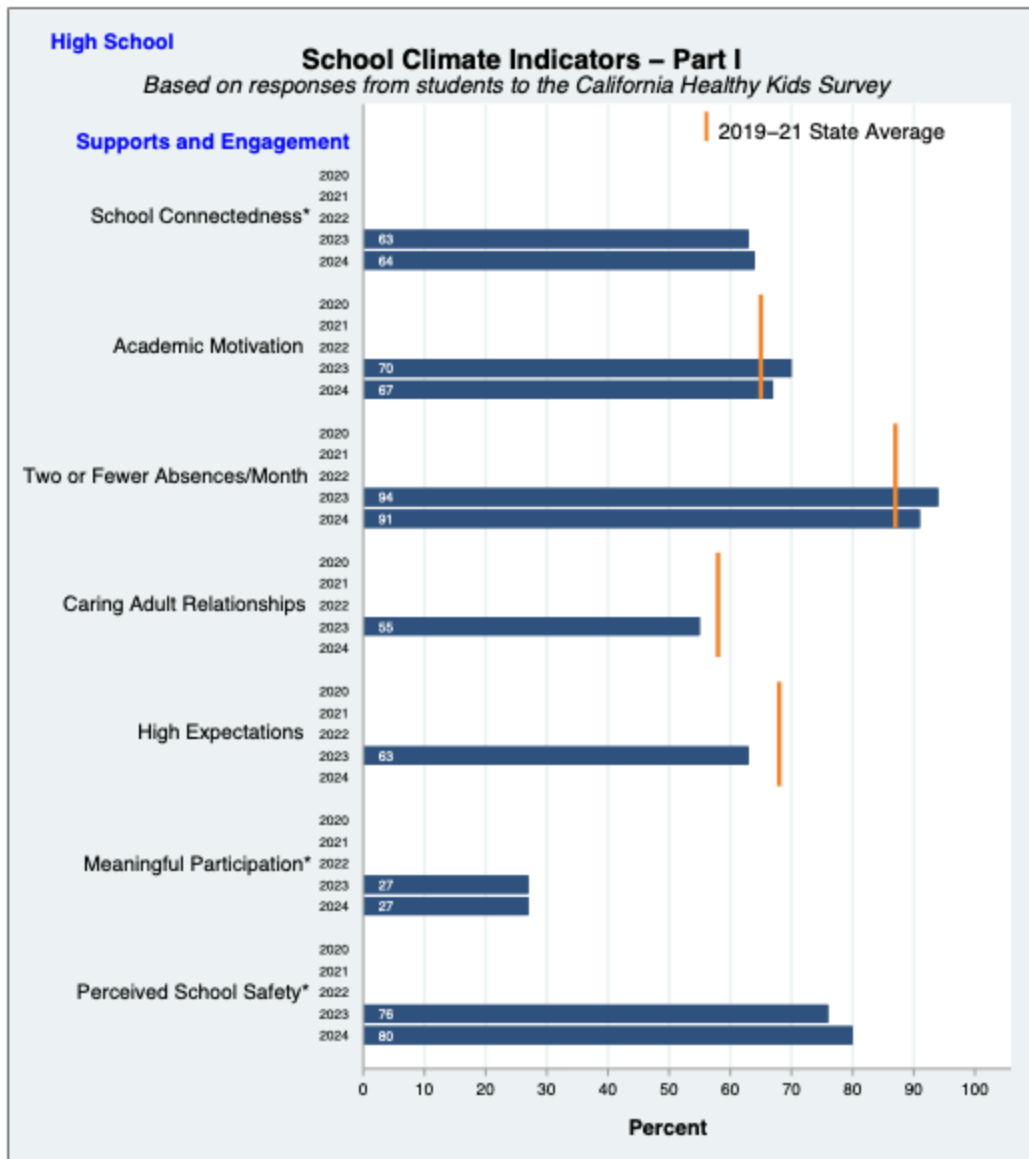
School Climate Report Card (High School)—2023-2024

District: Fremont Union High

Date Prepared: 21 Feb 2024

School: Cupertino High

Response Rate: 75% (2023), 87% (2024)

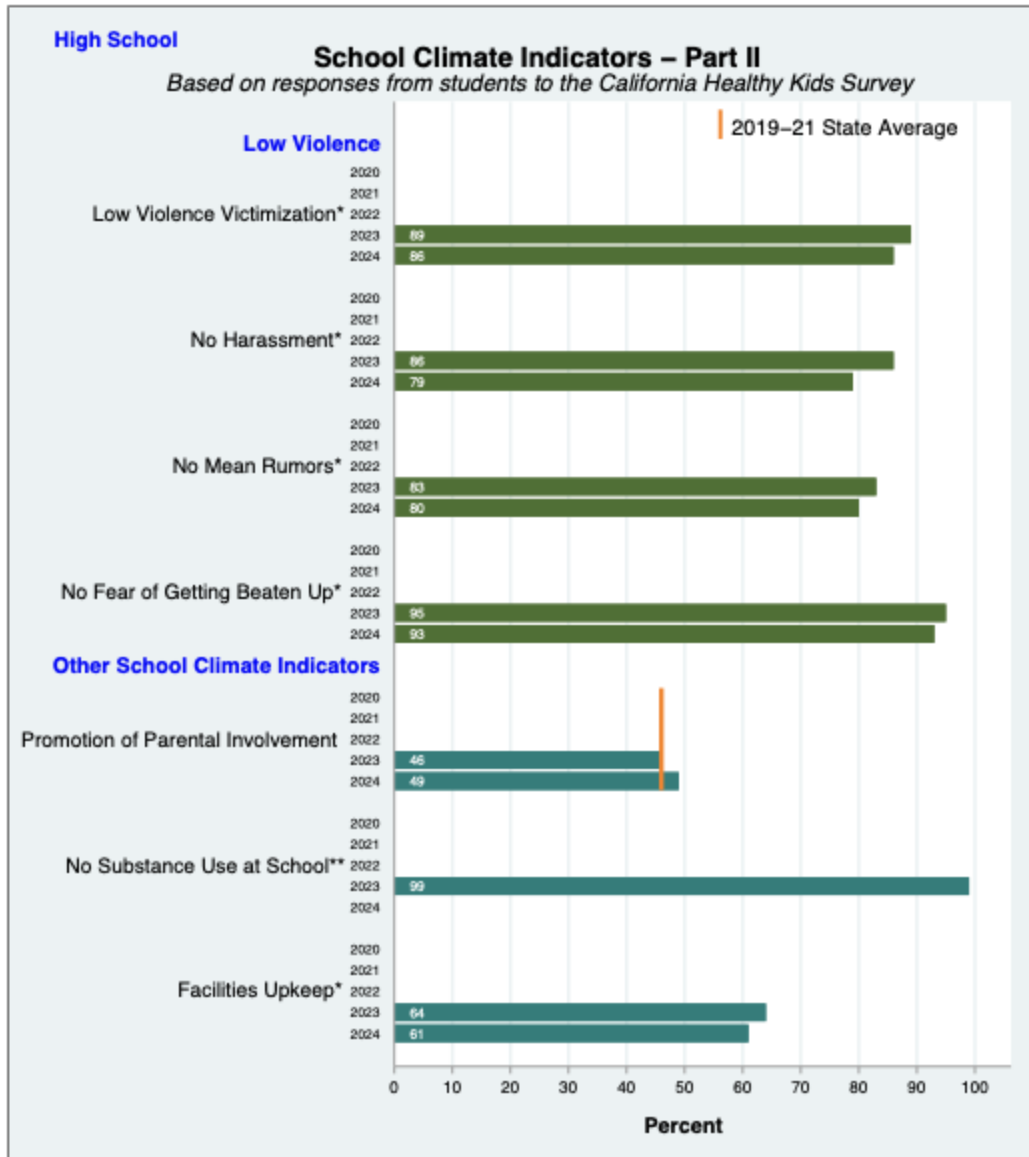


Note: * In-school or Hybrid instructional models only (2021).

School Climate Report Card (High School)—2023-2024

District: Fremont Union High
School: Cupertino High

Date Prepared: 21 Feb 2024

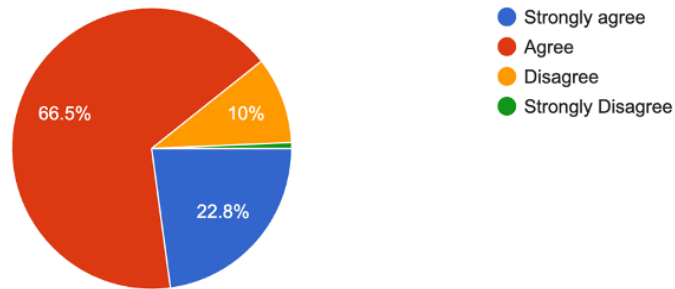


Notes: * In-school or Hybrid instructional models only (2021); ** In-school instructional model only (2021).

Student Wellness and Engagement Survey October 2024

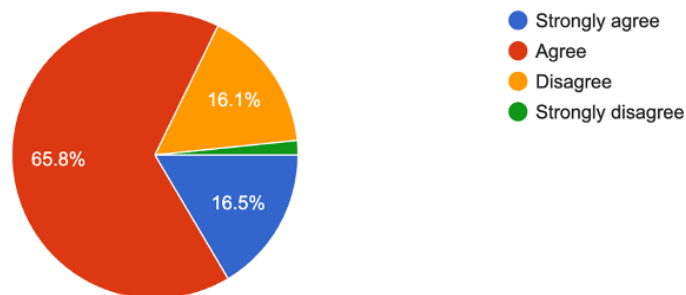
Cupertino High addresses social and emotional topics with students.

1,173 responses



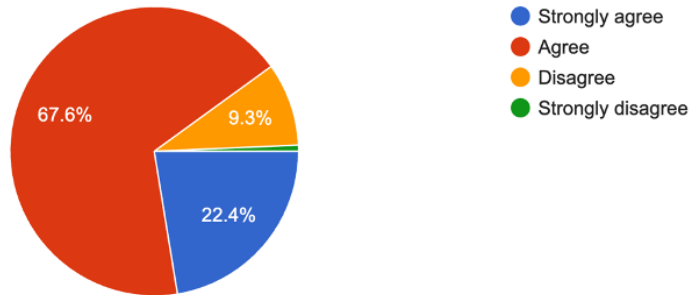
My classes at CHS are interesting or enjoyable most of the time.

1,173 responses



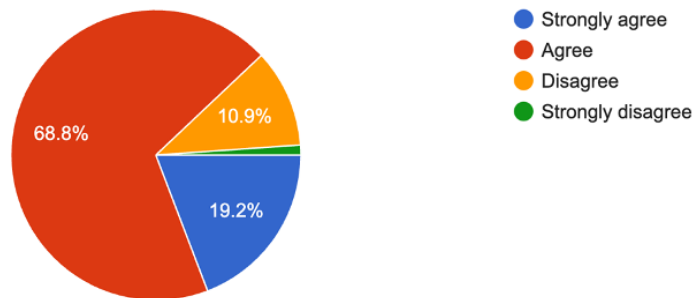
My classes at CHS cover important content most of the time.

1,173 responses



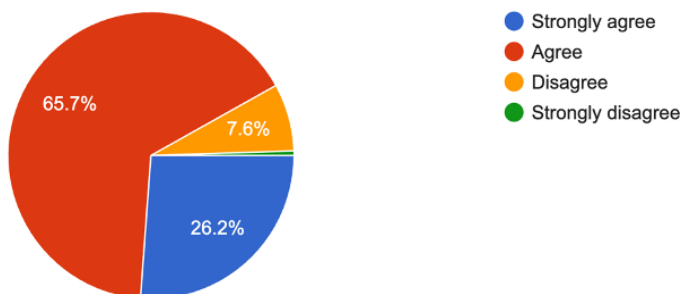
My teachers care about me as a person.

1,173 responses



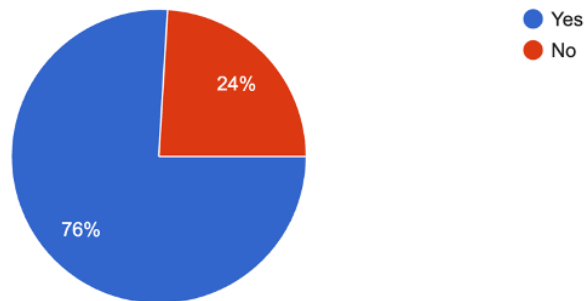
My teachers care about whether or not I am learning.

1,173 responses



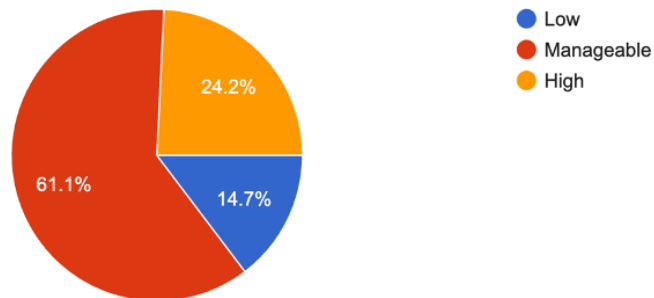
There is at least one adult on campus that I could go to for help (even if I never have).

1,173 responses



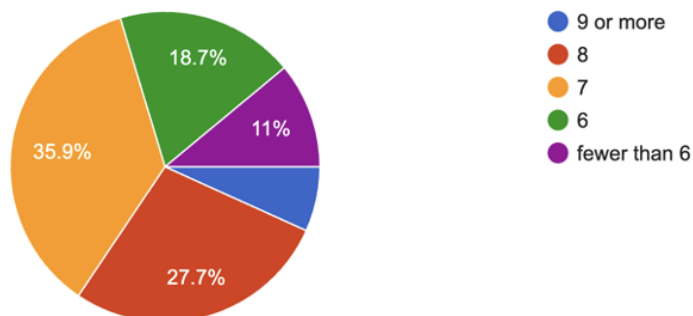
I would describe my stress level at CHS as

1,173 responses



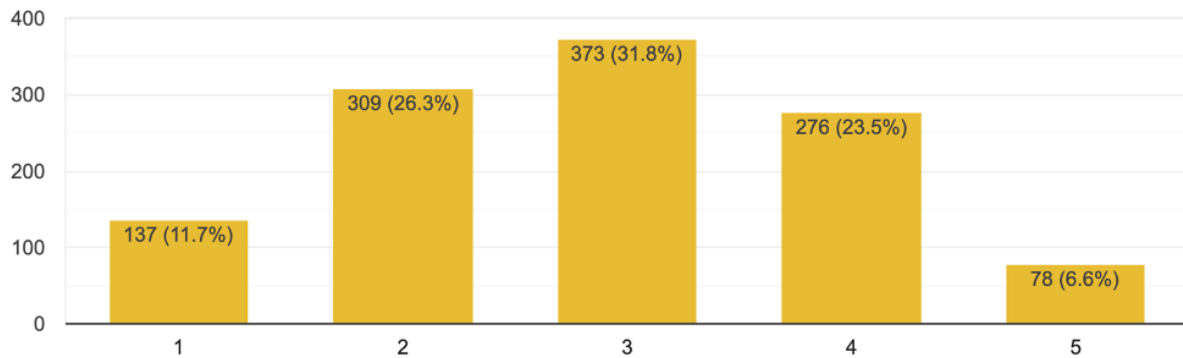
I usually get about _____ hours of sleep a night.

1,173 responses



My teachers keep me informed of my progress/grade in my classes.

1,173 responses



- Perception data from the California Healthy Kids Survey suggests that students feel safe at Cupertino in increasing numbers.
- Students also report feeling less harassment and mean rumors from one year to the next.
- A high perception of school connectedness is a strong indicator of a supportive campus culture as well.
- On the CHS Student Wellness and Engagement Survey, students report lower stress levels than in past years.
- The vast majority of students feel connected to school and feel as though they have an adult they can turn to for help at CHS.
- The vast majority of students feel that teachers keep them informed about their progress in classes.
- The percentage of students who feel that their teachers care about them as a person increased from 85% to 88%.
- Students feel that CHS addresses their social/emotional needs.
- Students feel that their classes are interesting and full of important content.

Summary Status Update of WASC Action Plan Related to LCAP Goal #3

Growth Targets	2024-2025	Status
<i>Decrease the percentage of students who feel highly stressed by schoolwork as measured by the annual Student Wellness Survey.</i>	Provide a yearly update to the time management tool that helps students choose courses in the spring.	Ongoing
<i>Improve attendance of students in noted subgroups, specifically Hispanic and Students with Disabilities who are historically disproportionately represented.</i>	Reinforce building relationships as a key to improving student attendance.	Ongoing

<i>Increase the percentage of students feeling comfortable asking for help from staff members, as reported on the annual Student Wellness Survey.</i>	Follow up on absent students using the Chronic Absentee Intervention (CAI) program and include the health/attendance component in the alpha intervention groups.	Continuing to provide interventions and support for attendance concerns.
	Continue to meet as the Student Wellness Advisory Group (SWAG).	Wellness Center staff meet regularly with this student group and provide input to both ASB and the administration.
<i>Increase understanding of SEL vocabulary and skills among staff and students.</i>	Continue to create and present advisory materials that teach social-emotional competencies.	Students at CHS will have five such advisories during the 2024-2025 school year.
<i>Decrease the percentage of students in noted subgroups who are getting suspended.</i>	Create consistent classroom practices in SPED especially so that students know what to expect and transition between classes more easily.	Classroom observations and behavior data show that the procedures in SPED classrooms are more consistent.
	Continue to use and create more alternatives to suspension for disciplinary offenses.	Have used detentions, educational experiences, in-house, apologies, and more.
	Use new therapy resources to create and run groups for students who are struggling with drug use and decision making.	The Wellness Center is open and fully staffed. Programming is being added as we progress.

<i>Students in the noted subgroups will report an increased sense of belonging, safety, and fair treatment.</i>	Continue to develop and promote “safe spaces” on campus, including the use of the Wellness Center.	Our Wellness Center is open and fully staffed for year two. Programs with Community Based Organizations have generated interest in kickboxing, yoga, and mindfulness. Additionally, the Wellness Center staff collaborated with ASB and the SWAG to generate opportunities for students to recharge including cookie decorating, art projects, and journaling.
	Evaluate the current effectiveness of the Dusty Mascot and educate the community about the ways the mascot is perceived.	Student leadership team voted to continue with Pioneers and Dusty the Mascot. He is still in use this year.
	Continue to create and present advisory materials that teach social-emotional competencies.	Students at CHS will have 5 such advisories in 2024-2025 school year.

Summary Analysis of Progress on LCAP Goal #3

Metric	Current Reality	Commentary
Students Highly Stressed by Schoolwork	24%	This metric reduced by 7% from the previous year. Our SEL strategies, as well as the additional support available through the Wellness Center are having a positive impact on student stress levels and their ability to employ coping strategies.
Students with a Significant Adult They Can Ask for Help	76%	This metric increased by almost 6% from the previous year. Our efforts to focus more fully on student mental health and increased support for student wellness had a

		positive impact on this metric.
Increase Understanding of SEL Vocabulary and Skills	89.3%	On the Student Wellness and Engagement Survey, 89.3% of students said that CHS addressed SEL topics with students. This is an increase of over 5% from 2023.
Decrease Percentage of Suspensions in Noted Subgroups	Hispanic 7.1%(ORANGE) Asian 1.1% (YELLOW) White 1.5% (GREEN) ELL 5.3% (ORANGE) Students w/Disabilities 6.7% (YELLOW) SED 6.8% (Orange)	This is Dashboard Data for 2023-2024. Given the colors of each subgroup it is clear that our work to reduce suspensions with each student population is still a work in progress.
Improve Attendance in Noted Subgroups	Hispanic 18.1% Students w/ Disabilities 19.2% ELL 10.3% SED 19.0%	This is Dataquest Data for 2023-2024. These four categories all decreased with the Hispanic subgroup seeing a 7% decrease and the SED group showing a 4% decrease. A decrease in this metric shows that fewer students are chronically absent.

FUHSd LCAP 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 educational partner participation and input.

Cupertino High School WASC Goal	Same as LCAP Goal #4
Cupertino High School Target	Increased numbers of families in the noted subgroups will be involved in the life of the school.

DATA PRESENTATION - Stakeholder Engagement

California Healthy Kids Survey

Parent Involvement

How strongly do you agree or disagree with the following statements?	Agree and Strongly Agree	Neutral
Parents feel welcome to participate at this school.	40.6%#	43.2%
School staff take parent concerns seriously	42.2%*	41.6%

#2% increase

*6% Increase

Meaningful Participation

At School/When I participate in school	Very Much True or Pretty Much True	A Little True
I do interesting activities	51.6%	32.5%
I help decide things like class activities or rules	15.2%	33.6%
I do things that make a difference	22.9%	40.6%
I have a say in how things work	20.2%	37.4%
I help decide school activities or rules	10.5%	23.1%

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	School 2023-24 (%)	School 2022-23 (%)	State 2019-21 (%)
Try hard on school work	82	86	76
Three or more absences per month	9	6	13

Feel a part of the school*	54	49	~
School is really boring	-	32	~
School is worthless and a waste of time	-	8	~
Harassed or bullied at school*	21	14	~
Parents feel welcome to participate at this school	45	42	45
School is usually clean and tidy ^{§*}	61	64	~
Experienced chronic sadness/hopelessness	26	25	40

School Site Commentary

- We can improve our scores in each of these areas by being more consistent across the board in communicating care and high expectations from adults and finding more opportunities for students to participate in decision making.

Naviance Survey on Guidance Effectiveness, given to graduating seniors June 2024 (n= 522)

Overall I felt that my teachers cared about me as a person and a learner.

- Agree Somewhat
- Disagree Somewhat
- Strongly Agree
- Strongly Disagree

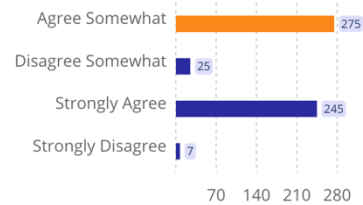
Question Type: **Dropdown**

Number of
Respondents

552

Responses Overview

[View Details](#)



The staff in the Main Office were friendly and helpful.

- Agree Somewhat
- Disagree Somewhat
- Not applicable
- Strongly Agree
- Strongly Disagree

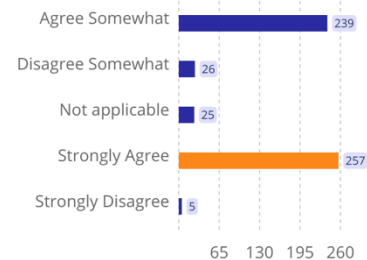
Question Type: **Dropdown**

Number of
Respondents

552

Responses Overview

[View Details](#)



When I went to the Guidance Office, I was greeted in a friendly and helpful manner.

- Agree Somewhat
- Disagree Somewhat
- I never met with my counselor
- Strongly Agree
- Strongly Disagree

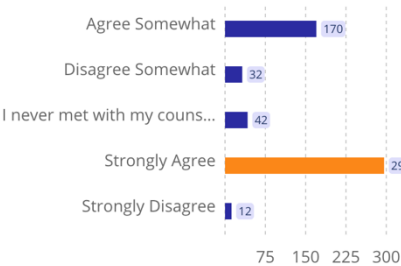
Question Type: **Dropdown**

Number of Respondents

552

Responses Overview

[View Details](#)



I felt that my counselor knows who I am.

- Agree Somewhat
- Disagree Somewhat
- I never met with my counselor
- Strongly Agree
- Strongly Disagree

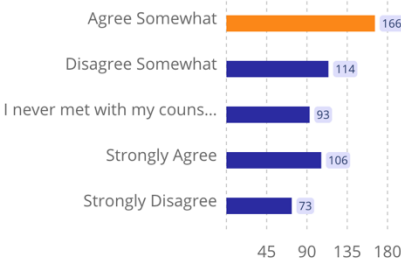
Question Type: **Dropdown**

Number of Respondents

552

Responses Overview

[View Details](#)



My counselor was helpful to me in selecting high school courses that met my needs, interests and future goals.

- Agree Somewhat
- Disagree Somewhat
- I never met with my counselor
- Strongly Agree
- Strongly Disagree

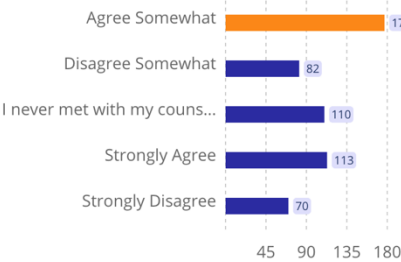
Question Type: **Dropdown**

Number of Respondents

552

Responses Overview

[View Details](#)



I felt comfortable talking with my counselor about personal or non-academic concerns.

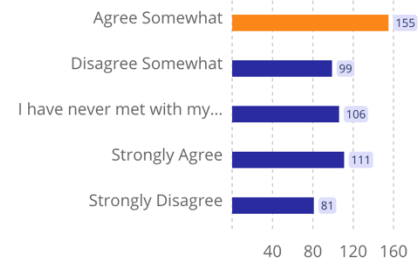
- Agree Somewhat
- Disagree Somewhat
- I have never met with my counselor
- Strongly Agree
- Strongly Disagree

Number of Respondents

552

Responses Overview

[View Details](#)



Question Type: **Dropdown**

Counselors were knowledgeable about the college application and selection process.

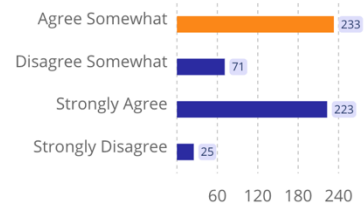
- Agree Somewhat
- Disagree Somewhat
- Strongly Agree
- Strongly Disagree

Number of Respondents

552

Responses Overview

[View Details](#)



Question Type: **Dropdown**

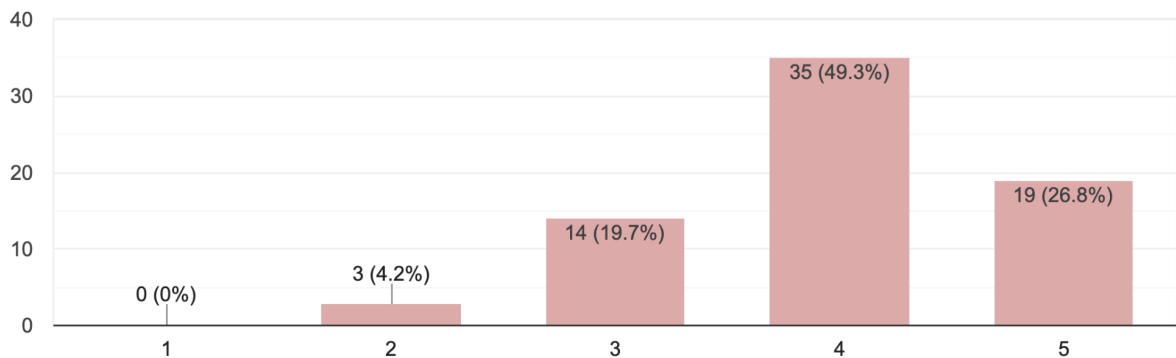
Student Feedback on Career Fair

After the Career Fair in March 2023 and March 2024, students were asked how they would rate the Career Fair.

March 2024

How would you rate the career fair?

71 responses

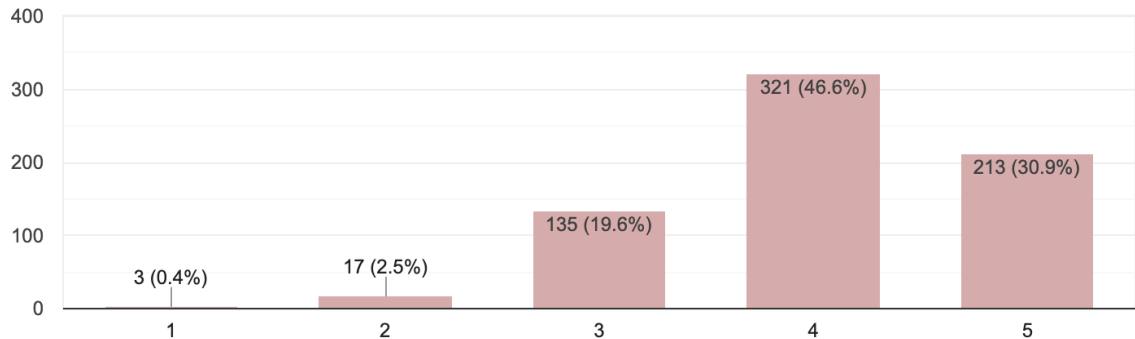


March 2023

How would you rate the career fair?

 Copy

689 responses



School Site Commentary

- A substantial number of senior students felt that their teachers at CHS cared about them as a person.
- Students also overwhelmingly felt that the office staff was friendly and helpful.
- Students felt well treated when entering the Guidance Office, but conversely many felt that their school counselor did not know them as an individual.
- Senior students found our school counselors to be knowledgeable about the college process.
- There was a slight decrease in the percentage of students who found the Career Fair valuable from 2023 to 2024.
- The vast majority of students who attended the Career Fair found it valuable in 2024.

Status Update of WASC Action Plan

Summary Analysis of Progress on LCAP #4

School Site Activities in this arena

- Continued partnership with Santa Clara County Office of Education and other community organizations to staff and maintain our Wellness Center.
- Continued the Student Wellness Advisory Group in conjunction with the Wellness Center.
- Partnered with other district schools, students, and community organizations as part of the Climate Collective; built a new paper recycling protocol that is student-led.
- Student leaders developed and presented two 9th grade advisory lessons to build community.
- Partnered with the FUHS Foundation to raise funds for biotech equipment.
- Partnered with the CHS PTSA to purchase and install a new projector in the café to accommodate more family events.
- Partnered with parents and community members on the Safe Routes to School committee for the City of Cupertino to design and communicate safe biking and pedestrian routes, move crossing guards to more populous intersections, conduct audits of transportation methods, etc.
- Translated each Principal Message into Spanish prior to sending it out.

- Faculty and Staff are encouraged to ask questions and provide feedback in a variety of ways, both formally through Department Lead meetings, and FEA reps and informally through direct contact with administrators.
- Professional Development is designed and presented by a group of teachers, led by a staff development coordinator who is released from teaching one period.
- Hosted Parent nights for guidance, AVID, ELD, Special Education, Terra Nova, athletics, etc.
- Held evening presentations from the College and Career Advisor regarding financial aid, college preparation
- Partnered with band booster group to host Tournament of Bands, and make decisions about program direction
- Administered the California Healthy Kids survey and a site-based survey on student engagement and well-being.
- Hosted a New Parent Orientation evening in August, in partnership with PTSA
- Hosted a “State of the School” presentation in September in conjunction with Back to School Night
- Used social media platforms to keep the community updated with on-campus happenings.
- Collaborated with parent groups to recruit speakers for the annual Career Fair. Speakers were asked for their feedback on the event. Students were asked for their feedback as well to help plan the following year’s offerings.
- Built relationships with Spanish-speaking families through parent group, *Comunidad Latina*, and staff who serve as translators and advocates

Analysis of Progress

In our WASC Action Plan, we identified increasing student voice as a priority. Student voice has led to increased programming in the Wellness Center including the Youth Advisory Group, student participation in the Climate Collective, Freshman Advisory sessions, and more.

Parent, teacher, and student feedback led to the return of in-person guidance presentations, the presence of elective teachers at the evening presentation for incoming 9th graders, and the addition of a course information fair.

Parent, teacher, and student feedback has also led to the development of career planning assignments and tasks, including in the new Health class that will be a companion to the new Ethnic Studies course (once the courses are fully implemented).