

LCAP End of the Year Update

June 10, 2025

Trudy Gross, Ed.D., Associate Superintendent, Teaching and Learning

Nancy Sullivan, Director of Educational and Special Services

Brooke Chan, Ed.D., Coordinator of Data and Assessment

Malissa Goldstein, Counselor Curriculum Lead

Rachel Zlotziver, Coordinator of Communications



FREMONT UNION HIGH SCHOOL DISTRICT

Agenda

- Progress on Goal 1: Student Access to the Least Restrictive Environment
- Progress on Goal 2: Guaranteed and Viable School Counseling
- Highlight from Goal 3: Social-Emotional Learning and Engagement
- Progress on Goal 4: Positive and Proactive Communication

Ongoing Updates on LCAP 2024-27

LCAP Goal	Presentation
#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.	● Comprehensive Coordinated Early Intervention Services Update: January 28 ● English Language Learners and Shelter Program Update: May 6
#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.	● Summer Academy: October 22 ● Ethnic Studies Update: November 12 ● World Language Program: November 12 ● Curriculum Leadership: January 14 ● Alternate Pathway to Diploma: April 22 ● Middle College Update: May 6

Ongoing Updates on LCAP 2024-27

LCAP Goal	Presentation
#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.	● School Safety Plans (February 25) and Instructional Continuity Plan (June 17) ● Tobacco Use Prevention Education: May 20
#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.	● LCAP End of the Year Update: June 10
#5 By June 2027, Community School (CS) will increase the engagement and attendance of our students through implementation of additional evidence based best practices and measured by an increase in academic motivation on CA Healthy Kids Survey (CHKS) and attendance and a decrease in chronic absenteeism.	● Educational Options Update: May 6

LCAP Update 2024-2025

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.

Goal 1: Student Performance

LCAP Action	Metrics
1.7 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. 1.8 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 and increase math discourse.	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). 22-23 - All Students: 81%/71% (ELA/Math) - Students With Disabilities (SWD): 28%/14% 23-24 - All Students: 80.7% / 73.7%; -0.3%/+2.7% (ELA/Math) - SWD: 27.2% / 17.7%; -0.8%/+3.7% 2.7 Increase participation in the least restrictive environment for students with disabilities to the state target of 62%: - 2024: 44.10% - 2025: 45.34% (+1.24%)

Awareness Phase

2024-2025 Activities used to promote the topic of Inclusion

- Special education district inclusion planning group
- Content specific meetings with Special Education teachers and Department Leads
- Lunch chats at each site available to all staff
- Staff survey
- Parent Input meeting

Least Restrictive Environment

Year	5a. 80% or more	5b. 40% or less	5c. Separate Setting
20-21	44.28	5.72	4.64
21-22	44.79	5.83	5.64
22-23	42.56	8.25	5.86
23-24	45.34	7.42	5.12
Target 23-24	≥ 64.0	<15	<2.8

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Survey Results

- 284 Respondents (47% General Education Teachers)
- Explore opportunities to enhance professional development tailored to the specific roles and needs of staff.
- Increase opportunities for planning and collaboration between general education and special education staff.
- Cultivate a culture of inclusion and emphasize the value of diverse classrooms.

2025-2026 Infrastructure

- Increase collaborative teacher sections at each school site.
- Provide clear documentation on the expectations and responsibilities for collaborative teaching sections.
- Allow sharing of district partnerships as well as exposure to systems implemented in other school districts.
- Create an ongoing feedback loop for input and consideration on plans each year.

LCAP Update 2024-2025

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.

Goal 2: Guaranteed & Viable Curriculum

LCAP Action	Metrics
2.1 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.	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% - Class of 2024 76.9% (-1.6%)

Look Back to Look Forward

ELO Review

Essential Learning Outcome Development (see card)		
Academic College	Career	Social Emotional
Students will be able to demonstrate proficiency in academic skills, knowledge, and skills, and apply them to college and career.	Students will be able to demonstrate proficiency in career skills, knowledge, and skills, and apply them to college and career.	Students will be able to demonstrate proficiency in social emotional skills, knowledge, and skills, and apply them to college and career.
Student Development		
Students will be able to demonstrate proficiency in academic skills, knowledge, and skills, and apply them to college and career.	Students will be able to demonstrate proficiency in career skills, knowledge, and skills, and apply them to college and career.	Students will be able to demonstrate proficiency in social emotional skills, knowledge, and skills, and apply them to college and career.



19-20

21-22

23-24

18-19

20-21

22-23

24-25



FREMONT UNION HIGH SCHOOL DISTRICT



SOLUTION FOCUSED COUNSELING	
THE CHALLENGE	Students are struggling with academic, social, and emotional challenges.
SCALING	Students are struggling with academic, social, and emotional challenges.
MIRACLE QUESTION	Students are struggling with academic, social, and emotional challenges.
SEEK EXCEPTIONS	Students are struggling with academic, social, and emotional challenges.
CHEERLEADING	Students are struggling with academic, social, and emotional challenges.
POSITIVE GOALS	Students are struggling with academic, social, and emotional challenges.



Counseling Goals



ASCA National Model

- 3 Domains
- 3 Annual goals
- Data driven results

CHS - Seniors and financial aid

- Increase 12th grade students' understanding of the FAFSA/CADAA and the importance of applying for financial aid.

FHS - Post-secondary plans with non A-G students

- By May 2025, 67% of non A-G seniors not currently receiving support services will develop a post-secondary plan to outline their next steps after high school.

HHS - Tier 1 and 2 supports in Academic Foundations and Algebra Workshop class

- Academic - 75% of student in AF will receive a transcript presentation to increase their awareness and understanding of A-G and graduation requirements.

LHS - Chronic absenteeism

- Decrease the percentage of chronically absent students to below 6%. Using early intervention strategies, IC and Analytics & Insights attendance reports, counselors and school based therapist will meet with students before they reach chronic absentee rates.

MVHS - Developing time management, organizational, and study skills

- 100% of 9th grade students will complete the Learning & Productivity Assessment via Naviance and be able to identify one self-reflective learning practice after completion.

Counseling Highlights

- **FHS Counselors presented at Share, Learn, Connect Conference**
 - Elevating Success: Strategies for Supporting English Learners Students in High School and Beyond
- **Certificated Staff of the Year**
 - C. Stiver - MVHS Counselor
 - A. Franco - FHS Counselor
- **FUHSD Educator of the Year**
 - A. Franco - FHS Counselor
- **Beyond Counseling**
 - Club Advisors
 - Coaches - Flag Football, Girls Soccer
 - AP Exam Lead
 - PD Leads (Onward, PLATE)
 - Summer School Administrators
 - EL Coordinators
- **Counselor Resource Website**
 - Developed by M. Goldstein (Counseling Curriculum Lead)



June 9th Professional Development (PD)



FUHSO School Counseling Program: Professional Development

June 9, 2025 | 8:30 a.m. - 3:30 p.m. | District Office
Facilitated by: Brooke Chan (District), Malissa Goldstein (LHS), Anna Jackson (CHS), Dan Arnezquita (FHS), Wilma Wu (WHS), Ashley Voigt (MVHS)

Professional Learning Objectives/Outcomes

By the end of our time together, we will be able to:

- Collaborate effectively to **exchange** insights, **align** practices, and support **programmatic improvement**
- Continue to develop franchised **Scope and Sequence** plans for Tier 1 curriculum
- Map existing **tiered services and programming** to begin to identify gaps, overlaps, and opportunities for more effective student support
- Draft a **pre and post test** connected to high quality measurable **objectives** that assesses the **attitudes, skills, and knowledge** of students
- Utilize a variety of **technology tools** to increase efficiency in planning, communication, and service delivery
- Develop counseling **annual goals** that are aligned to the FUHSO School Counselor ELOs or LCAP/School Plan/WASC

To Bring: Charged laptop, Use of Data textbook, pre/post survey, team snacks (2 per site)

ASCA SC Competencies

Mindsets

- M 4
- M 7

Behaviors

- B-PF 7
- B-SS 5
- B-PA 3

Agenda | Slides

TIME	TOPIC
8:00 AM	Munch & Mingle (breakfast will be available starting at 8am)
8:30 AM	Welcome • Introductions, agenda, and objectives • High level overview and professional development plan
8:45 AM	Scope and Sequence of Universal Curriculum (Tier 1) • Revisit and develop Scope and Sequence for Tier 1 curriculum by site • Identify similarities and differences between sites • Discuss essential universal curriculum by domain (academic, career, social/emotional)
10:00 AM	Break (10 min)
10:10 AM	Multi-Tiered, Multi-Domain System of Support (MTMDS) • Introduction to the MTMDS • Mapping of current tiered services and programming (Tier 1, 2, and 3) by sites
11:20 AM	Lunch (40 min)
12:00 PM	Platform Training • Workshop on the following platforms ◦ Infinite Campus (IC) ◦ UC Compass • Sites will develop action plans for utilization of one of the platforms
1:00 PM	Using Data to Drive Decisions • Review process, perception, and outcome data • Develop or update a pre/post test for a current lesson within the academic domain
1:45 PM	Annual Agreements • Introduce new annual agreement template • Develop site goals for the 25-26 school year
3:00 PM	Closing • Next steps • Complete an evaluation before you leave

2025-26 PD Plan

Guaranteed and Viable Counseling Curriculum

FALL

- Finalize and share annual agreements
- **Site** *MTMDSS charts

WINTER

- **FUHSD** Scope & Sequence
- **Site** MTMDSS charts - identify holes/gaps

SPRING

- **FUHSD** MTMDSS chart
- **Site** flashlights
- **Board presentation**

FRANCHISING COUNSELING PROGRAM

Other Trainings

Analytics & Insights
Naviance
ELD Counselor Toolkit
Trades Information
SEL Connections

**Multi-Tiered, Multi-Domain
Systems of Support*

LCAP Update 2024-2025

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.

Goal 3: Safe, Cared About, Engaged

LCAP Action	Metrics
3.1 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.	3.9 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: <u>2024 46%; 2025 44%</u> 3.10 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: <u>2024 84%; 2025 82%</u>
3.11 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.	3.1 Increase the percentage of students who report meaningful participation at school. 9th grade: 2024 25%; 2025 33% 10th grade 2024 27%; 2025 33% 11th grade 2024 25%; 2025 32% 12th grade 2024 28%; 2025 36%

LCAP Update 2024-2025

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.

Goal 4: Positive & Proactive Communication

LCAP Action	Data
4.2 Continue positive and proactive communication about the District through community and media access to news and stories about FUHSD and supporting Board initiatives	● Creation of a District level e-newsletter for students & families - open rate of 67% or higher ● Increased posting on FUHSD social media channels (Facebook and Instagram) - 185 unique social media posts across the school year ● Increased posting = increased engagement: 391 followers on Instagram (70% increase over the school year), maintenance of following on Facebook (approx. 4k) and uptick in engagement on the platform. From August 2024 through April 25, 2025, more than 97,000 views and 3,700 individual interactions. Facebook interactions are up 63.5% from the same period last year and our reach is up 29.4%

Goal 4: Positive & Proactive Communication

Fremont High School school counselor Ana Franco honored as 2025 FUHSD Educator of the Year

During the April 22 Board Meeting, longtime Fremont High School staff member Ana Franco was recognized as the FHS Certified Employee of the Year. Superintendent Graham Clark announced at that time that Ms. Franco had also been chosen to represent all of the Fremont Union High School District as the FUHSD Educator of the Year for 2025!

Ms. Franco joined the Fremont Union High School District as a school counselor at FHS in 2015, however, she has been a part of the FUHSD family for much longer as a Firebird alum! In her role, Ms. Franco loves working with the diverse student population at Fremont, building strong relationships with her counseling team and colleagues, and being part of the Family Support Group Los Padres. The relationships she's built with the families in Los Padres fuel her love and desire to help guide students through high school and beyond.

Ms. Franco was chosen as the FUHSD Educator of the Year for her leadership, positive attitude, creativity and tireless advocacy for Fremont's ELD and first-generation students. Her colleagues share that she consistently brings joy to her team and has helped push them forward in the work they do to support students. They say she is loved by her students and provides a wonderful example for them as an FHS graduate and first-generation college student herself.

Ms. Franco will be honored this Fall at the 55th annual [Santa Clara County Teacher Recognition Celebration](#) hosted by the Santa Clara County Office of Education. The Santa Clara County Teacher Recognition Celebration is the oldest and largest celebration of teachers in California and the most prestigious local award given to educators.



FREMONT UNION HIGH SCHOOL DISTRICT



FUHSD District Newsletter - October 2024

Dear FUHSD students and families,

Now that we are about halfway through our first semester, I want to take a moment to reflect on the strong start to the school year we've experienced together. It has been heartening to see our students engage enthusiastically in their classrooms, and our dedicated educators and school staff have worked tirelessly to create a supportive and enriching environment for everyone.

It remains our goal to ensure that all students have access to the programs and resources they need to thrive. Whether it's academic programs, extracurricular activities that bring out their individual passions, or resources that support student wellbeing and mental health, we are committed to helping every student succeed. Please remember to reach out to your teachers or school staff if you or your child is in need of assistance or support. We have a range of resources available to help students navigate both academic and personal challenges.

One of our renewed focuses for this school year is increasing connection and engagement with our families and all community members by better highlighting the many wonderful events, achievements and moments happening across our district. Help us celebrate our incredible students and staff members by following and engaging with us on both [Facebook](#) and [Instagram](#), where you can stay up-to-date on everything that makes our district such a special place.

Thank you for your partnership and support. Together, we will continue to make this a wonderful year of growth and learning for our students!

Sincerely,

Graham Clark
Superintendent

STAFF HONORS



Stacey Jaehnjg

Alsha Lemando

Anna Kirsh

Mrs. Jaehnjg was selected as the 2024 FUHSD Teacher of the Year, and was recognized at the Santa Clara County Teacher of the Year Celebration on Oct. 23. The City event on September 23.

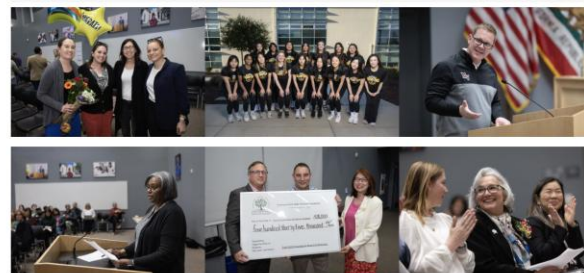
Ms. Lemando was selected by the City of Sunnyvale as the Sunnyvale Educator of the Year and was honored at the State of the Year ceremony on Nov. 8.

Ms. Kirsh was selected by the Cupertino Chamber of Commerce as a STAR Awards winner, and will be recognized at the ceremony on Nov. 8.

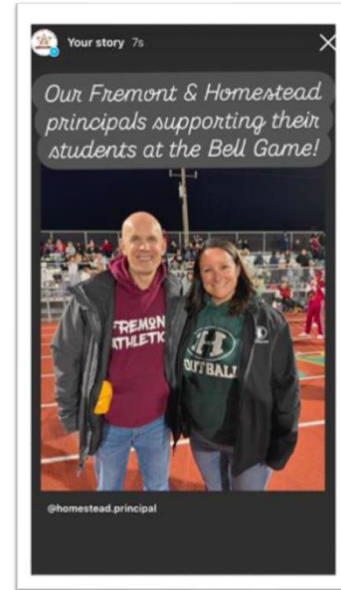
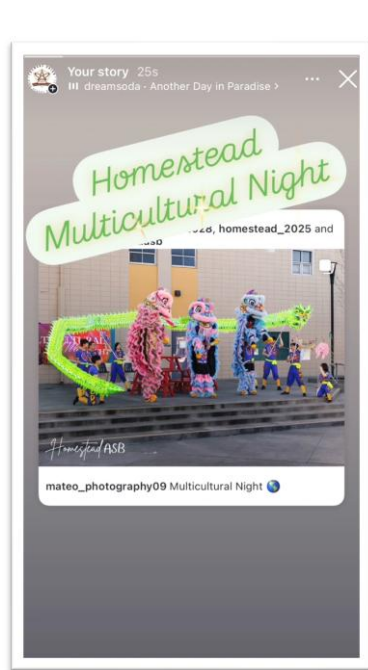
Spring Board Meetings recognize outstanding staff and students

Through the beginning of May, we are continuing to honor staff and students from each of our comprehensive high schools, Educational Options programs and Adult School at our Board Meetings. These board meetings provide a wonderful opportunity to highlight our certificated and classified Employees of the Year, exceptional graduating student honorees (who are featured in the poster profiles that hang in our District Office lobby), the [Fremont Union High Schools Foundation](#) scholarship winners, exemplary student groups or teams, and the work of our dedicated ASB leaders. Lynbrook, Monta Vista, Cupertino, Homestead and Fremont have already been honored, with one celebratory meeting remaining, for our Educational Options programs and Adult School on May 6 (starting no earlier than 6:15 p.m.).

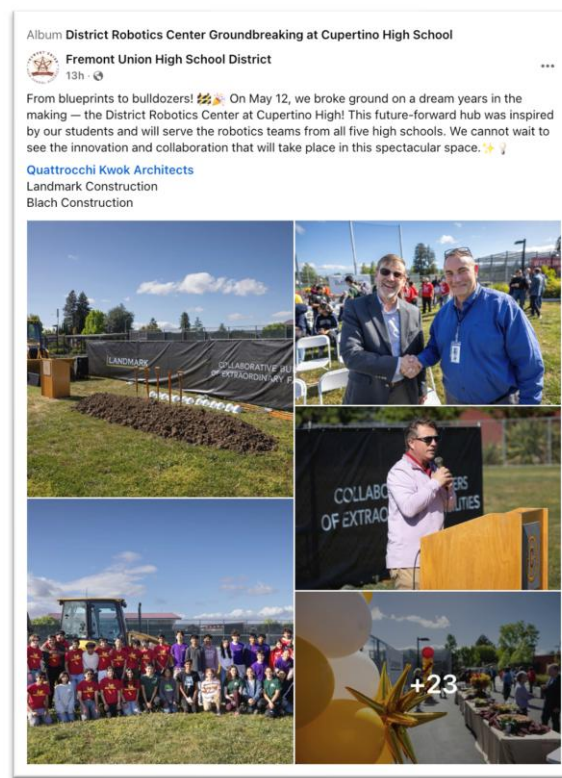
Detailed lists of the honorees for each school are included in the [Board Agenda packets on our website](#).



Goal 4: Positive & Proactive Communication



Goal 4: Positive & Proactive Communication



Questions

