



LCFF Budget Overview for Parents

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

CDS Code: 43694680000000

School Year: 2025-26

LEA contact information:

Trudy Gross

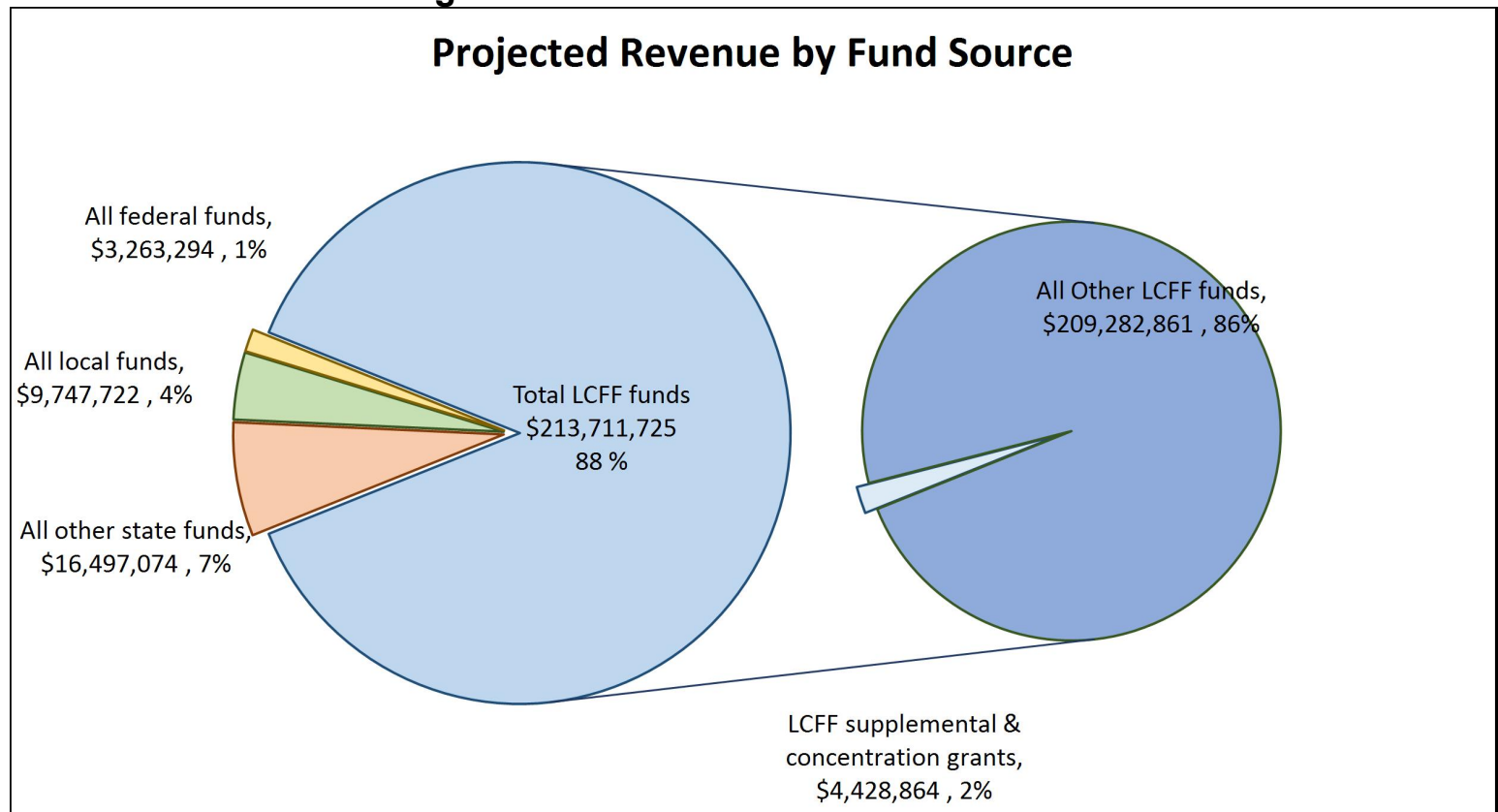
Associate Superintendent

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408-522-2203

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

Budget Overview for the 2025-26 School Year

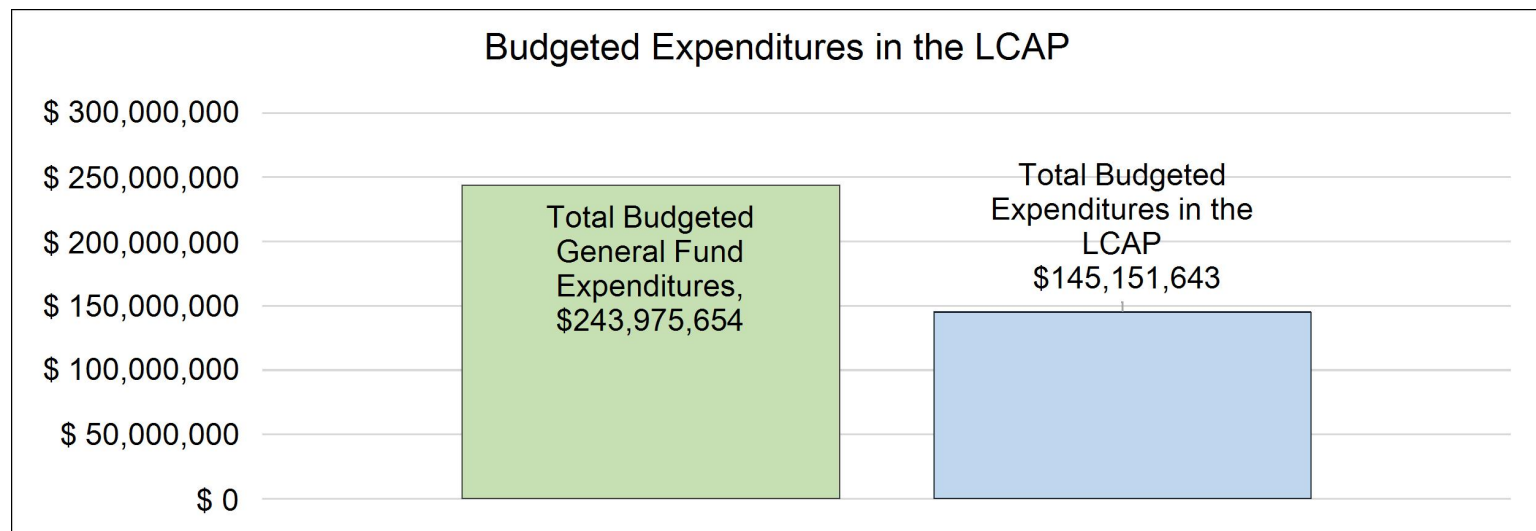


This chart shows the total general purpose revenue Fremont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Union High School District is \$243,219,815, of which \$213,711,725 is Local Control Funding Formula (LCFF), \$16,497,074 is other state funds, \$9,747,722 is local funds, and \$3,263,294 is federal funds. Of the \$213,711,725 in LCFF Funds, \$4,428,864 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fremont Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fremont Union High School District plans to spend \$243,975,654 for the 2025-26 school year. Of that amount, \$145,151,643 is tied to actions/services in the LCAP and \$98,824,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

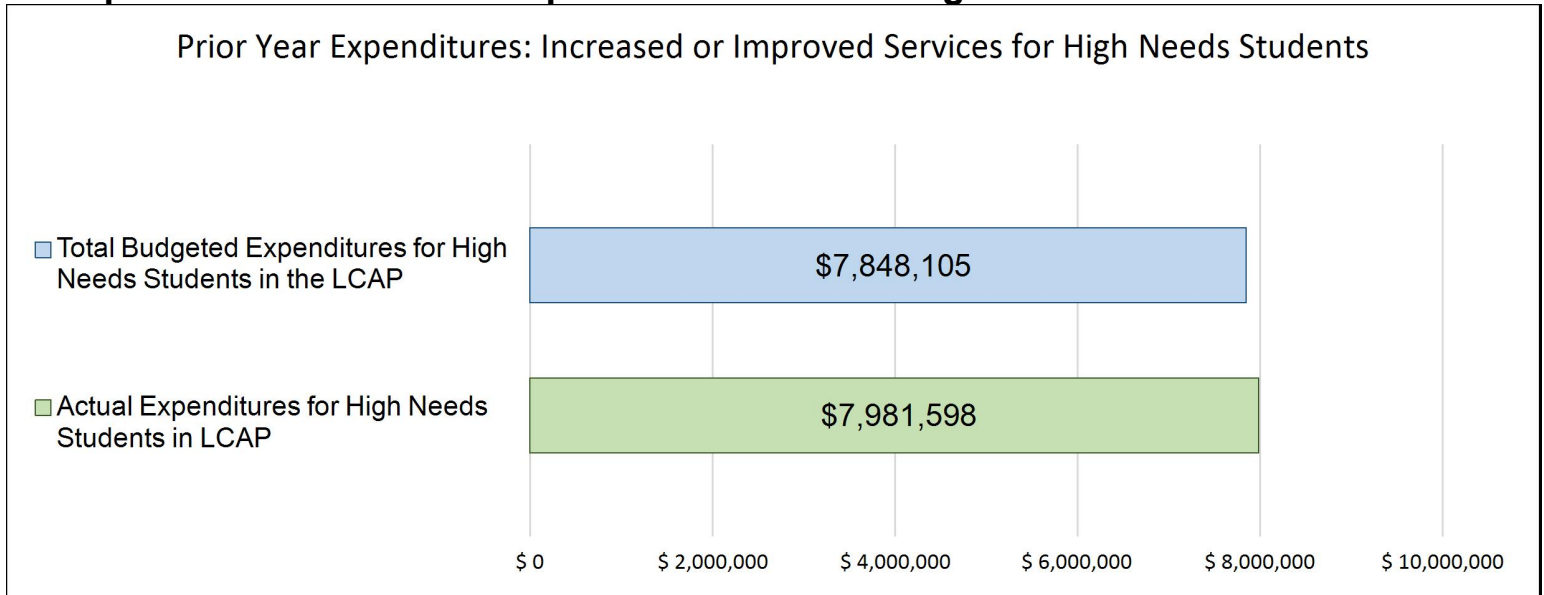
Excluded expenditures include materials and supplies for sites and departments, utilities, contracted services, capital projects, and other operational costs. Additionally, STRS on-behalf expense is excluded.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Fremont Union High School District is projecting it will receive \$4,428,864 based on the enrollment of foster youth, English learner, and low-income students. Fremont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fremont Union High School District plans to spend \$6,461,144 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Fremont Union High School District's LCAP budgeted \$7,848,105 for planned actions to increase or improve services for high needs students. Fremont Union High School District actually spent \$7,981,598 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Fremont Union High School District maintains five comprehensive high schools, Educational Options, a Community Day School and numerous programs to serve targeted student populations. In 2024-2025 we enrolled (CALPADS October 2024): 9457 Total students 930 (9.8%) English Learners: 393 (42.3%) are Long-term English Learners (LTELs) (English Learners for seven or more years) 1246 (13.2%) Low Income Students 1,493 (15.8%) SED (referred to as under-resourced throughout this document) 3 (0.03%) Foster Youth 38 (0.40%) Homeless Youth (referred to as unhoused throughout this document) 918 (9.7%) Students With Disabilities The racial and ethnic make-up of our students is as follows: Hispanic 1,700 (17.98%) Am Indian/Alaskan Native 48 (0.51%) Asian 5,344 (56.51%) Native Hawaiian/Other Pacific Islander 27 (0.29%) Filipino 249 (2.63%) Black/African Am 59 (0.62%) White 1,238 (13.09%)

Two or more races 590 (6.24%)
Declined to state 202 (2.14%)

As of May 2025, within the FUHSD, there are a total of 98 different languages spoken by students and families.

FUHSD Funding under the Local Control Funding Formula

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

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

Other "Actions and Services" will be budgeted from:

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

The Program Provided to All FUHSD Students

The Fremont Union High School District is proud to continue to maintain a comprehensive high school program despite the challenge of declining enrollment facing each of our schools to a varying degree. Despite years of budget constraints, our schools offer not only coursework required for graduation from high school but a rich array of electives, interventions and Advanced Placement and honors courses to serve the needs of a diverse student population. The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning, updated in coordination with the District Wellness Council to incorporate student wellness, that call for a commitment to both "excellence" and "equity". While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools, and Educational Options, has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools. All students in the Fremont Union High School District benefit from a comprehensive high school program that includes:

- 45 courses that address basic graduation requirements (English, Math, Science, Social Studies and PE)
- World Language courses of study (5 levels of each of 3-4 languages, based on school site course enrollment)

- 30 courses in the visual and performing arts
- 22 Advanced Placement courses
- 39 Career Technical Education courses representing 10 different industry sectors
- 6 electives specifically designed for students who need extra support, including Student With Disabilities and English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read180), and Gateway/Excel.

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

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

As of April 2021, the District was offering 4 courses that resulted in credit from a post-secondary program. For the 2024-25 school year, 23 courses were offered. While partnerships with local colleges continue, declining enrollment has and will continue to impact these offerings.

The District also offers a high-quality Special Education program that supports students in meeting the goals designated in their Individualized Education Program (IEP). FUHSD's total SPED budget is approximately \$52.9 M. Federal and State revenue for Special Education totals \$8/6 M. In addition, seventeen (17) FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education (1 alternative education and 16 block enrollment) and thirty-six (36) attend non-public schools (NPS).

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

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

- Facilities manager and 9 custodial staff (including custodians, groundskeepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff
- District-wide tech-infrastructure which includes high speed wireless with 780 access points (each school has 10 gigabit connection capacity)
- 1 student to 1 computer ratio

The FUHSD Belief Statements about Teaching and Learning make a commitment to provide teachers time and professional learning opportunities designed to support the development of a well-articulated curriculum in every core course and the academic supports and

interventions necessary to continuously improve until every student has the chance to learn at high levels (General Fund and Title II). To that end we:

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

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

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

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

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

Students who are under-resourced and Foster Youth

FUHSD draws on General Fund and Title I resources to serve students who are under-resourced and Foster Youth at all of our schools.

More resources are provided to schools with larger populations of students in these targeted groups.

Additional resources to students who are under-resourced and Foster Youth at Fremont High include:

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

Additional resources to students who are under-resourced and Foster Youth at Homestead High including:

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

Targeted support and interventions for students who are under-resourced and Foster Youth at all schools include:

- AVID or AVID-like interventions (Engage).
- Lower class sizes in Algebra.

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

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

Induction: Our New Teacher Induction program continues to offer California Clear Credentials after our new teachers complete the two-year program. The Education Specialist and General Education induction programs continue to operate as one comprehensive mentoring-based program. Education Specialists are supported by a Special Education Advisor with a similar authorization and teaching content who augments the support provided by the New Teacher Mentor. This year, the New Teacher Induction program continued with four (4) mentors who served 14 Induction eligible teachers and 48 teachers total (31 of whom were new to the District).

Curriculum and Professional Development:

1. Professional Learning Communities/Course Alike Teams continue to meet at least three times per month and up to five additional workdays in the summer.
2. Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore needs in professional development. PLATE focused on how artificial intelligence (AI) intersects with teaching and learning. Advisement from PLATE has helped to shape professional learning opportunities that will support teachers in navigating the evolving landscape of AI in the classroom. Professional development will be offered in Spring 2025, the 2025-2026 school year, and beyond. In addition to AI, PLATE has explored several other important areas for professional learning, including:
 - Professional Learning Communities (PLCs): To what extent are PLCs effectively supporting a guaranteed and viable curriculum across all subjects?
 - Universal Design for Learning (UDL) & Transformative Social-Emotional Learning (T-SEL): How can PD support the infusion of UDL and T-SEL principles into curriculum design?
 - Media Literacy: What kind of PD can help teachers integrate media literacy into their classrooms?

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

English – Beyond Literary Analysis, Communication for Deeper Learning and Graphic Novels. See 1.2 and 3 for details.

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

Science – see 1.9 for details.

EL – see Goal Analysis for 1.2 1.5 for details.

Health – A lead teacher continues with a release period to coordinate collaboration amongst the group of teachers who implemented the pilot for Health during the 2023-24 school year.

Ethnic Studies – the Curriculum Lead continues to coordinate collaboration amongst the group of teachers who implemented the pilot for Ethnic Studies during the 2023-24 school year.

Additional opportunities: Communication for Deeper Learning, Courageous Leaders, and Sexual Orientation, Gender Identity and Expression (SOGIE) training.

Leadership Learning:

1. At the FMA retreat, administrators/managers engaged in professional development to establish shared values of collaboration and teamwork. Administrators explored supporting teachers in navigating controversial issues in the classroom while managers focused on strategies to address challenging team dynamics. The administrative evaluation system was introduced and the CA Professional Standards for Education Leaders (CPSELs) were explored in support of meaningful evaluations incorporating evidence and goal setting.

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

- On a voluntary basis, administrators may serve as a coach or receive 1:1 coaching support from another leader: 22 leaders served as coaches for 40 administrators (50% of all administrators). Coaches ranged from teacher leaders, to site administrators, to district office Coordinators, Directors, and Associate Superintendents. We also hired two outside consultants to coach 5 of the principals.
- We ran the second year of “Coaching Skills for Leaders” a professional learning offering that allows teachers and administrator to develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all. This year, we expanded our offerings to several classified staff members: 15 teachers, 4 administrators, and 5 classified staff members participated in the program.
- We have continued to grow the Onward Book Club as an opportunity for all school staff to develop emotional intelligence skills that lead to resilience and motivation to continue our difficult work. This year, we continued the format of a site-based offering at lunch. In 23-24, 72 staff members participated, and 24-25, a new cohort of 67 staff participated. Each month, participants read a chapter from Elena Aguilar’s book that is particularly relevant to that time of year, and then meet to reflect on what they learned and participate in one or two activities to reinforce the main concepts. With the move to site-based offerings, we also expanded the leadership team by asking participants from previous years to lead each cohort.
- And, finally, 23-24 was a pilot year to begin forming Affinity Groups for staff to build community and learn together about the impact of dominant culture on their personal and professional lives. The initial cohort was titled “Queer Affinity Family”, included 30 staff members, and met 3 times in the spring of 2024. In the 24-25 school year, we expanded the programming to include a BIPOC Affinity Space that served 25 certificated staff, 20 classified staff, and 4 administrators. The BIPOC group met 5 times throughout the year. The Queer Affinity Family continued in the second year, meeting twice in the 24-25 school year, serving 20+ staff members.

Textbook Adoption

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

The District has partnered with a variety of community organizations to support our students, families and programs: El Camino Health; Kaiser; Unity Care; Seneca Family of Agencies; Cupertino and Sunnyvale Rotary; My DigitalTat2; Project Cornerstone; Rebekah Children's Services; Asian Americans for Community Involvement (AACI); Goodwill; Santa Clara County Behavioral Health; Valley Health Foundation; and YWCA.

Reflections: Annual Performance

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

In a community survey conducted in May 2025, the FUHSD continues to be viewed favorably and rated positively by most, and the high schools' quality education and reputation remain the District's top attributes.

The District's overall graduation rate for the Class of 2024 was 93.8% (95.5% 2023, 97% 2022, 95.8% 2021, 94.4% 2020). The decline in comparison to the years since 2020 may be related to the Class of 2024, who as 9th graders spent the majority of the 2020-2021 school year in remote instruction, being the first post-pandemic class not to have the option of a reduction in required credits for graduation. Students who are "White" 96.1% (95.9% /95.4%/96.5%/97.8%) and "Asian" 98.2% (98.8% /97.9%/98%/99.1%) have largely maintained their progress. Student groups who have been experiencing fluctuating graduation rates: "African American" 81.5% (95%,/78.3%/100%; 85.7%), "Filipino" 92.4% (97.3%/95.5%/95.7%/91.7%), "Hispanic" 79.8% (84.1%/80.1%/84.3%/87.7%), "Two or More Races" 94.0% (96.7%, 96.2%/96.9%/98.1%), "English Learners" (EL) 73.4% (79.3%/78%/83.5%/83.8%), "Socioeconomically Disadvantaged" (SED) 81.0% (86.8%/83.3%/86.6%/89.7%), and "Students with Disabilities" (SWD) 74.4% (82.7%/74.7%/79.1%/86.5%). "Long-Term English Learners" (LTEL) have decreased 77.3% (88.0%). While the subgroup of students who are "Homeless" was too small to be reported for the Class of 2020 and 2021, the graduation rate was 75% for the Class of 2022, 76.5% for 2023, and 39.3% for 2024.

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

2022-23

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

2023-24

Very Low: EL (71.0 points below standard, declined 34.1 points), LTEL (97.7 points below standard, declined 54.2 points), and SWDs (95.1 below standard, declined 15.8 points). At Cupertino High School SWD (82.6 below standard, declined 27.5 points). At Fremont High School EL (99.4 below standard, declined 40.3 points), LTEL (105.4 below standard, declined 47.1 points), SED (50.5 below standard, declined 11.9 points), SWD (111.1 below standard, declined 26.6 points), and students who are Hispanic (57.0 below standard, declined 25.8 points). At Homestead High School EL (78.7 below standard, declined 54.0 points), SWD (96.6 points below standard, declined 2.5points), and students who are Hispanic (46.4 below standard, declined 17.8 points).

Low: Hispanic (42.1 points below standard, declined 13.1 points).

Medium: SED (9.9 below standard, increased 12.6 points).

High: Two or More Races (80.6 above standard, declined 11.6).

Very High: All (96.8 points above standard, increased 1.1 points), Asian (134.9 points above standard; maintained -2.2 points), Filipino (63.9 points above standard, increased 21.9 points), and White (77.3 points above standard, increased 9.3 points),

No performance color: African American, American Indian, Homeless, and Pacific Islander.

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

also included.

2022-23

Very Low: students who are Hispanic (117.7 points below standard; declined 18.9 points). At Homestead High School students who are Hispanic (118.6 points below standard, declined 65.3 points) and student with disabilities (163.7 points below standard, declined 13.5 points). At Fremont High School SED (249.9 points below standard, maintained -1.4 points).

2023-24

Very Low: Hispanic (122.4 points below standard; declined 4.7 points), LTEL (165.4 points below standard, declined 56.1 points), and SWD (155.5 points below standard, declined 14.8 points). At Fremont High School, EL (167.9 points below standard, declined 26.2 points), Hispanic (139.2 points below standards, declined 18.8 points), LTEL (185.5 points below standard, declined 31.0 points), SED (135.1 points below standard, declined 3.0 points), and SWD (203.8 points below standard, declined 35.7 points).

Low: English Learners (101.0 points below standard; declined 15.6 points).

Medium: SED (73.5 points below standard; increased 23.3),

High: none

Very High: All (87.9 above standard, increased 9.6 points), Asian (155.3 points above standard; increased 7.3 points), Two or More Races (70.1 points above standard; maintained 2.9 points), Filipino (20.9 points below standard; increased 2.9 points) and White (50.2 points above standard; increased 10.1 points).

No performance color: African American, American Indian, Homeless, and Pacific Islander.

For the English Learner Progress Indicator:

2022-23

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

2023-24

37.8% of EL students in the District are making progress towards English language proficiency. This is the Low range of the CA School Dashboard and represents a 6.2% decline. For LTELs, 30.7% are making progress. This is the Very Low range and represents a 6.6% decline. At Fremont High School 26.2% of EL students are making progress. This is the Very Low range and represents a 8.5% decline. For LTELs, 24.2% are making progress. This is the Very Low range and represents a 9.0% decline. At Homestead High School, 39.8% of EL students are making progress. This is the Low range and represents a 6.7% decline. For LTELs, 31.7% are making progress. This is the Very Low range and represents a 6.7% decline.

Of the Class of 2024, 1,083 awards were issued to 1025 seniors for the California Seal of Biliteracy recognizing their language proficiency (41% of the cohort); 57 students earned two or more seals. 1,695 students qualified for the Golden State Seal Merit Diploma (68.2% of the cohort).

The District is proud to rank Very High for "Prepared" level on the CA School Dashboard's College and Career Indicator (CCI), although there has been a decrease from 79.5% in 2022 to 78.5% in 2023 to 76.9% in 2024.

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

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

Dropout Rate 6.40% (increase from 4.84%, target met (target less than or equal to 8.0%))
 ELA Academic Performance Very Low (decrease from Low), target not met (target medium, high, or very high)
 Math Academic Performance Very Low (decrease from Low), target not met (target medium, high, or very high)
 Suspension Rate High (no change), target not met (target medium, low, or very low)
 Least Restrictive Environment: students in special education spending 80% or more of their day in regular classrooms 45.34 (increase from 42.56%), target not met (target is equal to or greater than 64.0%)
 Least Restrictive Environment: students in special education spending less than 40% of their day in regular classrooms 7.42% (decrease from 8.25%), target met (target is less than 15%)
 Least Restrictive Environment: students in special education attending a separate school 5.12% (decrease from 5.86%), target not met (target is less than 2.8%)
 Parent Involvement 99.50% (decrease from 100%), target met (target is 96.5%)
 Rate of Post School Outcomes: Higher Education 47.45%, target not met (target is greater than or equal to 58%)
 Competitive Employment or Higher Education 79.08%, target not met (target is greater than or equal to 79.5%)
 Any Employment or Education 100%, target met (target is greater than or equal to 88.5%)
 Child Find 10.34 (increase from 9.19%), target met (target is greater than 7.73%)

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

The District Campus Climate team meets monthly. One area of focus is on disproportionate rates of suspension:

2022-23

Very High students who are homeless (11.9% suspended at least one day, increased 1.6%), students who are American Indian (13.5% suspended at least one day, increased 13.5%), and students with disabilities at Cupertino High School (9.7% suspended at least one day, increased 3.5%).

2023-24

Very High Pacific Islander (10.8% suspended at least one day, increased 4.8%), LTEL at Cupertino High School (13.2% suspended at least one day, increased 5.8%) and SWD at Fremont High School (10.7% suspended at least one day, increased 2.9%); High Homeless (10.9% suspended at least one day, declined 1%), LTEL (7.9% suspended at least one day, increased 1.4%), and SWD (7.1% suspended at least one day, maintained 0.0%); Medium SED (5.2% suspended at least one day, maintained 0.0%); Low American Indian (5.9% suspended at least one day, declined 7.6%), Hispanic (4.9% suspended at least one day, declined 0.8%), EL (4.8% suspended at least one day, declined 1.9%), and White (1.8% suspended at least one day, declined 0.4%); and Very Low students who are Asian (0.7% suspended at least one day, maintained 0.1%), African American (1.3% suspended at least one day, declined 1.0%), Filipino (1.5% suspended at least one day, declined 0.7%), and Two or More Races (1.5% suspended at least one day, declined 0.7%). Topics of discussion include alignment of intervention and discipline responses across school sites/programs and professional development for the Student Conduct Specialists (this year focusing on best practices for investigations).

The District has been participating in Intensive Level 3 for Significant Disproportionality since the 2019-20 school year in the areas of overall

disproportionality for special education eligibility for students who are African American and Hispanic (plan in the concluding stages); eligibility for specific learning disability for students who are African American and Hispanic (plan in progress); eligibility for other health impaired for students who are Hispanic (plan in progress). There are Comprehensive Coordinated Early Intervening Services (CCEIS) plans in place supported by a leadership team and educational partner group meetings. The biggest areas of growth have been with student voice in connection to relevant and meaningful curriculum, school connectedness, and building positive relationships.

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

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

Fremont High School has a Schoolwide Program for Title I, Part A. As such, a School Plan for Student Achievement (SPSA) has been in place since the 2020-21 school year. FHS has implemented Academic Foundations 9th and 10th grade, Academic Foundations 9 for English Learners, Communication in the 21st Century, GOALS, Academic Reading and Writing Workshop, and CTE Early College in coordination with the LCAP and FHS School and WASC Action Plans. The SPSA is written in coordination with LCAP Goals 1 and 3, focusing on students and programs supported through Title I funds and English Learners. The focus of the SPSA is on high levels of learning and academic engagement from every student. There has been a decrease in the graduation rate for all student groups over the past three years: 2022 90.9% 2023 88.3%, and 2024 87.3%. Student groups with a very high/blue performance level are students who are Asian, Filipino and Two or More Races; high/green are students who are White; there are not student groups who are medium/yellow; orange/ low are students who are Hispanic, Long-Term English Learners, and Students with Disabilities; very low/red are English Learners and students who are Socioeconomically Disadvantaged. Performance level for English Language Arts is very low for English Learners, Long-Term English Learners, and Students with Disabilities, Performance level for Mathematics assessments is very low for students who are socioeconomically disadvantaged, English Learners, Long-Term English Learners, Hispanic, and Students with Disabilities. There has been fluctuation in chronic absenteeism for all students following the variety of educational environments due to the COVID-19 pandemic: 21-22 19.4% to 22-23 18.9% to 23-24 19.4%.

Learning Recovery and Emergency Block Grant

For the 2025-26, 2026-27, and 2027-28 LCAP years, the FUHSD has \$2,039,335 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. LREBG funded actions may be found in Goal 1, Actions 4 and 8 and Goal 3, Actions 1, 2. and 11.

Goal 1, Action 4. The FUHSD needs assessment substantiated findings in the area of English Language Arts assessment through the CA School Dashboard results:

--Very Low: EL (71.0 points below standard, declined 34.1 points), LTEL (97.7 points below standard, declined 54.2 points), and SWDs (95.1 below standard, declined 15.8 points). At Cupertino High School SWD (82.6 below standard, declined 27.5 points). At Fremont High School EL (99.4 below standard, declined 40.3 points), LTEL (105.4 below standard, declined 47.1 points), SED (50.5 below standard, declined 11.9 points), SWD (111.1 below standard, declined 26.6 points), and students who are Hispanic (57.0 below standard, declined 25.8 points). At Homestead High School EL (78.7 below standard, declined 54.0 points), SWD (96.6 points below standard, declined 2.5points), and students who are Hispanic (46.4 below standard, declined 17.8 points).

--Low: Hispanic (42.1 points below standard, declined 13.1 points).

Based on this, Goal 1, Action 4 directly addresses the need to provide professional development to teachers including challenging students

to read complex texts and building students' speaking, listening, and academic conversation skills. This action aligns to allowable funds in the area of providing professional development and coaching incorporating the ELA Framework for CA Public Schools.

Goal 1, Action 8. The needs assessment further substantiated findings in the area of Mathematics assessment:

Very Low: Hispanic (122.4 points below standard; declined 4.7 points), LTEL (165.4 points below standard, declined 56.1 points), and SWD (155.5 points below standard, declined 14.8 points). At Fremont High School, EL (167.9 points below standard, declined 26.2 points), Hispanic (139.2 points below standards, declined 18.8 points), LTEL (185.5 points below standard, declined 31.0 points), SED (135.1 points below standard, declined 3.0 points), and SWD (203.8 points below standard, declined 35.7 points).

Low: English Learners (101.0 points below standard; declined 15.6 points).

Based on this, Goal 1, Action 8 directly addresses the need to provide professional development to teachers in support of student productive struggle and engagement in discourse to make meaning of their learning. This action aligns to allowable funds in the area of providing professional development and coaching incorporating the Mathematics Framework for CA Public Schools.

Goal 3, Actions 1, 2 and 11. And the needs assessment also substantiated findings from the California Healthy Kids Survey (CHKS) related to "meaningful participation at school", "school connectedness" and "caring adults at school" and CA School Dashboard related to Chronic Absenteeism Rate (particularly students who are homeless: 67.3% with a 10.9% increase from baseline). As implementation of the Schoology Learning Management System and Student Data Analytics System, adapting to Artificial Intelligence, and introducing ReachMyTeach has transitioned from training teachers how to use the tools to how to engage students through and with the tools, this effort is moving from Goal 2, Action 5 to Goal 3, Action 11. All three actions align to allowable use of funds in the area of Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, related to programs to address pupil trauma, social-emotional learning, and referrals for support for family and pupil needs.

Reflections: Technical Assistance

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

Starting in the fall of 2024, FUHSD became eligible for Differentiated Assistance support from the Santa Clara County Office of Education (SCCOE). Eligibility is based on the 2024 Dashboard Indicator Performance for Students with Disabilities and English Learners on the Academic and Graduation Indicators. As part of this work, we built a diverse team that includes 4 district administrators, 3 teacher leaders, 1 general ed teacher, 2 special ed teachers, and 2 classified staff members. The team has participated in 2 full day networking events at SCCOE (DAIN – Differentiated Assistance Improvement Network) as well as monthly coaching calls with our consultant from the County Office. We started our work reviewing the Dashboard and identifying areas where our district needs to improve outcomes. Although there were several areas to consider, we decided to start with the low graduation rates and CAASPP math scores of English Learners (EL) and Students with Disabilities (SWD). We then brainstormed and selected strategies to better understand the root cause of the challenges, including a deeper dive into the achievement data (e.g. What trends were there in missing credits for non-grads) as well as empathy interviews with Long Term English Learners to better understand their experience and beliefs about the system. After collecting over 30 interviews, we analyzed the data to determine an area of focus for our work in the following year. We also conducted several parent focus groups and analyzed comparative data to find out which neighboring districts were achieving better results with similar populations of students. As we move into the final months of the 24-25 school year, our team is considering what actions we can start to take to address the challenges and assess the impact of our actions.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff	Gathered through an in-person meeting with our bargaining groups: FEA (4/9/25) and CSEA (4/23/25). FEA engaged in a discussion about Goal 4 and increasing opportunities for staff input. No feedback from CSEA.
School Site Council	School site principals review their annual plans with the School Site Council (SSC) in the fall. The mid-year update is shared with the School Site Council during 2nd semester. School plans are aligned to the 4 FUHSD LCAP goals and feedback is solicited specific to student progress. In addition to the SSC meetings where the school plans are reviewed, every site includes information specific to the development of the LCAP at the date during 2nd semester. Cupertino HS: March 18, 2025 Fremont HS: May 21, 2025. At FHS the School Plan for Student Achievement was reviewed with and agreed to by the School Site Council (SSC) on May 21, 2025. The LCAP was reviewed as part of the presentation. Homestead HS: January 21, 2025 Lynbrook HS: January 22, 2025 Monta Vista HS: February 7, 2025 No specific feedback from School Site Councils.
District Wellness Council	The District Wellness Council is composed of students, parents, classified and certificated staff, and administrators. During the 2nd meeting of the year, February 27, 2025, Wellness Council members engaged in dialogue on the implementation of Goal 3, specifically

Educational Partner(s)	Process for Engagement
	wellness spaces and communication within the school and district community during times of crisis. No change to current actions in Goal 3.
District English Language Advisory Committee (DELAC)	On May 8, 2025 the District Coordinator who oversees the FUHSD English Language Development program held a District English Language Advisory Committee (DELAC) meeting. It was attended by students, parents and staff representing all 5 comprehensive sites. Discussion prompts were focused on each of the 4 LCAP goals. See details below.
IntraDistrict Council (IDC)	On May 7, 2025 the Director of Administrative Services met with students in IDC. See details below.
Special Education Local Planning Area (SELPA)	LCAP consultation occurred via email on May 18, 2025 and May 22, 2025. Confirmed incorporation of students with disabilities in the LCAP and emphasized areas of progress to include in the reflection on annual performance.
Family Engagement Committee (FEC)	During the 2024-25 school year, the FEC continued to meet and function as the District "LCAP Committee", representing parents and classified, certificated and administrative staff from each comprehensive site including a parent of a student with a disability. LCAP review and feedback occurred on May 15, 2025. See details below.
Community School (Equity Multiplier)	During the month of May, Educational Options administrators engaged students, parents, staff and community partners who are participating in and connected to Community School in providing feedback and input. Questions focused on what has the Community School has done well; what specifically has helped you; what differences could be helpful; focus on the challenges of attendance, behavior, and attitude towards school. Generally, parents felt that student attendance, behavior and attitude towards school had improved from their experience at a comprehensive school site; students had a more diverse response. Goal 5 and its actions remain connected to staff concern about attendance at the beginning of the school day. Students continue to state that there is no reason to arrive to school on time, reflecting their attitude towards school.

Educational Partner(s)	Process for Engagement
Board of Trustees	The LCAP will be presented to the FUHSD Board of Trustees during a study session on June 10, 2025, with approval sought on June 17, 2025.

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

In follow-up on May 21, 2025, FEA did not feel there was a need to change an action within Goal 4, particularly given that this was the first year of the staff survey. The Superintendent and Assistant Superintendent will continue to monitor over time.

Students attending the Inter District Council meeting on May 7, 2025 provided feedback on the LCAP through small group discussion and large group sharing. Each group was provided one goal to review and discuss. In their small group, student discussed the following:

- What does the goal mean to you?
- Provide examples of how you see this goal being met on your campus?
- What else could be done or done better to achieve this goal?
- What other types of evidence could be used to measure this goal?

Students then shared out with the larger group and additional discussions were had.

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 and CAASPP performance.

- District provides very good resources, but students need to push to utilize them. It seems like some of the students that need the most resources, don't try to use them.
- Our teachers meet and work together a lot, which I think really helps with this goal
- We have so many different ways for student to take courses for graduation and prepare for college – AP classes, A-G classes, interesting electives, career focused classes & support classes
- We have different needs at different schools and not sure how different our courses are or access to the courses.
- We have a lot to help students perform at high levels, but a goal of every student is not possible. Most students is possible and I think the district is doing that.
- Many students may want to go to college but can't afford to or have no history of it in their family, so they don't
- Measuring high levels of learning for every student is hard to do and we think the evidence used is probably the best way to get it.
- Perhaps more course specific measures for evidence as opposed to the big general ones listed

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.

- This goal seems very connected to Goal 1. I think all of our schools are really good at preparing student for college and providing them a lot of opportunities, but it seems like it is really the colleges dictating what we have to take or else we won't get in

- The career part of this goal is harder to really measure. We do have career focused classes, but so much of what we learn will help us in our careers, even if it is not the subject area.
- Not exactly sure what guaranteed and viable curriculum really means
- Our classes prepare us for careers with organization, public speaking, collaboration, analysis, preparation and more.
- So many careers in the Bay Area focus on math and science, which our district does very well in preparing us for
- District also has dual enrollment and courses available at other campuses
- Not all AP classes are offered at all schools or not as many of each class, so harder to get
- Does not seem like there are criteria for course content and expectations for the entire district – each school seems very different in that way
- The evidence listed seems adequate. Maybe grade level surveys could help really measure this throughout school

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.

- Mental health services, wellness resources, such as school counselors, therapists, psychologists and wellness center staff
- The goal seems to want to create a home for every student on campus – a place where they feel safe and welcome – that is hard to do for every student, but our schools do a good job of this.
- There seems to be some glaring issues with needing more mental health support – too many students need this
- A lot of student just suffer in silence, so they never get the support or help they need
- Talking to friends in other districts, I think we have way more support services
- Academic support is strong in our schools – tutorials, support classes, teachers willing to help
- Our students need more social support – many students feel academics is all that they need to focus on and they lack the social aspects of life
- We have so many clubs and teams, it feels like every student should be able to find some group they connect with and feel safe with, but I know so many that don't
- The evidence is solid for this goal. The Healthy kids survey is really good but we are not sure how many students take it or take it seriously. Maybe focus groups or individual student conversations would provide good evidence.

Students and parents in attendance at the DELAC meeting May 8, 2025, shared details about what has supported student success and what else they feel might be helpful to their students. Parents and Student shared feedback separately with different prompts to help them provide detailed feedback, which included:

PARENT GOAL 1

- Progress in School: Parents feel that their child is progressing well in school. The student has improved in reading and speaking English and is actively writing essays. The student also participated in a district Speech Contest, which parents viewed as a positive opportunity for their child to engage with English in a public setting.
- Challenges: Parents noted that sheltered classes, especially for ELD1 (English Language Development), sometimes move more slowly compared to regular classes and may omit certain concepts covered in non-sheltered courses. Additionally, physical education has been challenging due to high expectations, and the student feels shy about approaching the teacher for clarification.

- **More Resources and Guidance:** Parents would like more clarity on where and how to access resources and support for their children. They expressed satisfaction with the communication they've received so far, particularly through platforms like Schoology (which uses translation tools to track progress).
- **Peer Interaction:** Parents believe that giving their child opportunities to socialize with non-EL peers is crucial for improving their child's English skills. They feel that regular interaction would reduce the reliance on translation apps and help build confidence in using English.
- **Helpful Resources and Tools:** Several factors were highlighted as contributing to the child's success, including public speaking (e.g., speech contests), class discussions, relationships with classmates, and the use of smartphones and translation apps. Teachers' encouragement and frequent check-ins also helped build confidence. The absence of an assistant teacher who speaks the student's native language was seen as beneficial, as it forces the student to communicate in English, thus accelerating language learning.

STUDENT GOAL 1

- **Support from Teachers and Peers:** Students consistently mentioned that teachers and peers were key sources of help. They appreciated the willingness of teachers and classmates to assist when needed. However, they highlighted challenges, such as lessons moving too quickly (e.g., Algebra 2) and not enough class time to grasp material fully. Overthinking during work and fast-paced lessons made learning difficult at times.
- **Struggles in Understanding:** Some students expressed difficulty understanding lessons when teachers spoke too fast or when they missed parts of the lecture. They appreciated having opportunities for one-on-one help or tutorials during free periods.
- **Public Speaking:** Students took pride in overcoming their fear of public speaking, particularly through practicing speeches, which made them more confident.
- **Language Mastery:** Many students felt proud when they could write in English without relying on translations and when they began thinking directly in English rather than their native language. It also gave them a sense of accomplishment when their peers asked them for translations, recognizing their English proficiency.

PARENT GOAL 2

College and Career Readiness

- **Awareness and Support:** Parents are aware of some programs aimed at preparing their child for college and careers but expressed a desire to learn more about how to access these resources. They also emphasized the importance of teacher involvement in guiding students towards their future goals, noting that it's more effective when educators engage in conversations about the student's aspirations.

- **Desire for More Guidance:** While the student has had the opportunity to choose some electives, parents want more communication from teachers about the child's future goals. They would appreciate a dedicated College and Career or Guidance Counselor who can specifically help EL students navigate the system, become college-eligible, and inform parents about resources.
- **Social and Academic Engagement:** Parents appreciate the opportunity for their child to choose electives and classes that align with their interests, and they feel that their child is offered the same academic opportunities as other students, except where individual differences in personality or capabilities come into play.

STUDENT GOAL 2

Access to Curriculum & Future Readiness

- **Interest in Subjects:** Students expressed interest in various subjects, particularly English, Biology, and science classes. While some found certain books or topics boring, they appreciated the ability to choose subjects that matched their interests, like AP Bio and chemistry.
- **Preparation for the Future:** Students had mixed feelings about future preparation:
 - o Some felt anxious about their future and the pressure to decide on a college major and career.
 - o Students in the AVID program felt more confident, with college visits and regular discussions helping them feel ready for college.
 - o Some students felt prepared for college but less certain about life after it, while others, particularly those pursuing specific careers like nursing, felt prepared due to personal motivation and exposure to college environments.

Desired Classes and Programs

- **Limitations on Available Classes:** Several students expressed disappointment over not being able to take certain classes they were interested in, such as Accounting, Woodshop, and cooking, which were either unavailable or discontinued at their school.
- **Library Resources:** Students suggested that libraries should offer a greater variety of books, particularly those in multiple languages, to foster a love of reading among English learners and students new to the U.S. This would help them stay connected to their cultural backgrounds while improving their English.

PARENT GOALS 3 & 4:

- **Safety and Belonging:** Parents feel that their child is safe and welcomed at school. The student has friends and teachers they enjoy seeing daily, primarily in the Russian-speaking community, with a few English-speaking peers. Overall, the student enjoys school, although there are moments when work becomes overwhelming, leading to stress and avoidance.
- **Inclusion and Support for Families:** Parents expressed a desire for more support in organizing an EL student family group, where they could connect with other families and offer mutual support. They also advocated for more inclusive extracurricular activities,

such as sports (accessible to all students, regardless of whether they make the team) and field trips to local colleges. This would further help EL students and their families feel included and supported.

- Parent Involvement: Parents generally feel informed about what is happening at school. However, they would like more proactive communication, particularly from teachers regarding their child's future goals and dreams. Although they are aware of some college prep programs (such as DELAC presentations), they feel that there could be more direct engagement from the school in guiding students and their families.

STUDENT GOALS 3 & 4

- Belonging at School: The majority of students felt they belonged at their school, citing the friendliness of peers and teachers, and the inclusive community.
- Trust in Adults: Most students had teachers they trusted and would go to for help, though not all felt they had a specific adult to turn to in difficult situations. Some students emphasized that they didn't feel the need for help at the moment, but trusted teachers would be there if necessary.
- Feeling Safe at School: Students generally felt safe at school, citing the presence of teachers during lunch and other times, which contributed to their sense of security. They didn't feel scared or unsafe in their school environment.
- Peer Interaction and Teacher Engagement: Students mentioned that their peers' humor, the positive attitude of teachers, and engaging teaching styles made school enjoyable. They particularly appreciated teachers who showed enthusiasm for the subject, which helped make lessons more interesting.

During the 2024-2025 school year, the Family Engagement Committee (FEC) continued to meet, representing staff and parents from each comprehensive site including a parent of a student with a disability. The final meeting was held on May 15, 2025.

The Family Engagement Committee (FEC) met to review portions of the LCAP. The first part of the meeting reviewed Title I expenditures that go towards supporting Fremont High School's parent engagement. The expenses go towards their Los Padres group, a group of Latino parents who meet periodically with Fremont staff. The \$1,500 went towards food, translation, and overtime costs for the staff. The FEC continued to support these expenditures. They also expressed their support for finding ways to reach out to our Latino population as an important piece of the Family Engagement structure.

The FEC was given access to the draft LCAP in advance, and they were encouraged to read it. The FEC was given an opportunity to provide some general feedback. Members continue to support efforts made by the district to engage the Latino community and families of students with disabilities or low socio-economic status. The committee discussed district efforts to do so and provided additional feedback on possible new ways to engage these communities. One new tool that was highlighted by parents and staff was the use of auto translating text messaging. Parents felt that sending and receiving messages in their native language helped them better communicate with staff at the school. School staff also felt this tool has been very helpful in communicating with groups of parents that were traditionally harder to

communicate with. Parents also appreciated the creation of additional PTSA committees focused on engagement with special needs families and English Language learner families.

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

- District efforts to support EL students are impressive and this support seems to be making a noticeable difference for students and parents
- The relationships and connections made in the ELD classes appears to have a real impact on the students
- Parents continue to want more involvement in college readiness and counseling, but some noted that the students receive most of this and not the parents
- Students feel safe at school – surprised that none of the students mentioned bullying or online harassment or anything of this nature
- The IDC students have a lot of knowledge about what is being done at their schools to address mental health issues, but some say more is still needed
- An IDC student pointed out that common benchmarks for essential learning for the entire district are not readily accessible or well known – this resonated with multiple committee members
- Though the feedback from the two student groups was different in many ways, social connections and support were common from both student groups

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of teachers will be highly qualified to teach the courses to which they are assigned.	School year 2023-24: 96% With full credential = 506 Without full credential = 10 Teachers Teaching Outside Subject Area of Competence (with full credential) = 11	School Year 2024-2025: 96.3% (505) with a full credential; 7 without a full credential; and 12 teachers teaching outside subject area of competence		2026-27 100%	+0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Increase to 100% (115/115 points) the District's implementation of state academic standards.	May 2024 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.	February 2025 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.		2027 100%	0
1.3	100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.	May 2024 100%	February 2025 100%		2027 100%	0
1.4	English Learner Access to Common Core State Standards including English Language Development standards.	May 2024 Full Implementation and Sustainability on self-reflection tool.	February 2025 Full Implementation and Sustainability on self-reflection tool.		2027 Full Implementation and Sustainability	0
1.5	By student group, increase to 100% the percentage of students who graduate.	Class of 2023 (number/%) students meeting graduation requirements: African American: 19/95.0% Asian: 1,459/98.8% Filipino: 72/97.3% Hispanic: 386/84.1% White: 348/95.9% Two or More Races: 175/96.7% English Learners: 270/79.3%	Class of 2024 (number / %) - students meeting graduation requirements: African American: 27 / 81.5% Asian: 1358 / 98.2% Filipino: 66 / 92.4% Hispanic: 460 / 79.8% White: 387 / 96.1%		Class of 2026 100% for all identified groups	African American: -13.5% Asian: -0.6% Filipino: -4.9% Hispanic: -4.3% White: +0.2% Two or More Races: -2.7% English Learners: -5.9% Homeless: -37.2% SED: -5.8% SWD: -8.3% All Students: -1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 17/76.5% Socioeconomically Disadvantaged (SED): 570/86.8% Students With Disabilities (SWD): 254/82.7% All Students 2,550/95.5%	Two or More Races: 150 / 94.0% English Learners: 244 / 73.4% Homeless: 28 / 39.3% SED: 548 / 81.0% SWD: 273 / 74.4% All Students: 2552 / 93.8%			
1.6	By student group, decrease the dropout rate.	Class of 2023 cohort dropout rate by student group: African American: 1/20 (5.0%) Asian: 4/1,477 (0.3%) Filipino: 1/74 (1.4%) Hispanic: 56/459 (12.2%) White: 9/363 (2.5%) Two or More Races: 3/181 (1.7%) English Learners: 43/270 (15.9%) Homeless: 3/17 (17.6%) Socioeconomically Disadvantaged (SED): 57/570 (10.0%) Students With Disabilities (SWD): 18/254 (7.1%) All Students: 76/2,669 (2.8%)	Class of 2024 cohort dropout rate by student group: African American: 3 / 27 (11.1%) Asian: 7 / 1,358 (0.5%) Filipino: 2 / 66 (3.0%) Hispanic: 66 / 460 (14.3%) White: 9 / 387 (2.3%) Two or More Races: 1 / 150 (0.6%) English Learners: 47 / 244 (19.3%) Homeless: 11 / 28 (39.3%) SED: 73 / 548 (13.3%) SWD: 24 / 273 (8.8%)		Class of 2026 0% for all identified groups	African American: +6.1% Asian: +0.2% Filipino: +1.6% Hispanic: +2.1% White: -0.2% Two or More Races: -1.1% English Learners: +3.4% Homeless: +21.7% SED: +3.3% SWD: +1.7% All Students: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 93 / 2,552 (3.6%)			
1.7	By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.	Class of 2023 students meeting A-G: African American: 52.6% Asian: 94.3% Filipino: 75.0% Hispanic: 47.2% White: 81.6% Two or More Races: 82.3% English Learners: 43.9% Homeless: 38.5% Socioeconomically Disadvantaged (SED): 56.0% Students With Disabilities (SWD): 26.7% All Students: 83.5%	Class of 2024 students meeting A-G: African American: 36.4% Asian: 93.1% Filipino: 68.9% Hispanic: 47.4% White: 81.7% Two or More Races: 85.1% English Learners: 40.2% Homeless: 36.4% SED: 55.0% SWD: 32.5% All Students: 82.5%		Class of 2026 100% for all identified groups	African American: -16.2% Asian: -1.2% Filipino: -6.1% Hispanic: +0.2% White: +0.1% Two or More Races: +2.8% English Learners: -3.7% Homeless: -2.1% SED: -0.1% SWD: +5.8% All Students: -1.0%
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).	These data below are referencing CAASPP administration year 2023. Student Group % "Met or Exceeded Standard" in ELA/Math: African American: 45%/25% Asian: 92%/89% Filipino: 73%/45% Hispanic: 47%/19%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: 65.0% / 38.1% Asian: 90.9% / 91.3% Filipino: 78.7% / 58.7%		2026 100% for all identified groups	African American: +20%/+13.1% Asian: -1.1%/+2.3% Filipino: +5.7%/+13.7% Hispanic: -6.6%/-0.6% White: +5.7%/+10.1% Two or More Races: -4.1%/-2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 83%/66% Two or More Races: 88%/80% English Learners: 17%/16% Homeless: --/-- Socioeconomically Disadvantaged (SED): 57%/33% Students With Disabilities (SWD): 28%/14% All Students: 81%/71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	Hispanic: 40.4% / 18.4% White: 88.7% / 76.1% Two or More Races: 83.9% / 77.2% English Learners: 9.2% / 11.8% Homeless Youth: - /-- SED: 49.2% / 30.8% SWD: 27.2% / 17.7% All Students: 80.7% / 73.7%			English Learners: - 7.8%/-4.2% Homeless: --/-- SED: -7.8%/-2.2% SWD: - 0.8%/+3.7% All Students: - 0.3%/+2.7%
1.9	Increase to 95% the percentage of students who participate in the California Assessment of Student Performance and Progress (CAASPP).	2023 94% for both ELA and Math exams	2024 95% for both ELA and Math		2026 95% for both ELA and Math exams	+1%
1.10	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Science Test (CAST).	These data below are referencing CAST administration year 2023. Student Group % "Met or Exceeded Standard" in Science: African American: 29% Asian: 84% Filipino: 57%	Percentage of students who met or exceeded the standard during the 2024 CAST African American: 45.0% Asian: 85.3% Filipino: 60.0% Hispanic: 25.7% White: 75%		2026 100%	African American: +16% Asian: +1.3% Filipino: +3% Hispanic: -1.3% White: +5% Two or More Races: -0.4% English Learners: - 1.95% Homeless: --/--

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 27% White: 70% Two or More Races: 78% English Learners: 5% Homeless: --/-- Socioeconomically Disadvantaged (SED): 33% Students With Disabilities (SWD): 24% All Students: 71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	Two or More Races: 77.6% English Learners: 3.05% Homeless: --/-- SED: 32.5% SWD: 19.6% All Students: 71.8%			SED: -0.5% SWD: -4.4% All Students: +0.8%
1.11	Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).	2023 CA Dashboard 44% of ELs making progress towards English language proficiency	2024 CA Dashboard 39.2% of ELs making progress or maintaining the highest ELPI level		2026 100%	-4.8%
1.12	Increase English Learner reclassification rate to 100%.	2022-23 8.1% (75) EL students reclassified	Students (number / %) reclassified in 2023-24 78 / 8.5%		2025-26 100%	+0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Decrease the % of LTELs within the District.	2023-24 LTEL enrollment includes 385 LTEL students which is 42.7% of all students who are classified as English Learners (EL). Overall, the LTEL population accounts for 4.0% of FUHSD student enrollment.	2024-25 LTEL enrollment includes 394 LTEL students, which is 44.5% of all students who are classified as English Learners (EL). Overall, the LTEL population accounts for 3.5% of FUHSD student enrollment (grades 9-12).		2026-27 35% of all students who are classified as English Learners	+1.8%

Goal Analysis [2024-25]

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

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

All Action Implemented As Planned:

1.1 Retain and Support Staff - FUHSD maintains competitive salaries for teachers, and this data is reviewed annually. FUHSD continues to provide a wealth of internal professional development opportunities for teachers and teachers are often able to earn units toward movement on the salary schedule for participation in internal and external professional development opportunities. Additionally, the HR department works to make additional opportunities (particularly related to credentials) available to staff, including additional teaching competency stipends through LREBG funds. Most recently a series of three webinars were hosted by FUHSD HR for interested staff hoping to expand their credential via the Bridge Document for special education. Per the FUHSD revenue Sharing Protocol, FUHSD is in a position to implement a retroactive salary increase of nearly 5% for our certificated staff. This salary increase is retroactive to July 1, 2024 and ongoing beginning in April 2025. With this increase, all salary schedules have been updated and made available on our FUHSD website. FUHSD's competitive salaries continue to serve as a good recruitment and retention tool for staff. Additionally, with the CA State Prop 28 funds we have been able to supplement programs in the areas of Art, Drama and Music, that might otherwise have faced reduction due to a decline in enrollment. Not only can these funds be used for teaching sections, but for supplemental materials and programs to support these areas.

1.2 Targeted Intervention - Academic Foundations is an elective course for 9th and 10th graders that focuses on academic and social-emotional skills for success in high school. These include study and organizational strategies and academic language and literacy. As appropriate, the teacher teaches and reteaches academic content students will be or have been instructed on in their core classes. Targeted students include English Learners, students who are under-resourced (SED) and foster youth. From school year 2021-22 to Term 1 of the 2024-25 school year, students who have participated in Academic Foundations 9th and 10th grades have increased from 31% to 38%

earning a D or higher in courses required for graduation and from 16% to 25% earning a C or higher for A-G required courses. Academic Foundations 9, supporting students who are English Learners, incorporates regular writing – both reflective and academic – into its curriculum. Throughout the school year, students complete at least one full process essay that reinforces basic writing skills that they are learning in their core literature and/or science classes (e.g. thesis, claim, evidence, reasoning/analysis). Beyond that, academic language is practiced in daily writing or speaking activities, specifically utilizing academic language frames to make inferences, compare/contrast, add on to a classmate's idea, signal a cause/effect, etc. Targeted students are English Learners, particularly Long-Term English Learners. From Term 1 of the 2022-23 school year to Term 1 of the 2024-25 school year, students who are Long-Term English Learners participating in Academic Foundations 9, decreased from 57% to 51% earning a D or higher in courses required for graduation and from 27% to 23% earning a C or higher for A-G required courses. In addition, ELD 1C is being taught this year in two high schools. Algebra 1 workshop has been taught at one high school for EL students who need to learn additional numeracy.

1.3 Student Support - School counselors and administrators, led by the Educational Options School Counselor and Director of Educational Services, continued to meet as scheduled. An additional training for Registrars, Attendance Techs and Enrollment Center staff was provided to ensure that all staff who interact with students or student data are well versed in the rights of students who are unhoused (homeless) or foster youth and the responsibilities of staff. On average, students who are unhoused and McKinney-Vento eligible were contacted 8.7 times this year. On average, Foster Youth students were contacted 8.5 times this year. For comparison, on average, the general population of students (excluding unhoused, McV, and FY students) were contacted 1.7 times. The lowest was 0 and the highest was 40 times.

1.4 ELA: Skill Development - Graphic Novels provided an opportunity for participants to engage in learning about how to teach comics and graphic novels in the English classroom based on Jason D. Dehart's Building Critical Literacy and Empathy with Graphic Novels, which is aligned to the social justice standards. Topics included: anti-bias and anti-bullying, autobiographical and biographical stories, gender representation, diverse abilities, black joy, stories of immigration, indigenous people's stories, translingualism, mental health and grief, and verse novels and adaptations. Attendees also had time to explore other resources for inspiration and curricular ideas, including the Comic Book Legal Defense Fund website. but we are thinking about how to weave graphic novels into the critical thinking PD for English teachers

1.5 ELA Instruction - Beyond Literary Analysis supporting Professional Learning Communities (PLCs) interested in designing authentic analytical writing tasks that require students to make choices about what it is they want to analyze and other aspects of the process. At the final session in the spring, participants shared changes to their lessons and assignments. Teachers have incorporated assignments different from the traditional literacy analysis. The English Curriculum Lead has followed up with teams and individual teachers on preparing students to write the "braided essay."

1.6 ELA: Targeted Instruction - Two sections of Academic Reading and Writing are being taught at FHS: 19 students are currently enrolled. The Read 180 program was updated by the vendor, HMH, for the 24-25 school year. The previous Reading Inventory assessment was replaced by NWEA MAP Growth Assessment. The two teachers using the program were trained prior to the start of the school year. One section of the course is focused on supporting students with below grade level reading and writing skills. Eleven students took the MAP Growth Reading assessment in the fall, winter and spring and received the Read 180 curriculum across the school year. The majority of students show fluctuation across the year rather than consistent upward growth. Three students had strong positive growth from fall to spring whereas two students had notable declines. At the start of the school year, seven students had a lexile score in the Below Basic range, three performed in the Basic range, and one demonstrated proficiency. At the end of the school year, six students scored in the Below Basic range (2 declined from Basic, 4 stayed in Below Basic with score improvement) and five performed in the Basic range (one student declined from Proficient, 3 moved up from Below Basic, 1 stayed in Basic with score improvement).

The other section focuses on students with little to no literacy skills. Five students began the year with no literacy skills in English or their native language. They were given a pre and post test to identify areas of need. All students knew some upper and lower case letters, but none of them knew all the letters. None of the students demonstrated a mastery of letter sounds. These students received curriculum

developed by the teacher to meet their individual needs as well as the phonics based instruction, Code (formerly System 44), in the Read 180 program. All students showed growth across the year. Strengths: all students demonstrated strong post-test scores in basic literacy skills, especially Letter Names and Sounds; Blends, Silent e, and Complex Vowel Patterns showed large year-end gains across the group. Areas for Growth: Letter Sounds remain an area of focus; Short Vowels and Digraphs had minimal growth compared to other categories.

1.7 ELA: Instruction - As the first durable skill, associated with the FUHSD Portrait of a Graduate, to be explored, the Communications for Deeper Learning PD focused on ways to structure tasks that call for students to communicate as a means to learning. In addition, participants explored the question of how culture shapes communication in their classrooms. For English teachers specifically, they learned about how to use student reflection as a form of communication. The PD in 25-26 will focus on critical thinking / inductive reasoning.

1.8 Mathematics: Instruction - The Building Thinking Classrooms book club was offered again this year. Teachers of various levels convened. After spending fifteen years in math classrooms, 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. Liljedahl offers 14 research-based teaching practices for enhancing learning in the math classroom. Participants 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. Outcomes include an understanding of high-leverage teaching practices to move toward a thinking classroom and experiments in the classroom via “mini” action research projects.

1.9 Science: Instruction: The Environmental Playground provided a professional learning opportunity for teachers across subject areas to design lessons or activities that address a topic related to environmental issues or literacy. We will continue to offer the Environment Learning Playground for additional teachers to construct units and lessons incorporating environment and sustainability topics.

1.10 ELD: Targeted Intervention - Course-alike PLC release days for ELD 2 / ELD 3 to meet as PLCs to continue revising and creating curriculum. EL teachers in Science and Social Studies learned how to make accessible their curricula to English Learners by “amplifying” the learning activities. Professional development to support Sheltered/Integrated English Language Development (ELD) teachers (ELA, Science, Social Studies) across the district to have the opportunity to experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening); have an opportunity to share ideas and ask questions in a roundtable format with colleagues; and have time to apply learnings by working individually, with a colleague, or with a facilitator.

1.11 LTEL: Targeted Instruction - The Associate Superintendent of Teaching & Learning and the Coordinator of Curriculum & Teacher Leadership met with team members in Sunnyvale School District four times over the course of the school year to learn about their educational programs for Long-Term English Learners (LTELs). In addition, a list of students who are repeating Algebra 1 in 10th grade was provided to SSD to determine a profile of student with the goal of creating a summer Pre-Algebra course for incoming 9th graders. This course will be taught during the 2nd term of summer school allowing for students, many of whom are LTELs, to attend other bridge programs during the 1st term. The course will be co-taught by a Fremont High School teacher and a SSD teacher. We will continue to partner with our feeder district SSD to develop opportunities for PD and other collaborations to better support LTEL students coming to FUHSD.

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

There was a material difference (>10%) between planned expenditures and actual expenditures:

1.2 The cost is lower since 0.4 FTE was paid from another funding source.

1.7 The expenditure for this action was higher than planned due to salary increases of about 4% across all bargaining groups.

1.9 The expenditure for this action was higher than planned due to salary increases of about 4% across all bargaining groups.

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

- 1.1 Efforts to retain and support staff are effective in that there was a 0.3% increase in teachers being highly qualified: 96.3% overall (Metric 1.1).
- 1.2 Implementation of Academic Foundations has emerging effectiveness in that all students saw a 1.0% decrease in meeting A-G requirements, English Learners 3.7% decrease, students who are under-resourced (SED) 0.1% decrease, foster youth had fewer than 11 students and the data was not published (Metric 1.7). There was a 7% increase in earning a D or higher in courses required for graduation and 9% earning a C or higher for A-G required courses. However, for Long-Term English Learners there was a 6% decrease in earning a D or higher in courses required for graduation and a 4% decrease in earning a C or higher for A-G required courses.
- 1.3 Counseling support directed to progress towards graduation has had emerging effectiveness in that all students saw a 0.8% increase in graduation rate and students who are unhoused (homeless) saw a 21.7% increase while students who are English Learners saw a 5.9% decrease, students who are under-resourced (SED) also saw a 5.8% decrease, and foster youth had fewer than 11 students and the data was not published (Metric 1.5). While unhoused and McKinney-Vento eligible students were contacted 8.7 times this year, there were students who were not contacted at all.
- 1.4 Efforts to implement a rigorous, guaranteed, and viable curriculum in support of ELA skill development are having emerging effectiveness in that all students saw a 0.3% decrease in students meeting standard on the CAASPP ELA (Metric 1.8) while students who are African American saw a 20% increase and students who are Filipino saw a 5.7% increase. However, students who are Hispanic saw a 6.6% decrease along with students with disabilities (0.8% decrease), English Learners (7.8% decrease), and students who are under-resourced (SED) (7.8% decrease).
- 1.5 Efforts to increase student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students in support of ELA instruction are having emerging effectiveness in that all students saw a 0.3% decrease in students meeting standard on the CAASPP ELA (Metric 1.8) while students who are African American saw a 20% increase and students who are Filipino saw a 5.7% increase. However, students who are Hispanic saw a 6.6% decrease along with students with disabilities (0.8% decrease), English Learners (7.8% decrease), and students who are under-resourced (SED) (7.8% decrease).
- 1.6 Efforts to provide targeted intervention for reading have emerging effectiveness in that there is progress within the course however all students saw a 1.0% decrease in meeting A-G requirements, students who are under-resourced (SED) 0.1% decrease, students who are English Learners 3.7% decrease, and foster youth had fewer than 11 students and the data was not published (Metric 1.7). For the 2025-26 school year, Homestead High School will pilot Edgenuity My Path for supplemental reading and mathematics support in a section of Academic Foundations.
- 1.7 In coordination with their performance reflected on CA Dashboard (Metric 1.8), has been revised to include students with disabilities districtwide; English Learners and students who are Hispanic at Homestead High School; students with disabilities at Cupertino High School; and English Learners, students who are under-resourced (SED), students with disabilities, and students who are Hispanic at Fremont High School.
- 1.8 In coordination with their performance reflected on CA Dashboard (Metric 1.8), has been revised to include Long-Term English Learners and students with disabilities district-wide and English Learners, Long-Term English Learners, students with disabilities, and students who are Hispanic at Fremont High School.

1.9 Multidisciplinary efforts to embed climate and environmental literacy into courses are having emerging effectiveness in that performance on the CAST increased 0.8% for all students and 16% for students who are African American while decreasing 1.3% for students who are Hispanic, 1.95% for students who are English Learners, 0.5% for students who are under-resourced (SED), and 4.4% for students with disabilities (Metric 1.10).

1.10 Efforts in support of English Learners are showing emerging effectiveness in that English language proficiency decreased by 4.8% while reclassification increased 0.4% (Metric 1.11).

1.11 Efforts in support of LTELs have been ineffective in that there was a 1.8% increase in the % of LTELs within the District (Metric 1.13). And, in coordination with their performance reflected on CA Dashboard, this action has been revised to include LTELs at Fremont High School.

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

No changes to the planned goal, metrics or target outcomes.

Actions:

- 1.1 (Retain and Support Staff) will remain unchanged.
- 1.2 (Targeted Intervention) changed from low income students to students who are under-resourced (SED).
- 1.3 (Student Support) has been revised to expand the action to include "other school personnel", as documented through "two or more student contacts", and refine student contacts as "related to counseling and attendance" and include unhoused (homeless).
- 1.4 (ELA: Skill Development) is a LREBG Action and will remain unchanged.
- 1.5 (ELA: Instruction) will remain unchanged.
- 1.6 (ELA: Targeted Intervention) revised to state students who are under-resourced (SED) rather than low income.
- 1.7 (ELA: Instruction), in coordination with their performance reflected on CA Dashboard, has been revised to include students with disabilities districtwide; English Learners and students who are Hispanic at Homestead High School; students with disabilities at Cupertino High School; and English Learners, students who are under-resourced (SED), students with disabilities, and students who are Hispanic at Fremont High School. Socioeconomically disadvantaged (SED) has been replaced by under-resourced.
- 1.8 (Mathematics: Instruction) is a LREBG Action, and in coordination with their performance reflected on CA Dashboard, has been revised to include Long-Term English Learners and students with disabilities district-wide and English Learners, Long-Term English Learners, students with disabilities, and students who are Hispanic at Fremont High School. Socioeconomically disadvantaged (SED) has been replaced by under-resourced.
- 1.9 (Science: Instruction) will remain unchanged.
- 1.10 (ELD: Targeted Intervention) will remain unchanged.
- 1.11 (LTEL: Targeted Intervention) in coordination with their performance reflected on CA Dashboard, has been revised to include LTELs at Fremont High School and focus on "an ongoing collaboration with feeder elementary districts to include reading and literacy practices".

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and support staff	Sustain a high quality comprehensive high school program. -Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. -Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	\$121,241,453.06	No
1.2	Targeted Intervention	Revised Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Language Learners, students who are under-resourced (SED) and foster youth through targeted participation in Academic Foundations course sections to improve course passage and A-G completion.	\$372,620.59	Yes
1.3	Student Support	Revised With a focus on students who are unhoused (homeless) or foster youth, monitor student progress towards graduation through coordination between school counselors, administrators and other school personnel, with support from the Educational Options School Counselor, as documented through student contacts related to counseling and attendance.	\$196,509.00	Yes
1.4	ELA: Skill Development	LREBG Action The English Curriculum Lead, in collaboration with the Coordinator of Curriculum and Teacher Leadership, continue to support course-alike teams and deliver professional development to implement a rigorous, guaranteed, and viable curriculum; honing students' argumentative skills;	\$280,106.00	No

Action #	Title	Description	Total Funds	Contributing
		challenging students to read complex texts (and non-fiction, in particular); and building students' speaking, listening, and academic conversation skills. Research suggests that learning is maximized when students are challenged just beyond their current level particularly when provided instructional supports. Metric being used to monitor the action: Metric 1.8 LREBG Funds supporting this action: \$169,420 for 2025-26. Federal Funds are supporting the balance of the cost, \$110,686, for 2025-26.		
1.5	ELA: Instruction	In support of equity, social justice and increasing student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students, professional development opportunities for teachers will focus on ensuring high levels of learning for all students and expanding the canon of English literature that is implemented.	\$66,918.00	No
1.6	ELA: Targeted Intervention	Revised Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to students who are under-resourced (SED) and foster youth, Academic Reading and Writing (Read 180 and/or other reading support program/intervention) is implemented as a targeted intervention in support of course passage and A-G completion.	\$210,764.81	Yes
1.7	ELA: Instruction	Revised In support of students having access to high-level ELA in the least restrictive environment, professional development opportunities for	\$163,531.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers will focus on the durable skill of communication: speaking, listening, and academic conversation skills. In coordination with their performance reflected on CA Dashboard, this action is principally directed toward our students with disabilities districtwide; under-resourced (socio-economically disadvantaged (SED)), students with disabilities, English Learners, and students who are Hispanic at Homestead High School; students with disabilities at Cupertino High School; English Learners, students who are under-resourced (SED), students with disabilities, and students who are Hispanic at Fremont High School.		
1.8	Mathematics: Instruction	LREBG Action Revised 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. Students will grow as independent math learners, where they can think deeply, engage in discourse to make meaning of their learning, and struggle productively. This action is principally directed toward our Hispanic students, Long-Term English Learners, and students with disabilities district-wide; Hispanic and students with disabilities at Homestead High School; and students who are under-resourced (SED), English Learners, Long-Term English Learners, students with disabilities, and students who are Hispanic at Fremont High School in coordination with their performance reflected on the CA Dashboard. Research supports a focus on productive struggle in support of promoting deeper understanding, building persistence and resilience, encouraging metacognition, and fostering transfer of learning. Metric being used to monitor the action: Metric 1.8 LREBG Funds supporting this action: \$197,656 for 2025-26	\$197,656.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Science: Instruction	Implement AB 285 requirements through science courses while supporting multidisciplinary efforts to embed climate and environmental literacy outcomes into ongoing course standards.	\$206,505.00	No
1.10	ELD: Targeted Intervention	Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each school. This action is principally directed toward English Learners at Fremont High School in coordination with their performance on the English Learner Progress Indicator on the dashboard. In addition, as described in the Title III plan, • Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands. • Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives.	\$1,974,489.00	Yes
1.11	LTEL: Targeted Intervention	Revised Principally directed to LTELs, including those at Fremont High School, -teachers of LTELs from different subject areas will meet during scheduled collaboration time as a PLC. Their work will include creating and revising curriculum, lessons and assessments and sharing strategies that support academic language development. -opportunities for more explicit preparation for the Summative ELPAC in support of progress towards reclassification and on the English Learner Progress Indicator.	\$2,322,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-an ongoing collaboration with feeder elementary school districts to include reading and literacy practices in support of the transition to and success within high school.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers, as evidenced by metrics associated with least restrictive environment, Advanced Placement, college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway.	Class of 2023: 9.6% of cohort = 256 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2024: 10.9% of cohort = 280 completers (students in the combined 4 and 5 year graduation rate who completed at least one CTE pathway with a C- or better in the capstone course).		Class of 2026 15% of cohort	+1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase the percentage of students who have successfully completed both A-G requirements and a CTE pathway.	Class of 2023: 8.8% (224/2550) students in class of 2023 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2024: 9.3% of cohort = 238 completers		Class of 2026 15% of cohort	+0.5%
2.3	By student group, increase to 100% the percentage of students placed in the "prepared" level on the College/Career Indicator.	Class of 2023: 78.5% of students were placed in the "prepared" level on the College/Career Indicator.	Class of 2024: 76.9% of students placed in the "prepared" level on the College and Career Indicator		Class of 2026 100%	-1.6%
2.4	By student group, increase to 100% the percentage of students deemed "ready for college" or "conditionally ready for college" as measured on CAASPP with a score of 3 or 4 to indicate "met or exceeded standard" in the area of ELA and Mathematics.	These data below are referencing CAASPP administration year 2023. Student Group % "Met or Exceeded Standard" in ELA/Math: African American: 45%/25% Asian: 92%/89% Filipino: 73%/45% Hispanic: 47%/19% White: 83%/66% Two or More Races: 88%/80% English Learners: 17%/16% Homeless: --/-- Socioeconomically Disadvantaged (SED): 57%/33%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: 65.0% / 38.1% Asian: 90.9% / 91.3% Filipino: 78.7% / 58.7% Hispanic: 40.4% / 18.4% White: 88.7% / 76.1% Two or More Races: 83.9% / 77.2% English Learners: 9.2% / 11.8% Homeless Youth: - /--		2026 100% for all identified groups	African American: +20%/+38.1% Asian: - 1.1%/+2.3% Filipino: +5.7%/+13.7% Hispanic: -6.6%/-0.6% White: +5.7%/+10.1% Two or More Races: -4.1%/-2.8% English Learners: -7.8%/-4.2% Homeless Youth: - /-- SED: -7.8%/-2.2% SWD: - 0.8%/+3.7% All Students: - 0.3%/+2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD); 28%/14% All Students: 81%/71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	SED: 49.2% / 30.8% SWD: 27.2% / 17.7% All Students: 80.7% / 73.7%			
2.5	Monitor post-secondary program success as indicated by college entrance and persistence data.	The Class of 2023 reported 84% enrollment in postsecondary education institutions within the first year after high school 20% attending a 2-year institution 64% attending a 4-year institution. 96% of students in the Class of 2021 who enrolled in college in their first year returned for their second year.	Class of 2024 reported 80% enrollment in a postsecondary education institution within the first year after high school. 18% - attending a 2-year institution 62% - attending a 4-year institution Class of 2022 reported that 96% of students enrolled in college the first year after high school who returned for a second year (freshman to sophomore persistence).		Class of 2026 88% enrollment in postsecondary education institutions within the first year after high school.	Enrollment in a postsecondary education institution within the first year after high school: -4% Attending a 2-year institution: -2% Attending a 4-year institution: -2% 0 for % in cohort

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Monitor implementation of the Student Assistance Team (SAT) handbook, reflecting multi-tiered systems of support (MTSS), to guide practice, reducing the percentage of students referred for special education assessment by 5% (Comprehensive Coordinated Early Intervening Services (CCEIS)).	April 2024 46	April 2025 52		2027 43	+6
2.7	Increase participation in the least restrictive environment for students with disabilities to the state target of 62% (Special Education Plan (SEP)).	February 2024 44.10%	February 2025 45.34%		2027 62%	+1.24%
2.8	Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	Students completing AP courses in 22-23: # who completed an AP course/# in the subgroup = % American Indian: 5/36= 13.9% Pacific Islander: 11/31= 35.5% African American: 10/80=12.5% Asian 3189/5583= 57.1% Hispanic: 199/1,758=11.3%	Students completing AP course in 23-24: # who completed an AP course/# in the subgroup = % American Indian: 17 / 30 = 56.7% Pacific Islander: 7 / 32 = 21.9% African American: 20 / 71 = 28.2% Asian: 3141 / 5377 = 58.4%		2025-26 6 percentage point increase for Am. Ind., Af. Am., Hisp., SED, SWD and EL students 2 percentage point increase for All Students, Pac. Is., Two +, Asian and White students	American Indian: +42.8% Pacific Islander: - 13.6% African American: +15.7% Asian: +1.3% Filipino: +30.3% Hispanic: +4.6% White: +0.4% Two or More Races: +1.2% English Learners: +9.3% SED: +5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 480/1369= 35.1% Two or More Races: 261/640= 40.8% EL 31/921= 3.4% Socioeconomically Disadvantaged (SED): 233/1426= 16.3% Students with Disabilities (SWD): 44/988= 4.5% All Students: 4,155/9,956= 41.7%	Filipino: 80 / 264 = 30.3% Hispanic: 272 / 1,714 = 15.9% White: 469 / 1322 = 35.5% Two or More Races: 256 / 610 = 42.0% English Learners: 115 / 902 = 12.7% SED: 305 / 1420 = 21.5% SWD: 49 / 971 = 5.0% All Students: 4263 / 9646 = 44.2%			SWD: +0.5% All Students: +2.5%
2.9	Increase the percentage of students who have passed an AP exam with a "3" or higher at some point during high school.	For the class of 2023, 68.1% of students earned a "3" or higher on an AP exam during high school.	For the class of 2024, 91.1% of students earned a "3" or higher on an AP exam during high school.		2026 73%	+23%

Goal Analysis [2024-25]

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

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

Successful Implementation:

2.1 Career Technical Education - The Associate Superintendent of Teaching & Learning continues to work with teachers, staff and administrators from each school site and the District Transition Team to sustain Career Technical Education courses and incorporate instruction in the areas of career development, readiness, and work-based learning to prepare students for college and career and support them to pursue their passions.

- There are 10 Industry Sectors with 15 pathways based on the CTE Model Standards, including a modified pathway for students in our Academic Community Transition program who are pursuing an alternative pathway to a diploma. Through dual enrollment three

pathways were able to receive a capstone course (Engineering Design, Legal Practices, Marketing) and we have been able to add 3 pathways (Child Development, Patient Care/Kinesiology, Public Safety).

For the 2024-25 school year the District continued to provide a CTE Certificate of Completion that can be earned in any of the 10 industry sectors currently in place. The certificate recognizes students who have attained work-based competencies and knowledge by completing a designated Career Technical Education pathway and capstone course. Students who meet the eligibility criteria for the FUHSD CTE Certificate of Completion will receive a special certificate and a notation on their high school transcript. In order to be eligible for the certificate, students must earn a high school diploma, take the CAASPP ELA and Mathematics, and earn a GPA of 2.0 in industry pathway courses. A highlight for this action is that 389 total students earned the certificate. The increase from 256 in 2022-23 is largely attributed to a capstone course in the Marketing pathway: BUS 90 through De Anza at FHS added 21 and Principles of Marketing as a capstone at MV added 26. The increase from 300 in 2023-24 is largely attributed to Patient Care at FHS where Kinesiology is taught across one school year.

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

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

75 Business & Finance: Business Management

64 Business & Finance: Financial Services

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

14 Engineering & Architecture: Engineering Design

56 Health Science & Medical Technology: Patient Care

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

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

61 Marketing, Sales, and Services: Marketing

27 Public Services: Legal Practices

15 Transportation: Systems Diagnostics, Service, & Repair

- Homestead High School (HHS): Given a teacher retirement in June 2024, Administration of Justice continues to be offered through a 2-course dual enrollment pathway with De Anza College, Public Safety. In partnership with Foothill College, planning the implementation of 2 kinesiology sections through dual enrollment beginning with the 2025-26 school year. Both the FHS and HHS teachers are FUHSD employees. They are collaborating on course content and have a goal to offer a 2nd level for the 2026-27 school year which would pair classroom learning with internship credit for working with the school site athletic trainer.
- Monta Vista High School (MVHS): Hosted the first Career, Vocational & College Fair coordinated by the FUHSD Transition Department. Over 450 students participated from across the district.
- Training for Transitions: A collaborative team of teachers and paraeducators from across the district have worked to update the scope and sequence of this course with CTE Model Standards and best practices in special education.
- FUHSD Adult School: District funds supported a summer cohort of high school and adult school students in the Certified Nursing Assistant program. The state's English Language Learning Healthcare Pathways Grant funds supported the increase in numbers of classes for Medical Terminology, Medical Interpreter, and Certified Nursing Assistant. A revised Office Assistant Certificate class started in Spring 2025 and has included students from the ESL program as well as CSEA employees who wish to improve their skills.

2.3 Access to General Education - Significant progress was made this year in our engagement campaign for inclusion. A strategic plan has been launched to increase collaborative teaching sections across the district to address LRE. Infrastructure guidance was created for the definitions of collaborative teacher, scheduling sections, and co-planning for teacher partnerships.

2.5 Instructional Technology - The Chief Technology Officer is leading a team of Innovation Coaches to help teachers reimagine their

teaching practices as Artificial Intelligence (AI) has reduced the effectiveness of certain types of activities. They are working to create a culture of exploration that encourages teachers to learn about new tools, stretch their experience, and try new things with a goal of breaking down resistance and opening teachers to new potential benefits of AI. An ongoing series of “lunch and learn” exposure sessions paired with after school guided lessons where teachers walk the 25-30 participants through an example lesson using AI are helping to guide teachers in their use of AI. Based on the success of the teacher learning sessions, the District PD team is planning a 3-day AI Workshop for 25-26. A broad range of interest across many topics has been discovered, leading to expansion of current efforts districtwide.

2.4 Advanced Placement Courses - through Scheduling Assistant Principal/Counseling Assistant Principal meetings, recruitment efforts for advanced placement are being reviewed and strengthened.

Implementation Challenges:

2.2 Multi-Tiered Systems of Support - Teams continue to refine and collect data, focusing on intervention prior to assessment. The challenge to implementation was that currently only 50% of our teams are collecting consistent data on multi-tiered interventions. The special services team will be strengthening support to the sites to improve that number.

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

2.1 The budget was built on a higher seniority FTE, but they since retired and the replacement was lower paid.

2.3 The expenditure for this action was higher than planned due to salary increases of about 4% across all bargaining groups.

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

2.1 Efforts to support college and career for all students (Metric 2.3) have emerging effectiveness in that there was maintenance in the Very High range for all students, a decrease of 1.6%, and the District continued not to have any student groups in Very Low; English Learners and students who are under-resourced (SED) are in the Low range; foster youth had fewer than 11 students and the data was not published. Students who are English Learners, students who are unhoused and students with disabilities remained in the Low range while students who are socioeconomically disadvantaged decreased from Medium to Low. Students who are Hispanic maintained in Medium. In addition, there was a 1.3% increase in students who successfully completed courses that satisfy the requirement for a career technical education pathway (Metric 2.1) and a 0.5% increase for students who do so while also successfully completing A-G requirements (Metric 2.2). There was an 89 student increase in pathway completion from 2023-24.

2.2 One of the strengths of our district is the independence of our schools; however, this can present challenges when working to unify practices such as data collection. Coordinating time for collaboration is difficult, but we are actively planning a SAT team summit to align our approaches and address shared challenges. Efforts to decrease the percentage of students referred for special education assessment is having emerging effectiveness in that there was a 6-student increase from baseline after a two-year decrease (Metric 2.6).

2.3 Increasing participation in the least restrictive environment for students with disabilities is having emerging effectiveness. While there was a 1.24% increase, the state also continues to increase the target (Metric 2.7). Efforts have resulted in an increase of collaborative section planning for 25-26 at all school sites. This will result in an increase in LRE for students at 80% or more time in general education. There has also been an unearthing of concerns of expectation and support needs that will need to be addressed over time.

2.4 Efforts to increase underrepresented groups in AP classes (Metric 2.8) have been effective in that there has been a 42.8% increase for students who are American Indian, 15.7% for students who are African American, 4.6% for students who are Hispanic, 1.2% for Two or More Races, 9.3% for English Learners, 5.2% for students who are under-resourced (SED), and 0.5% for students with disabilities. The only decline was for students who are Pacific Islander by 13.6%.

2.5 Measurement of instructional technology implementation is not tied to a metric in this goal. This supports the move to Goal 3. Workshops have had between 25-30 participants both on Zoom and in person and have supported vibrant conversations between teachers of all disciplines. We feel the enthusiasm and continued involvement of teachers over time signals readiness to scale up in 25-26.

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

No changes to the planned goal, metrics or target outcomes.

Actions:

2.1 (Career Technical Education) revised to replace low income with students who are under-resourced (SED).

2.2 (Multi-Tiered Systems of Support) will remain unchanged.

2.3 (Access to General Education) will remain unchanged.

2.4 (Advanced Placement Courses) will remain unchanged.

2.5 (Instructional Technology) As implementation of the Schoology Learning Management System and Student Data Analytics System, adapting to Artificial Intelligence, and introducing ReachMyTeach has transitioned from training teachers how to use the tools to how to engage students through and with the tools, this effort is moving from Goal 2, Action 5 to Goal 3, Action 11 and will be monitored by Metric 3.1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education	Principally directed for students who are foster youth and low income while also addressing the needs of students with disabilities and foster youth in support of progress on the college/career indicator of the CA School Dashboard, continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for college credit and work-based learning.	\$835,828.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Multi-Tiered Systems of Support	Continue implementation of the guidance outlined in the Student Assistance Team (SAT) handbook to strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS).	\$162,195.81	No
2.3	Access to General Education	In support of increased access to general education for students with disabilities, ongoing efforts and discussions of educational partners will focus on -Increase general and special education teacher collaboration and implementation of accommodations, modifications and grading adaptations. -Integrate the principles of Universal Design for Learning (UDL) into existing content of professional development for general and special education teachers.	\$175,119.52	No
2.4	Advanced Placement Courses	Through the collaborative work of the Counseling Assistant Principals and District administrators, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	\$6,993,208.68	No
2.5	Instructional Technology - Moved to 3.11	Moved to 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.	\$0.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the percentage of students who report meaningful participation at school.	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023) Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school":	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2024) Average percent of students reporting "Pretty much true" or "Very much		2026 5 percentage point increase for each grade level	9th grade +8% 10th grade +6% 11th grade +7% 12th grade +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th grade: 25% 10th grade 27% 11th grade 25% 12th grade 28%	true" to "Meaningful participation at school": 9th grade 33% 10th grade 33% 11th grade 32% 12th grade 36%			
3.2	Increase the percentage of students who respond positively when asked about their sense of well-being (safe and cared about).	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023) Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade: 63% 10th grade 59% 11th grade 60% 12th grade 60% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61%	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2024) Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade 68% 10th grade 65% 11th grade 62% 12th grade 64% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade 60% 10th grade 59%		2026 5 percentage point increase for each grade level in each category	Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade +5% 10th grade +6% 11th grade +2% 12th grade +4% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade +3% 10th grade +3% 11th grade +6% 12th grade +5% Perceived School Safety 0% The following represent the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 85% No Harassment 78% No Mean Rumors 79% No Fear of Getting Beaten Up 92%	11th grade 62% 12th grade 66% Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 89% No Harassment 84% No Mean Rumors 83% No Fear of Getting Beaten Up 94%			students who reported not being victimized. Low Violence Victimization +4% No Harassment +6% No Mean Rumors +4% No Fear of Getting Beaten Up +2%
3.3	Using a check-in and check-out survey when accessing a wellness space, students across grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds will report maintenance of or a	May 2024 CHS (December to May) check-in to check-out categories = happy 32.9% to 28.3%; anxious 16.0% to 3.7%; angry 3.5% to 0%; calm 27.5% to 56.9%; sad 2.4% to 1.0%;	March 2025 CHS (August to December) check-in to check-out categories = happy 36.2% to 34.2%; anxious 15.0% to 7.2%;		2027 5 percentage point increase by category or 2-point increase overall	happy +5.9%; anxious +3.5%; angry +0.7%; calm -8.5%; sad 0%; worried 0%; cared for/heard - 0.4%; lonely +1.1%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	positive increase in how they are feeling upon exit from the space.	worried 2.2% to 1.0%; cared for/heard 0.4% to 1.6%; lonely 1.4% to 0.4%; and overwhelmed/stressed 16.0% to 7.1%. MVHS (January to May) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.	angry 1.5% to 0.7%; calm 23.9% to 48.4%; sad 4.5% to 1.0%; worried 4.7% to 1.0%; cared for/heard 0% to 1.2%; lonely 1.5% to 1.5%; and overwhelmed/stressed 12.7% to 4.7%. FHS (January to March) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit. MVHS (August to March) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.			and overwhelmed/stressed -2.4% 0
3.4	Increase percentage of students who attend	2022-23 70.2%	2023-24, 69.7%		2025-2026 100%	-0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school regularly to 100% (as defined by percent of students who are absent less than 5%).					
3.5	Decrease chronic absenteeism.	2022-23 Students considered chronic absentee (% of student group): American Indian: 5/37 (13.5%) Pacific Islander: 6/31 (19.4%) African American: 20/84 (23.8%) Asian: 240/5,624 (4.3%) Filipino: 34/276 (12.3%) Hispanic: 509/1,814 (28.1%) White: 179/1,378 (13.0%) Two or More Races: 74/645 (11.5%) English Learners: 241/1,002 (24.1%) Homeless Youth 22/39 (56.4%) Socioeconomically Disadvantaged (SED): 433/1,546 (28%) Students with Disabilities (SWD): 293/994 (29.5%) All Students: 1,082/10,138 (10.7%)	2023-24 students considered chronic absentee (% of student group): American Indian: 10/32 (31.3%) Pacific Islander: 4/33 (12.1%) African American: 19/74 (25.7%) Asian: 247/5,403 (4.6%) Filipino: 29/270 (10.7%) Hispanic: 496/1,784 (27.8%) White: 164/1333 (12.3%) Two or More Races: 67/609 (11.0%) English Learners: 241/998 (24.1%) Homeless: 37/55 (67.3%) SED: 468/1661 (28.2%) SWD: 304/987 (28.2%) All Students: 1056/9764 (10.8%)		2025-2026 Absenteeism 0-5%	American Indian: +17.8% Pacific Islander: -7.3% African American: +1.9% Asian: +0.3% Filipino: -1.6% Hispanic: -0.3% White: -0.7% Two or Nore Races: -0.5% English Learners: 0.0% Homeless Youth: +10.9% SED:: +0.2% SWD: -1.3% All Students: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	Students suspended at least once in 2022-23 (% of student group): American Indian: 5/37 (13.5%) Pacific Islander: 2/32 (6.3%) African American: 2/86 (2.3%) Asian: 37/5,681 (0.7%) Filipino: 6/278 (2.2%) Hispanic: 107/1,850 (5.8%) White: 22/1,392 (1.6%) Two or More Races: 18/649 (2.8%) English Learners 69/1,030 (6.7%) Homeless: 5/42 (11.9%) Socioeconomically Disadvantaged (SED): 84/1,581 (5.3%) Students with Disabilities (SWD): 78/1,050 (7.4%) All Students 202/10,254 (2.0%)	Students suspended at least once in 2023-24 (% of student group): American Indian: 2/34 (5.9%) Pacific Islander: 4/36 (11.1%) African American: 1/76 (1.3%) Asian: 39/5,436 (0.7%) Filipino: 4/273 (1.5%) Hispanic: 92/1833 (5.0%) White: 25/1,357 (1.8%) Two or More Races: 11/620 (1.8%) English Learners: 50/1031 (4.8%) Homeless: 8/65 (12.3%) SED: 90/1706 (5.3%) SWD: 75/1,044 (7.2%) All Students 180/9,895 (1.8%)		2025-26 suspension rate of 2% or less for each student group	American Indian: -7.6% Pac Islander: +4.8% African American: -1.0% Asian: 0.0% Filipino: -0.7% Hispanic: -0.8% White: +0.2% Two or More Races: -1% English Learners: -1.9% Homeless: +0.4% SED: 0.0% SWD: -0.2% All Students: -0.2%
3.7	Maintain low expulsion rate and monitor that no student no student groups are over-	Students expelled in 2022-23 (% of student group):	Students expelled in 2023-24 (% of student group):		2025-26 expulsion rate of 0% for each student group	American Indian: 0.0% African American: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	represented among expelled students.	American Indian: 0/37 (0.0%) African American: 0/86 (0.0%) Asian: 0/5,681 (0.0%) Filipino: 0/278 (0.0%) Hispanic: 3/1,850 (0.2%) White: 1/1,392 (0.1%) Two or More Races 0/649 (0.0%) All Students 4/10,254 (0.01%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Amer Indian: 0/34 (0.0%) African American: 0/76 (0.0%) Asian 0/5,436 (0.0%) Filipino 0/273 (0.0%) Hispanic 1/1,833 (0.1%) White 0/1,357 (0.1%) Two or More Races 0/620 (0.0%) All Students: 1/9,895 (0.01%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)			Asian: 0.0% Filipino: 0.0% Hispanic: -0.1% White: 0.0% Two or More Races: 0.0% All Students: 0.0% No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
3.8	Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	January 2024 Community Day School 100% Exemplary - No Findings CHS 100% Exemplary - No Findings FHS 100% Exemplary - No Findings	January 2025 Community Day School 100% Exemplary - No Findings CHS 99.54% Exemplary FHS 98.00% Good - Minimal issues		2027 Exemplary: 99-100%	April 2025 Community Day School 100% Exemplary - No Findings CHS: -0.46% FHS: -2% HHS: +0.54% LHS: -1.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HHS 97% Good - Minimal issues. LHS 100% Exemplary - No Findings MVHS 100% Exemplary - No Findings	HHS 97.54% Good - Minimal issues LHS 98.75% Good - Minimal issues MVHS 99.39% Exemplary			MVHS: -0.61%
3.9	Moved from 4.5 Increase to 100% the percentage of students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented.	April 2024 46%	April 2025 44%		2027 100%	-2%
3.10	Moved from 4.6 Increase to 100% the percentage of students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning through advisory is important.	April 2024 84%	April 2025 82%		2027 100%	-2%

Goal Analysis [2024-25]

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

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

Successful implementation:

- 3.2 Wellness Space - Wellness Spaces continued at Cupertino High School and Monta Vista High School with The Nest at Fremont High School opening at the start of 2nd semester. Homestead High School will open their wellness space during the 1st semester of the 2025-26 school year and Lynbrook's space will open for the 2026-27 school year, following the end of renovation.
- 3.3 Mental Health and Wellness Student Support - FUHSD continues to offer a broad range of mental health supports and access to therapeutic services when needed. Each school site has a full time therapist plus additional support with more therapy staff through the district or community agencies. FUHSD has dedicated spanish speaking support for newcomer EL students at FHS and next year a day at HHS will be added. For 1st semester there were 765 unduplicated students seen for a total of 2231 sessions.
- 3.4 Campus Climate - The School Climate Team's structured monthly meetings and biannual trainings have proven effective in promoting consistency, improving staff readiness, and aligning practices with legal requirements across all sites, with a focus on students who are foster youth or under-resourced (SED). Early outcomes show stronger collaboration between schools, clearer discipline processes, and greater staff confidence in managing behavior and emergencies. The focused emphasis on Behavioral Best Practices and Safety Care further supports a positive and proactive school climate, indicating that the team's efforts are successfully advancing district goals.
- 3.5 Campus Climate - The School Climate Team's structured monthly meetings and biannual trainings have proven effective in promoting consistency, improving staff readiness, and aligning practices with legal requirements across all sites, with a focus on students who are American Indian or Alaska Natives and students who are unhoused (homeless). Early outcomes show stronger collaboration between schools, clearer discipline processes, and greater staff confidence in managing behavior and emergencies. The focused emphasis on Behavioral Best Practices and Safety Care further supports a positive and proactive school climate, indicating that the team's efforts are successfully advancing district goals.
- 3.6 Campus Climate - The School Climate Team is working proactively to create consistency in discipline, safety, and behavioral management across five high schools and Educational Options, with a focus on students with disabilities at Cupertino High School which strengthens these supports districtwide. By meeting monthly, the team is able to norm expectations, stay current with changes in state law, and refine important processes such as class suspensions and emergency operations. Their focus on Behavioral Best Practices and Safety Care this year aligns with a broader goal of improving school culture and ensuring safer environments. Additionally, the twice-yearly collaboration with School Conduct Specialists strengthens targeted professional development and promotes shared ownership of best practices. Overall, the team's structured approach, emphasis on legal compliance, and focus on continuous improvement support a more positive and effective climate across all sites.
- 3.9 Attendance - Meetings are held quarterly with the site Chronic Absentee Intervention Administrator and Attendance Tech. The purpose of these meetings is to review the process and current data. Information is also shared regularly with Principals and other district staff. Members of the CAI team attend meetings and trainings at the SC County Office of Education.
- 3.10 Facility Maintenance - District and site facilities managers meet regularly to review elements of routine maintenance and team structure for ongoing support.

Implementation Challenges:

3.1 Social Emotional Learning - The district-led advisory system was implemented as planned with 4 sessions implemented throughout the district: sense of purpose; consent, sexual harassment, Title IX, and healthy relationships; combatting social comparison; and stress management. The challenges have been around building a strong team to create the content as well as general buy-in from the teaching staff. The trainings referenced in the plan were well-attended with strong feedback. We are planning to make adjustments to the advisory program for the coming year, with a focus on moving away from the "plug and play" videos that the district team creates and teachers just push play. Instead, we hope to engage teaching staff in a more robust way by providing a menu of options for lessons that all reach the same targeted SEL goals, allowing each teacher to design and implement a lesson that is more tailored to the needs and interests of their students.

In addition, we plan to expand the menu of trainings to include more offerings that provide teachers with the tools and knowledge to implement SEL practices into the everyday experience of students.

3.7 Campus Climate Interventions - As of May 7, 2025 there were 7 sessions of the 90-Minute Drug Class (first level intervention) over the course of the 2024-25 school year with 41 students scheduled to attend and 32 in attendance. The 'Y-Vape' program was introduced this fall through District participation in Year 2 of Tier 2 Tobacco Use Prevention Education (TUPE) through the Santa Clara County Office of Education. Students have been assigned as another first level intervention and staff report moderate to high levels of satisfaction with this program. Both the fall and spring sessions of the Botvin 'Life Skills' class (second level intervention) were cancelled due to no students taking advantage of this alternative to suspension. A contract with the SC County Peer Court Program has been finalized with plans to fully implement for 25-26 as another alternative to suspension or expulsion.

3.8 Saturday School - Continues as an intervention to address absenteeism, insubordination, and disruption. As of May 12, 2025 there have been 15 sessions of Saturday School over the course of the 2024-25 school year with 308 students scheduled to attend and 200 in attendance.

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

The main material difference between budgeted expenditures and actuals is due to

3.8 The expenditures were 35% less than originally planned due to salary cost savings as classified staff are monitoring the Saturday School sessions.

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

3.1 The advisories have emerging effectiveness in providing a common basis of learning around key social-emotional competencies focused on Purpose and Belonging for all teachers and students in the district. While there was a 2% decrease in students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning through advisory is important, 82% continue to strongly agree and agree. Similarly, while there was a 2% decrease in students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented, 44% continue to strongly agree and agree. These metrics were located in Goal 4 and have been moved to Goal 3 as Metrics 3.9 and 3.10.

3.2 and 3.3 Continued access to school-based therapists (SBTs) with expansion of wellness spaces, a Tier 1 intervention, is a sign that broader wellness is a focus and combined effectiveness of these actions (Metric 3.3). At CHS there has been a decline in therapy request needs with the integration of the wellness space staff. MVHS has built a strong connection to referrals when needed with their wellness space. SBTs continue to refine their referral and contact systems to assure any requests are met in a timely manner.

3.4 Coordination of campus climate efforts across the district has emerging effectiveness as the chronic absenteeism rate (Metric 3.5) for students who are under-resourced (SED) only increased by 0.2% and there was maintenance in the suspension rate of 5.3%, for English Learners, there was maintenance in chronic absenteeism and the suspension rate decreased by 1.9%; and foster youth had fewer than 11 students and the data was not published. In addition, there was only a 0.1% increase in chronic absenteeism and a 0.2% decrease in suspension rate for all students. However, Long-Term English Learners at Cupertino High School have been added to this action as they are now in the Very Low category on the dashboard.

3.5 Coordination of campus climate efforts across the district has emerging effectiveness as suspension rate (Metric 3.6) for students who are American Indian/Alaska Native decreased by 7.6% while it increased slightly, 0.4% for students who are unhoused (homeless). However, students who are Pacific Islander have been added to this action as they are now in the Very Low category on the dashboard.

3.6 Coordination of campus climate efforts with support from special services has emerging effectiveness in that the suspension rate (Metric 3.6) for students with disabilities at Cupertino High School decreased by 3% and by 0.2% for students with disabilities districtwide. However, students with disabilities at Fremont High School have been added to this action as they are now in the Very Low category on the dashboard.

3.7 Maintaining interventions is showing emerging effectiveness in that the suspension rate (Metric 3.6) for students who are under-resourced (SED) has maintained at 5.3%, for English Learners decreased 1.9%, foster youth had fewer than 11 students and the data was not published, and decreased by 0.2% for students with disabilities districtwide.

3.8 Saturday School has emerging effectiveness as the chronic absenteeism rate (Metric 3.5) for students who are socio-economically disadvantaged only increased by 0.2% and there was maintenance in the suspension rate of 5.3%, for English Learners there was maintenance in chronic absenteeism and the suspension rate decreased by 1.9%; and foster youth had fewer than 11 students and the data was not published. There has been a 0.2% decrease in suspension rate and 1.3% decrease in chronic absenteeism for students with disabilities districtwide. In addition, there was only a 0.1% increase in chronic absenteeism and a 0.2% decrease in suspension rate for all students.

3.9 Efforts to strengthen the School Attendance Review Team and School Attendance Review Board process are seeing emerging effectiveness on chronic absenteeism (Metric 3.5). There was only a 0.1% increase in chronic absenteeism for all students, a 0.3% decrease for students who are Hispanic, 0.5% for students of Two or More Races, and 1.3% for students with disabilities. However, there was a 17.8% increase for students who are American Indian, 1.9% for students who are African American, and 10.9% for students who are unhoused (homeless).

3.10 Efforts to maintain safe facilities have been effective in that all school are considered Good or higher with minimal issues to address (Metric 3.8).

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

No changes to the planned goal or target outcomes.

Metrics:

3.1 - 3.8 metrics remain the same but the numbering sequence was updated.

3.8 for Year 1 includes data from Fremont High School as the Wellness Space opened at the start of 2nd semester.

3.9 and 3.10 new for 2025-26, as they are being moved from 4.5 and 4.6 in alignment with Action 3.1, particularly in light of the change made to Action 4.5.

Actions:

3.1 (Social Emotional Learning) is a LREBG Action and will remain unchanged.

3.2 (Wellness Space) is a LREBG Action and will remain unchanged.

3.3 (Mental Health and Wellness Student Support) will remain unchanged.

3.4 (Campus Climate) has been revised to include Long-Term English Learners at Cupertino High School in coordination with performance on the suspension indicator on the dashboard and add under-resourced (SED).

3.5 (Campus Climate) has been revised to include students who are Pacific Islander in coordination with performance on the suspension indicator on the dashboard and add unhoused (homeless).

3.6 (Campus Climate) has been revised to include students with disabilities at Fremont High School in coordination with their performance on the suspension indicator on the dashboard.

3.7 (Campus Climate Interventions) has been revised to replace low income with students who are under-resourced (SED).

3.8 (Saturday School) has been revised to replace low income with students who are under-resourced (SED).

3.9 (Attendance) will remain unchanged.

3.10 (Facility Maintenance) will remain unchanged.

3.11 (Instructional Technology) is a LREBG Action and new for 2025-26: As implementation of the Schoology Learning Management System and Student Data Analytics System, adapting to Artificial Intelligence, and introducing ReachMyTeach has transitioned from training teachers how to use the tools to how to engage students through and with the tools, this effort is moving from Goal 2, Action 5 to Goal 3, Action 11.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning	LREBG Action 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. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) strongly supports the benefits of teaching students social emotional learning (SEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Metric being used to monitor the action: Metric 3.2, 3.14, and 3.15 LREBG Funds supporting this action: \$300,000 for 2026-27. For 2025-26 the District is expending Other State Funds, \$230,858 and then transitioning to LREBG for 2026-27.	\$230,858.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Wellness Space	LREBG Action By August 2026 the FUHSD will have a wellness space at each of its five comprehensive campuses accessible to and inclusive of students in all grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds. Research from CASEL supports a systemic approach to SEL that cultivates responsive relationships, emotionally safe environments, and skills development as protective factors that buffer against mental health risks. Metric being used to monitor the action: Metric 3.8 LREBG Funds supporting this action: \$261,450 for 2025-26	\$261,450.00	No
3.3	Mental Health and Wellness Student Support	Support student mental health and wellness through access to School Based Therapists.	\$1,558,767.00	No
3.4	Campus Climate	Revised Principally directed to support students who are Long-Term English Learners at Cupertino High School and foster youth or students who are under-resourced (SED) districtwide, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions and engage in professional development.	\$1,454,925.68	Yes
3.5	Campus Climate	Revised Principally directed to support students districtwide who are American Indian or Alaska Native, Pacific Islander and unhoused (homeless) in	\$352,075.16	No

Action #	Title	Description	Total Funds	Contributing
		coordination with performance on the suspension indicator on the dashboard, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions and engage in professional development.		
3.6	Campus Climate	Revised Principally directed to support students with disabilities at Cupertino High School and Fremont High School in coordination with their performance on the suspension indicator on the dashboard, the Campus Climate group will include a representative from Special Services and continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions, engage in professional development, and align practices with IEP compliance and behavior service referrals.	\$152,419.80	No
3.7	Campus Climate Interventions	Revised Principally directed to support students who are foster youth or under-resourced (SED), while also addressing the needs of students with disabilities, maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	\$5,000.00	Yes
3.8	Saturday School	Revised Principally directed to support students who are foster youth or under-resourced (SED), while also addressing the needs of students with disabilities, continue use of the Saturday School program as needed to address absenteeism, insubordination, and disruption.	\$11,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Attendance	Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	\$376,674.00	No
3.10	Facility Maintenance	Maintain safe and updated schools through routine maintenance.	\$3,744,231.00	No
3.11	Instructional Technology	Moved from Action 2.5 LREBG Action 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. Research consistently highlights that when students feel they are meaningfully participating in school, it has a significant positive impact on their academic achievement, social-emotional development, and overall school climate. Metric being used to monitor the action: Metric 3.1 LREBG Funds supporting this action: \$418,320 for 2025-26 (\$22,932 in non-personnel and \$395,388 in personnel), \$436,000 for 2026-27, and \$212,171 for 2027-28. Additional non-personnel elements of the action are being funded annually through LCFF Funds.	\$660,820.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the percentage of students who report “Pretty much true” or “Very much true” to “Meaningful participation at school”, parent response to “this school gives students opportunities to ‘make a difference’ by helping other people, the school, or the community”, and staff response to “this school encourages	November 2023 Students: 9th grade 25% 10th grade 27% 11th grade 25% 12th grade 28% October 2024 Parents: 75% Staff: 80%	October 2024 Students: 9th grade 33% 10th grade 33% 11th grade 32% 12th grade 36% Parents: N/A Staff: N/A		2026 5 percentage point increase for students, parents and staff.	Students: 9th grade +8% 10th grade +6% 11th grade +7% 12th grade +8% Parents: N/A Staff: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities for students to decide things like class activities or rules".					
4.2	Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school keeps me well-informed about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."	November 2023 Students: 9th 50.0% 10th 45.0% 11th 42.0% 12th 42.0% English Learners 56.5% Foster Youth -- Homeless -- Socioeconomically Disadvantaged (SED) 39.9% All Students 45.0% "--" indicator that fewer than 11 students participated within the subgroup and data will not be published. October 2024 Parents: 90% Staff: 92%	October 2024 Students: 9th 57% 10th 52% 11th 47% 12th 46% English Learners 64.5% Foster Youth -- Homeless -- SED 53% All Students 50.5% Parents: N/A Staff: N/A		2026 5 percentage point increase for students, parents and staff.	Students: 9th +7% 10th +7% 11th +5% 12th +4% English Learners +8% Foster Youth -- Homeless -- SED +3.1% All Students +5.5% Parents: N/A Staff: N/A
4.3	100% of parents whose students participate in special education will affirm parent involvement in the Individualized Education Program (IEP) process.	22-23 100%	23-24 99.50%		25-26 100%	-0.50%
4.4	Increase to 100% the number of parents/guardians who	2023-24 % of students with an active parent account	2024-25 % of students with and active parent		2026-27 100%	CHS: -2%/+2% FHS: -10%/+2% HHS: -3%/+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	have an active Infinite Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.	(IC portal/Schoology login): CHS: 85%/60% FHS: 83%/36% HHS: 86%/52% LHS: 91%/65% MVHS: 89%/65%	account (IC portal / Schoology login): CHS: 83%/62% FHS: 73%/38% HHS: 83%/59% LHS: 89%/69% MVHS: 86%/69%			LHS: -2%/+4% MVHS; -3%/+4%
4.5	Moved to 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.	April 2024 46%	April 2024 44%		2027 100%	-2%
4.6	Moved to 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.	April 2024 84%	April 2024 82%		2027 100%	-2%

Goal Analysis [2024-25]

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

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

Successful Implementation:

4.1 Surveys - During administration of the CA Healthy Kids Survey to students, parents and staff were included for the first year.

4.2 Communication - By increasing the sharing of positive and proactive stories with our district community we have been able to significantly raise levels of engagement on our social media accounts and other platforms. Communications staff increased the frequency of social media posts from last year on both the District's Facebook and Instagram accounts and launched a new district level e-newsletter, produced four times during the school year, to provide regular, accessible updates. A running log was created to track all social media posts throughout the school year, with a goal of posting an average of four times per week on social media. This goal was met and surpassed, with 185 unique social media posts on Facebook and Instagram during this period.

4.4 District Wellness Council - students, parents and staff identified the areas of academic pressure, opportunities to explore different pathways after high school, how to make the week before finals less stressful for students, nutrition, more proactive counseling practices, and improvements to advisories as areas where they wanted to focus their input and guidance in support of student engagement and health. Impact occurred for advisory in focusing 25-26 on social-emotional learning activities that will be teacher-led.

Implementation Challenges:

4.3 Parent Education - While efforts are being made across the system, the attendance at events is highly variable. The virtual format continues to be preferred. The Parent Project additional support was helpful for the families that attended but that is a tier 3 intervention so few parents are involved. In 2025-26, Mandarin Parenting and Project Cornerstone will continue. Plan to offer Teen Therapy presentation on anxiety and depression and return a presentation with My Digital Tat2 as that has been well-attended in the past.

4.5 Advisory Lessons - The advisory planning team was unable to increase the number of students who worked with them to provide input and guidance to shape district efforts in support of their engagement and health.

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

The substantive difference (10%) was found in:

4.2 was fully implemented. However, expenditures reflect a decrease of 10% due to salaries being budgeted higher than actuals.

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

4.1 Survey administration was effective as students, parents and staff participated (Metrics 4.2 and 4.2).

4.2 Communication efforts have been effective. While the District's Facebook following has remained relatively steady over the last several years (just under 4,000 followers), Instagram has seen significant growth — climbing from 230 followers in August 2024 to 391 by the end of May 2025, a 70% increase in under a year. We have seen an uptick in engagement on Facebook from August 2024 through April 25, 2025, with our posts garnering more than 97,000 views and 3,700 individual interactions — a strong sign that our stories are resonating. Facebook

interactions are up 63.5% from the same period last year and our reach is up 29.4% The Districts newsletters have all had an open rate of 67% or higher.

4.3 While challenges to implementation exist given the varying attendance when parent education is offered, this action is considered effective in that 50.5% of all students who completed the CHKS endorsed that "parents feel welcome to participate at this school" (increase of 5.5%) and 90% of parents who completed the CHKS endorsed that "this school keeps me well-informed about school activities" (Metric 4.2). For students, English Learners endorsed 64.5% (increase of 8%), students who are under-resourced (SED) 53% (increase of 3.1%); foster youth cohort was too small to report. Statistics are not available for parents of students who are English Learners, under-resourced (SED), or foster youth.

4.4 District Wellness Council is considered effective as students, parents and staff are attending quarterly meetings and providing the input and guidance for focus areas which led to at least one impact this school year.

4.5 Although there was only a 2% decrease in students agreeing or strongly agreeing that the advisory topics are important and that they are interested in advisory lessons on the topics, this action is considered ineffective. Beginning in the 25-26 school year, the district will launch a new program called "Site Equity Action Teams (SEAT)" in order to address several areas of improvement in district priorities. Among these priorities are the inclusion of students in rooms where leaders are making decisions that impact their experience. So, rather than students providing input on advisory lessons (as described in previous LCAP plan), the students participating in SEAT will have much more direct knowledge of and influence over how the school prioritizes issues around student health, belonging, and engagement. In addition, SEAT will be using principles of Liberatory Design and Street Data to build stronger relationships with marginalized student communities in order to have continuous and sustainable collaboration around emerging issues.

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

No changes to the planned goal or target outcomes.

Metrics

4.1 Baseline data updated to include parent and student as the administration occurred in October 2024.

4.2 Baseline data updated to include parent and student as the administration occurred in October 2024.

4.3 will remain unchanged.

4.4 will remain unchanged.

4.5 and 4.6 have moved to 3.9 and 3.10 as they better align with Action 3.1, particularly in light of the change made to Action 4.5.

Actions

4.1 (Surveys) will remain unchanged.

4.2 (Communication) will remain unchanged.

4.3 (Parent Education) has been revised to replace low income with under-resourced (SED).

4.4 (District Wellness Council) will remain unchanged.

4.5 (Advisory Lessons) is being discontinued. A new action, also directed to student voice and action, will be implemented: Each Site Equity Action Team (SEAT) will be continuously gathering and analyzing data from a variety of sources in order to influence school priorities and outcomes (Action 4.6).

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Surveys	Continue to implement ongoing plan for survey administration including students, parents, and staff.	\$194,008.00	No
4.2	Communication	Continue positive and proactive communication about the District through community and media access to news and stories about FUHSD and supporting Board initiatives (office hours, communication corner on the website, etc.).	\$352,399.00	No
4.3	Parent Education	Revised Principally directed to parents of students who are English Learners, foster youth and under-resourced (SED), provide parent education to strengthen the home to school connection.	\$60,934.75	Yes
4.4	District Wellness Council	Through participation in the District Wellness Council, students, parents and staff provide input and guidance to shape district efforts in support of student engagement and health.	\$194,008.00	No
4.5	Advisory Lessons - Discontinued for 25-26	Discontinued for 25-26 Through participation in regular advisory lessons, students will provide input and guidance to shape district efforts in support of their engagement and health.	\$0.00	

Action #	Title	Description	Total Funds	Contributing
4.6	Student and Staff Voice	New Each Site Equity Action Team (SEAT) will be continuously gathering and analyzing data from a variety of sources in order to influence school priorities and outcomes.	\$90,731.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase the percentage of academic motivation endorsed by students in CS.	November 2023 54%	October 2024 68%		2026 67% (FUHSD baseline from November 2023)	+14%
5.2	Increase percentage of students in CS who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	SY 2022-23 0% of Community School students (13) were absent less than 5%. 2 students were absent between 5%-10%, 2 students were absent between 10%-20%, and 9 students were absent more than 20%.	SY 2023-24 38.8% of Community School students (13) were absent less than 5%. 15.4% students (2) were absent between 5%-10%, 8% student (1) were absent		SY 2025-26 100%	+38.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			between 10%-20%, 46% students (6) were absent more than 20%			
5.3	Decrease chronic absenteeism in CS.	SY 22-23 84.6%	SY 23-24 53.8%		SY 2025-26 Absenteeism 0-5%	-30.8%

Goal Analysis [2024-25]

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

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

Successful Implementation:

5.1 In Community School, students are offered free a hot breakfast, fun preferred activities, credit for electives, points earned toward Friday lunches based on timeliness and attendance in first period. Students also earn points to buy high interest items at the student store for being in class on time and participating. The staff calls home to determine why students are not at school within a few minutes into the morning, and if they are consistently late they are assigned detention to deter tardies and complete work missed during the tardy or absence. The team meets daily with a district behaviorist to further customize supports for student behavior and attendance.

Implementation Challenges:

5.2 The field trip to SF Job Corps and Alcatraz took place as scheduled. There was an identified goal (high interest and chosen by students) of earning points for improved behavior and academic progress in order to take a field trip to the Oakland Zoo. Student behavior did not improve and the trip was not earned.

5.3 The Hip Hop Leadership Academy started with 14 students but ended with 12 students. General participation was inconsistent and student reports were mixed. While the Hip-Hop Leadership Academy did not increase attendance or motivation, the Fresh-Lifelines for Youth program had a greater impact on motivation, attendance and culture based on confidential student survey responses.

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

There have been material differences (>10%) between planned expenditures, reflecting operational adaptations and implementation realities throughout the year:

5.1 The Community School staff have been purchasing reinforcers, the material difference appears to be related to internal coding: general budget as opposed to Equity Multiplier funds. This will be more carefully monitored for the 2025-26 school year.

5.2 The field trip to SF Job Corps and Alcatraz was less expensive than budgeted.

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

5.1 A wide range of reinforcement strategies demonstrated effectiveness as evidenced by a 38.8 percent increase in students who are absent less than 5% (Metric 5.2) and a 30.8% decrease in chronic absenteeism (Metric 5.3).
5.2 and 5.3 Despite challenges in implementation, students were motivated by one of the field trip offerings and one of the community partner programs with effectiveness demonstrated by a 14% increase in academic motivation as measured by CHKS (5.1).

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

No change to the planned goal, metrics or target outcomes.
5.1 (Reinforcement Strategies) will remain unchanged.
5.2 (Student Engagement) has been revised to remove "and focus on post-secondary goals" from the action as the focus is on student engagement and academic motivation while participating in Community School.
5.3 (Classroom Community) will remain unchanged.

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

Actions

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,428,864	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.704%	0.000%	\$0.00	3.704%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Targeted Intervention Need: Students meeting A-G Class of 2023 for All Students was 83.5% while English Learners was 43.9% and students who are under-resourced (SED) was 56.0%; foster youth cohort too small to report. Class of 2024 for All Students was 82.5% (1.0% decrease) while English Learners was	Providing an intervention course, Academic Foundations, focused on the school skills necessary to increase achievement and providing adult support. This additional instruction and form of case management is reasonably calculated to increase A-G completion for students whose achievement is not at the level of their peers. Principally directed to English Learners, foster youth, and students who are under-resourced (SED) who, to a varying degree, attend all school sites in the LEA. This action is also available/may	By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	40.2% (3.7% decrease) and students who are under-resourced (SED) was 55.0%% (0.1% decrease); foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	provide benefit to other students based on their individual needs for support.	
1.3	Action: Student Support Need: Students meeting graduation requirements Class of 2023 (number/%) for All Students 2,550/95.5% while Homeless Youth was 17/76.5%, English Learners 270/79.3%, students who are under-resourced (SED) 570/86.8%; foster youth cohort too small to report. Class of 2024 (number/%) for All Students 2552 / 93.8% while Homeless Youth was 28/39.3%, English Learners 244/73.4%, students who are under-resourced (SED) 548/81.0%; foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope:	The Educational Options School Counselor makes initial contact will all students who are homeless or foster youth. They ensure continued direct contact with the school site school counselor. This additional form of ongoing case management is reasonably calculated to increase the graduation rate for students whose achievement is not at the level of their peers. Principally targeted to foster youth who, to a varying degree, attend all school sites in the LEA. This action is also available/may provide benefit to other students based on their individual needs for support.	By student group, increase to 100% the percentage of students who graduate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	Action: ELA: Targeted Intervention Need: -Students meeting A-G Class of 2023 for All Students was 83.5% while English Learners was 43.9% and students who are under-resourced (SED) was 56.0%; foster youth cohort too small to report. Class of 2024 for All Students was 82.5% while English Learners was 40.2% and students who are under-resourced (SED) was 55.0%%; foster youth cohort too small to report. -Students meeting standard on CAASPP ELA Class of 2023 All Students 81% while English Learners was 17% and students who are under-resourced (SED) 57%; foster youth cohort too small. Class of 2024 All Students 80.7%, English Learners 9.2%, and students who are under-resourced (SED) 49.2%; foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	Intervention specific to academic reading and writing for students who are reading below grade level based on a reading inventory. This additional, highly structured and research-based instruction is reasonably calculated to increase A-G completion and reaching standard on the CAASPP for students whose achievement is not at the level of their peers. Principally targeted to foster youth and students who are socioeconomically disadvantaged who, to a varying degree, attend all school sites in the LEA. This action is also available/may provide benefit to other students based on their individual needs for support.	-By student group, increase to 100% the percentage of students who meet A-G requirements by the time they graduate. -By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP) ELA.
2.1	Action: Career Technical Education	Ensure that students who are socioeconomically disadvantaged and foster youth are provided	By student group, increase to 100% the percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Students are considered "prepared" on the College/Career Indicator of the CA Dashboard Class of 2023 All Students 78.5% (very high), English Learners 28.9% (low), students who are under-resourced (SED) 47.4% (medium); foster youth cohort too small to report. Class of 2024 All Students 76.9% (very high), English Learners 28.5% (low), students who are under-resourced (SED) 44.2% (low); foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	access to opportunities for college credit and work-based learning. The industry sectors, pathways and efforts to secure work-based learning contacts through CTE courses and Training for Transitions are reasonable calculated to increase student level of preparation on the College/Career Indicator of the CA Dashboard. While principally directed to these student groups who are present, to a varying degree, at all school sites in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	students placed in the "prepared" level on the College/Career Indicator.
3.4	Action: Campus Climate Need: Students suspended at least once 2022-23 (% of student group): All Students was 202/10,254 (2.0%), English Learners 69/1,030 (6.7%), students who are under-resourced (SED) 84/1,581 (5.3%); foster youth cohort too small to report. 2023-2024 (% of student group): All Students was 180/9,895 (1.8%), English Learners 50/1031 (4.8%), students who are under-resourced (SED) 90/1706 (5.3%); foster youth cohort too small to report.	Campus Climate group continues to provide guidance and professional development to site administrators regarding effective interventions. Implementation of restorative practices is reasonably calculated to decrease the suspension rate. While principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide		
3.7	Action: Campus Climate Interventions Need: -Students suspended at least once 2022-23 (% of student group): All Students was 202/10,254 (2.0%), English Learners 69/1,030 (6.7%), students who are under-resourced (SED) 84/1,581 (5.3%); foster youth cohort too small to report. 2023-24 (% of student group): All Students was 180/9,895 (1.8%), English Learners 50/1031 (4.8%), students who are under-resourced (SED) 90/1706 (5.3%); foster youth cohort too small to report. -Students expelled 2022-23 (% of student group): All Students 4/10,254 (0.01%); cohorts for English Learners, students who are under-resourced (SED), and foster youth too small to report. 2023-24 (% of student group): All Students 1/9, 9,895 (0.01%); cohorts for English Learners, students who are under-resourced (SED), and foster youth too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis.	Provide a continuum of interventions for students and families. Participation in educational classes focused on behavior change and supporting student/child behavior change is reasonably calculated to decrease suspension and expulsion rates. Principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	-Maintain low suspension rate and monitor that no student groups are over-represented among suspended students. -Maintain low expulsion rate and monitor that no student no student groups are over-represented among expelled students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.8	Action: Saturday School Need: Students considered chronic absentee 2022-23 (% of student group): All Students 1,082/10,138 (10.7%), English Learners 241/1,002 (24.1%), students who are under-resourced 433/1,546 (28%); foster youth cohort too small to report. 2023-24 (% of student group): All Students 1056/9764 (10.8%), English Learners 241/998 (24.1%), students who are under-resourced 468/1661 (28.2%); foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	Saturday School provides an environment for students to review the challenges they have faced and create a plan for success. Guidance from an adult in a structured setting with coordination back to the home school is reasonably calculated to decrease chronic absenteeism. Principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District. This action is also available/may provide benefit to other students based on their individual needs for support.	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.
4.3	Action: Parent Education Need: In response to response to "parents feel welcome to participate at this school" 2023 All Students endorsed 45.0%, English Learners 56.5%, students who are under-	Provide parent education opportunities that address the needs of our student/parent population. Educational opportunities that focus on behavior change, supporting communication with and understanding of teens, and learning more about school processes such as communication systems, guidance and that are provided in languages such as Chinese and Spanish, are	Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school keeps me well-informed"

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resourced 39.9%; foster youth cohort too small to report.. 2024 All Students endorsed 50.5%, English Learners 64.5%, students who are under-resourced 53.0%; foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	reasonably calculated to increase parent feeling welcome to participate in their school/district. Principally directed to students who are English Learners, foster youth, and socioeconomically disadvantaged at all school sites in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	Action: ELD: Targeted Intervention Need: English Learners need continued support with English Language Development and on the 2023 CA Dashboard, 44% of ELs are making progress towards English language proficiency, which is: -Orange on the dashboard -A 7.8% decline from 2021-22 -4.7% less than the state percentage	Focus teacher professional development on the incorporation of all 4 language domains in every lesson and address language demands. Instruction featuring this work will occur in ELD and Shelter classes and is reasonably calculated to increase English language proficiency.	Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	On the 2024 CA Dashboard, 39.2% of ELs are making progress towards English language proficiency, which is: -Orange on the dashboard -A 6.2% decline from 2022-23 -6.5% less than the state percentage See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: Limited to Unduplicated Student Group(s)		
1.11	Action: LTEL: Targeted Intervention Need: For the 2023-24 school year, 42.7% of all students classified as English Learners are Long-Term English Learners (LTELs). These are students who have been in the school system for 6+ years, have not yet been reclassified to being English proficient and are nearing the end of their K-12 career. The LTEL population accounts for 4.0% of FUHSD student enrollment. The District has seen positive trending of our percentage of LTELs over the past two school years: 21-22 5.21% and 22-23 4.24%. For the 2024-25 school year, 44.5% of all students classified as English Learners are Long-Term English Learners (LTELs). The LTEL population accounts for 3.5% of FUHSD student enrollment, continuing the positive	Professional development for teachers who support LTELs, explicit preparation for the ELPAC and collaboration with our feeder elementary school districts. Instruction that incorporates strategies and structures focused on the needs of LTELs will occur through ELD and Shelter classes and is reasonably calculated to decrease the percent of LTELs in the FUHSD.	Decrease the % of LTELs within the District.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	trending of our percentage of LTELs: 21-22 5.21%, 22-23 4.24%, and 23-24 4.0%. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$119,558,800	\$4,428,864	3.704%	0.000%	3.704%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$135,280,450.24	\$4,212,192.62	\$5,183,363.00	\$475,637.00	\$145,151,642.86	\$144,818,610.86	\$333,032.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Retain and support staff	All	No			All Schools	2025-26	\$121,241,453.06	\$0.00	\$114,320,365.06	\$1,701,054.00	\$5,110,000.00	\$110,034.00	\$121,241,453.06	
1	1.2	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$372,620.59	\$0.00	\$203,689.59		\$73,363.00	\$95,568.00	\$372,620.59	
1	1.3	Student Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2025-26	\$196,509.00	\$0.00	\$196,509.00				\$196,509.00	
1	1.4	ELA: Skill Development	All	No			All Schools	2025-26	\$280,106.00	\$0.00		\$169,420.00		\$110,686.00	\$280,106.00	
1	1.5	ELA: Instruction	All	No			All Schools	2025-26	\$66,918.00	\$0.00				\$66,918.00	\$66,918.00	
1	1.6	ELA: Targeted Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$210,764.81	\$0.00	\$48,569.00	\$162,195.81			\$210,764.81	
1	1.7	ELA: Instruction	All Students with Disabilities	No			All Schools Specific Schools: Homestead	2025-26	\$163,531.00	\$0.00	\$163,531.00				\$163,531.00	
1	1.8	Mathematics: Instruction	All Students with Disabilities	No			All Schools Specific Schools: Homestead and Fremont High Schools	2025-26	\$197,656.00	\$0.00		\$197,656.00			\$197,656.00	
1	1.9	Science: Instruction	All	No			All Schools	2025-26	\$206,505.00	\$0.00		\$206,505.00			\$206,505.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	ELD: Targeted Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Fremont High School	2025-26	\$1,974,489.00	\$0.00	\$1,974,489.00				\$1,974,489.00	
1	1.11	LTEL: Targeted Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	\$2,322,237.00	\$0.00	\$2,322,237.00				\$2,322,237.00	
2	2.1	Career Technical Education	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$835,828.00	\$0.00	\$193,690.00	\$642,138.00			\$835,828.00	
2	2.2	Multi-Tiered Systems of Support	All	No			All Schools	2025-26	\$162,195.81	\$0.00		\$162,195.81			\$162,195.81	
2	2.3	Access to General Education	Students with Disabilities	No			All Schools	2025-26	\$175,119.52	\$0.00	\$175,119.52				\$175,119.52	
2	2.4	Advanced Placement Courses	All	No			All Schools	2025-26	\$6,993,208.68	\$0.00	\$6,993,208.68				\$6,993,208.68	
2	2.5	Instructional Technology - Moved to 3.11							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Social Emotional Learning	All	No			All Schools	2025-26	\$230,858.00	\$0.00		\$230,858.00			\$230,858.00	
3	3.2	Wellness Space	All	No			All Schools	2025-26	\$261,450.00	\$0.00		\$261,450.00			\$261,450.00	
3	3.3	Mental Health and Wellness Student Support	All	No			All Schools	2025-26	\$1,558,767.00	\$0.00	\$1,558,767.00				\$1,558,767.00	
3	3.4	Campus Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$1,454,925.68	\$0.00	\$1,454,925.68				\$1,454,925.68	
3	3.5	Campus Climate	All American Indian or Alaska Native, homeless	No			All Schools	2025-26	\$352,075.16	\$0.00	\$352,075.16				\$352,075.16	
3	3.6	Campus Climate	All Students with Disabilities	No			All Schools Specific Schools: Cupertino High	2025-26	\$152,419.80	\$0.00	\$152,419.80				\$152,419.80	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
3	3.7	Campus Climate Interventions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.8	Saturday School	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$11,000.00	\$500.00	\$11,500.00				\$11,500.00	
3	3.9	Attendance	All	No			All Schools	2025-26	\$376,674.00	\$0.00	\$376,674.00				\$376,674.00	
3	3.10	Facility Maintenance	All	No			All Schools	2025-26	\$3,744,231.00	\$0.00	\$3,744,231.00				\$3,744,231.00	
3	3.11	Instructional Technology	All	No			All Schools	2025-26	\$395,388.00	\$265,432.00	\$242,500.00	\$418,320.00			\$660,820.00	
4	4.1	Surveys	All	No			All Schools	2025-26	\$194,008.00	\$0.00	\$194,008.00				\$194,008.00	
4	4.2	Communication	All	No			All Schools	2025-26	\$352,399.00	\$0.00	\$352,399.00				\$352,399.00	
4	4.3	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$50,534.75	\$10,400.00	\$50,534.75	\$10,400.00			\$60,934.75	
4	4.4	District Wellness Council	All	No			All Schools	2025-26	\$194,008.00	\$0.00	\$194,008.00				\$194,008.00	
4	4.5	Advisory Lessons - Discontinued for 25-26							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	Student and Staff Voice	All	No			All Schools	2025-26	\$90,731.00	\$0.00				\$90,731.00	\$90,731.00	
5	5.1	Reinforcement Strategies	All	No			Specific Schools: Community School	2025-26	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
5	5.2	Student Engagement	All	No			Specific Schools: Community School 9-12	2025-26	\$0.00	\$1,700.00				\$1,700.00	\$1,700.00	
5	5.3	Classroom Community	All	No			Specific Schools: Community School 9-12	2025-26	\$0.00	\$49,000.00		\$49,000.00			\$49,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$119,558,800	\$4,428,864	3.704%	0.000%	3.704%	\$6,461,144.02	0.000%	5.404 %	Total:	\$6,461,144.02
								LEA-wide Total:	\$2,164,418.02
								Limited Total:	\$4,296,726.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,689.59	
1	1.3	Student Support	Yes	LEA-wide	Foster Youth	All Schools	\$196,509.00	
1	1.6	ELA: Targeted Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$48,569.00	
1	1.10	ELD: Targeted Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Fremont High School	\$1,974,489.00	
1	1.11	LTEL: Targeted Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,322,237.00	
2	2.1	Career Technical Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$193,690.00	
3	3.4	Campus Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,454,925.68	
3	3.7	Campus Climate Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Saturday School	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$11,500.00	
4	4.3	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,534.75	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$160,770,815.18	\$166,273,626.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Retain and support staff	No	\$144,787,767.82	150,075,169.14
1	1.2	Targeted Intervention	Yes	\$200,937.78	140,756.19
1	1.3	Student Support	Yes	\$232,686.55	230,784.55
1	1.4	ELA: Skill Development	No	\$255,083.56	254,132.26
1	1.5	ELA: Instruction	No	\$97,840.24	97,475.35
1	1.6	ELA: Targeted Intervention	Yes	\$2,065,416.31	2,019,294.66
1	1.7	ELA: Instruction	No	\$162,054.69	180,163.19
1	1.8	Mathematics: Instruction	No	\$405,198.05	403,686.91
1	1.9	Science: Instruction	No	\$168,199.63	184,595.72
1	1.10	ELD: Targeted Intervention	Yes	\$1,574,689.85	1,561,142.26
1	1.11	LTEL: Targeted Intervention	Yes	\$3,733,240.35	3,995,618.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Career Technical Education	Yes	\$48,986.50	42,482.08
2	2.2	Multi-Tiered Systems of Support	No	\$166,317.39	167,186.14
2	2.3	Access to General Education	No	\$176,219.13	195,910.40
2	2.4	Advanced Placement Courses	No	\$1,515,737.00	1,559,001.95
2	2.5	Instructional Technology	No	\$553,215.82	521,339.09
3	3.1	Social Emotional Learning	No	\$73,653.31	72,334.17
3	3.2	Wellness Space	No	\$280,000.00	289,988.88
3	3.3	Mental Health and Wellness Student Support	No	\$144,380.54	146,115.29
3	3.4	Campus Climate	Yes	\$42,122.97	44,593.04
3	3.5	Campus Climate	No	\$20,687.27	21,221.95
3	3.6	Campus Climate	No	\$42,958.54	44,144.94
3	3.7	Campus Climate Interventions	Yes	\$27,572.23	27,355.63
3	3.8	Saturday School	Yes	\$33,356.00	21,785

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Attendance	No	\$25,257.63	25,215.65
3	3.10	Facility Maintenance	No	\$3,477,138.00	3,513,819
4	4.1	Surveys	No	\$42,641.10	42,482.08
4	4.2	Communication	No	\$136,253.69	123,179.48
4	4.3	Parent Education	Yes	\$58,608.99	55,668.12
4	4.4	District Wellness Council	No	\$46,537.06	45,184.52
4	4.5	Advisory Lessons	No	\$124,357.18	125,859.33
5	5.1	Reinforcement Strategies	No	\$1,000.00	399.41
5	5.2	Student Engagement	No	\$1,700.00	541.76
5	5.3	Classroom Community	No	\$49,000.00	45,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,307,321	\$7,848,105.21	\$7,981,597.96	(\$133,492.75)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Targeted Intervention	Yes	\$39,136.09	38,990.14		
1	1.3	Student Support	Yes	\$232,686.55	230,784.55		
1	1.6	ELA: Targeted Intervention	Yes	\$2,065,416.31	2,019,294.66		
1	1.10	ELD: Targeted Intervention	Yes	\$1,574,689.85	1,561,142.26		
1	1.11	LTEL: Targeted Intervention	Yes	\$3,733,240.35	3,995,618.70		
2	2.1	Career Technical Education	Yes	\$48,986.50	42,482.08		
3	3.4	Campus Climate	Yes	\$34,412.34	44,144.94		
3	3.7	Campus Climate Interventions	Yes	\$27,572.23	27,355.63		
3	3.8	Saturday School	Yes	\$33,356.00	21,785		
4	4.3	Parent Education	Yes	\$58,608.99	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
119,984,133	4,307,321	0	3.590%	\$7,981,597.96	0.000%	6.652%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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