

CUPERTINO HIGH SCHOOL



2025-2026 SCHOOL PLAN

Mid-Year Update

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School Profile

Cupertino High School

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



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

2025-2026 School Profile

Bill Schloss, Principal
Assistant Principals
Jackie Corso (A-Ge)
George Bechara (Gh-Lim)
Steve Puccinelli (Lin-Se)
Dave Erwin (Sh-Z)
School Counselors
Gregg Buie (A-Gh)
Anna Jackson (Gh-Lim)
Tamara Emmert (Lin-Se)
Lillie Phares (Sh-Z)
College & Career Advisor
Wendy Amick
Registrar
Cheryl Hassett

Class of 2026 by the Numbers

471

students

20

National Merit
Semi-finalists

62

National Merit
Commended

GPA Distribution for Class of 2026

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

3.75 – 4.0	44.8%
3.5 – 3.74	21.2%
3.0 – 3.49	19.9%
2.5 – 2.99	9.8%
2.0 – 2.49	2.2%
< 2.0	2.2%

Data as of 09/01/2024

GPA and Related Procedures

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

CHS by the Numbers



Scores Summary 2025

SAT*

331 students
644 (ERW) / 688 (M)
1333 mean composite
*data from Fall 2024 & Spring 2025

ACT*

62 students
30.0 mean composite
* data from Fall 2024 & Spring 2025

Advanced Placement

920 students took 2805 exams
92% scores of 3 or higher
75.7% of Class of 2025 took and passed at least 1 AP exam in 2025*
*College Board Equity & Excellence

Graduation Requirements

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

School and District Policies

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

AP/Honors at CHS

English

American Lit Honors
AP English Literature

Mathematics

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

Science

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

Social Sciences

AP Microeconomics
AP US Government
AP US History

Visual & Performing Arts

Advanced Drama Honors
AP Studio Art

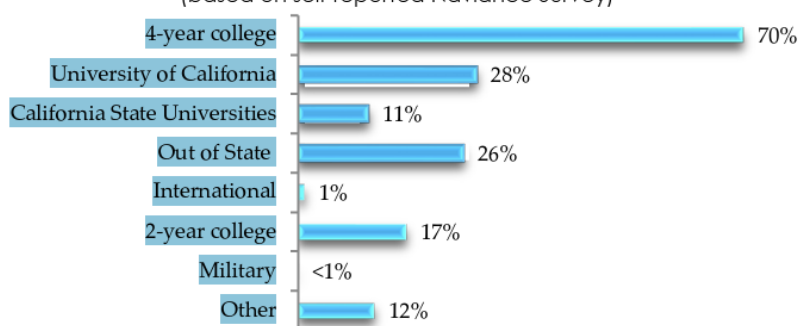
World Languages

Honors 4 and AP Chinese, French, Japanese, Spanish

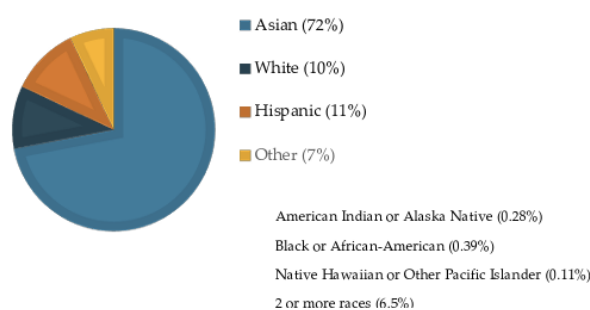
Accredited by
Western Association of Schools and Colleges

Class of 2025 Postsecondary Destinations

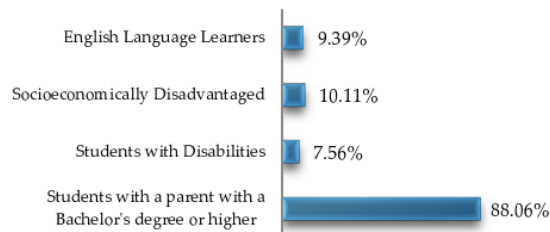
(based on self-reported Naviance Survey)



Student Racial Demographics



Additional Student Demographics



Counseling Program

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

Middle College

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

Introduction

Beginning with the 2025-26 school year, the Fremont Union High School District is guided by Vision 2030, a five-year plan to expand our collective impact as a district, especially for students who may feel disconnected or are not yet experiencing the same academic and social growth as their peers. Key components to increasing the progress of all students through the work of all staff are

- collaborative teaming, including participation in district-provided professional development;
- instructional practices that increase access, purpose, and belonging for all;
- portraits of excellence that serve to increase the focus of durable skills and social-emotional learning competencies; and
- listening for equity.

This school plan will include indicators of excellence based on site initiatives (local data) in addition to standardized data. Together, we are working towards our True North: Excellence Through Equity.

School Site Participation in District Initiatives

Title	Description	Staff Site Participation
Amplifying Instruction	This is a collaborative effort to design “high challenge; high support” experiences for our multilingual learners. Together, participants will compare a variety of general education and sheltered/Amplified! curricula to strategize approaches that can be applied in their own classroom.	CHS - 5
Amplify Support for EL Students	This professional development session is designed for paraeducators and instructional assistants who work with students who are English learners. The training will focus on how to support students as they engage in productive struggle—the process of working through language challenges in meaningful ways.	CHS - 4
Artificial Intelligence (AI)	This series equips educators to understand and integrate artificial intelligence in thoughtful, practical ways. Day 1 explores the current state of Artificial Intelligence (AI), ethical considerations, and how curriculum may need to evolve. Day 2 focuses on using AI tools to support teaching and differentiation, while Day 3 empowers educators to guide students in responsible AI use while maintaining “cognitive time under tension.”	CHS - 15
Assets & Abundance	Healing-centered engagement and transformative SEL are not about therapy or sharing personal trauma; they focus on reflection, identity, and relationships while honoring personal agency and psychological safety. Participants will learn to view themselves and students through an asset-based lens, enrich existing curriculum and practices, and integrate practical, immediately usable Transformational SEL strategies in any role or setting.	CHS - 12

Building Thinking Classrooms: Non-Curricular Tasks	The purpose of this professional development experience is to create a space where teachers can explore and play with math. We will work on whatever our hearts desire, choosing from the non-curricular* tasks featured in Peter Liljedahl's Building Thinking Classrooms book and other great tasks** from fellow FUHSD colleagues. After working through tasks, we will have time to share what we liked about the task, what we learned from the task, and what we might do if we were to facilitate the task with students!	CHS - 1
Career Technical Education (CTE)	CTE teachers and paraeducators gather to share successes and challenges, explore new resources, and strengthen collaboration. Participants receive an overview of CTE pathways, dual enrollment, grants, enrollment data, and model standards, along with presentations on web-based tools for work-based learning. Time is dedicated for pathway teams to connect and plan across the district. For 25-26, Counselors and College & Career Advisors joined teachers for the PD.	CHS - 8
Courageous Leaders	Courageous Leaders supports participants in exploring how to use effective mechanisms and create the conditions needed for healthy collaboration and strong adult and student learning. Across the sessions, we will examine organizational tools, protocols, and structures, as well as the inclusive, safe, and trusting conditions that enable teams to work together toward high levels of learning for all.	CHS - 3
Critical Thinking	One of most important critical thinking skills is Inductive reasoning. It involves making general conclusions based on specific evidence. It helps students recognize patterns, make predictions, and analyze real-world problems. Critical thinking also means students asking "juicy" open-ended questions that encourage exploration. In this session, teachers explore an approach called "Question Formation Technique" (QFT) for students to generate their own questions, including ones that encourage inductive reasoning.	CHS - 14
ELPAC Experiences	Staff learn about what our students experience with the Summative ELPAC and ways to incorporate "ELPAC-like" tasks into their classes.	CHS - 7
ELD Alignment All-Call	A dynamic professional development day focused on designing powerful, standards-based ELD instruction through thematic units, narrow reading units, and QTEL (Quality Teaching for English Learners) lesson design for vertical and horizontal alignment across the district.	CHS - 6

Environmental Learning Playground (ELP)	This opportunity is designed for FUHSD teachers who are newer to incorporating environmental or climate themes into their curriculum and are looking for strategies, lesson ideas, and supportive collaboration to get started.	CHS - 3
Onward Book Club	Onward is a year-long, book-club-style course based on Elena Aguilar's work, focused on building emotional resilience in educators. Meeting monthly, participants will explore dispositions such as empowerment, courage, and trust through low-prep discussions and engaging activities aligned to each month's chapter.	CHS - 11
Queer Affinity Family	Using a Queer Educators in Community framework, this affinity professional development creates supportive, responsive spaces for learning and healthy career growth within a marginalized community. Participants will engage in small- and whole-group community building, self-reflection, and written responses to critical questions, with emphasis on intersecting identities, shared experiences, recognizing heteroprofessionalism, and strengthening agency.	CHS - 8
Racial Affinity Group (BIPOC)	An affinity group is a community built around a shared identity, acknowledging the diversity of experiences that come from intersecting identities. In FUHSD, staff of color have expressed feeling isolated and lacking spaces to process experiences related to their racial identities. A racially based affinity group will provide space for reflection, community building, and support—helping staff of color thrive and strengthen their capacity to serve students and families.	CHS - 5
Sexual Orientation, Gender Identity and Expression (SOGIE)	This R.I.S.E. training builds the knowledge needed to Recognize, Intervene, Support, and Empower LGBTQ+ youth. The SOGIE workshop introduces key terms and concepts, examines challenges faced by LGBTQ+ students, guides supportive responses when students come out, and outlines actions to advocate for safer, more inclusive spaces. Participants will also learn how to access FUHSD's LGBTQ+ policies, practices, and forms.	CHS - 9
UDL Now	The UDL Now! book club introduces teachers to Universal Design for Learning through Katie Novak's practical strategies for supporting all learners. The book highlights the connection between UDL and equity, the power of voice and choice, and proactive planning to reduce barriers. By centering UDL, teachers continuously refine their practice to ensure high levels of learning for every student.	CHS - 1

UDL in Math	Universal Design for Learning (UDL) is a framework that provides equitable access to powerful learning to all students by offering multiple ways to engage with content, represent information, and express their understanding. When teachers implement UDL, they attend to learners at the margins rather than “typical” students, which enables them to design tasks, lessons, and classrooms that provide students with access to meaningful, challenging, inquiry-based math learning experiences.	CHS - 1
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FUHSD LCAP Goal #1

Sustain generally high student performance while ensuring high levels of learning from every student, as evidenced by graduation rate, achievement of A-G requirements, and performance on the CAASPP.

Cupertino High School WASC Goal (Sub-group Goal)	Develop and implement strategies to improve the well-being, attendance, behavior, and academic performance of students in our subgroups of Students with Disabilities, Socioeconomically Disadvantaged Students, Latinx and African American Students, and English Language Learners.
Cupertino High School Target	Student grades (the percentage of As, Bs, and Cs for all students) for the spring of 2026 will improve upon the last non-COVID year, Spring 2019. Performance on end-of-year assessments such as AP exams and CAASPP will reflect that students learned the material required to demonstrate proficiency. Continue to increase the College Board Equity and Excellence percentage until 80% is reached. On state exams in Spring 2026, disaggregated CAASPP results will show that an increasing percentage of students from all subgroups will demonstrate proficiency in math and English. The percentage of students who report on the CHS Wellness and Engagement Survey (given each fall) that their teachers keep them informed of their progress/grade in their classes will grow each year by one percent or more. The rate fell from 65.7% in 2023 to 61.9% in 2024. The percentage started moving back up in 2025 with 62.9% reporting positively on this question. This is an area that we need to continue to improve. Ideally, this percentage would grow each year by one or more percentage points until 80% is reached– and it did grow by 1% from 2024 to 2025.

Data Presentation of LCAP Goal #1 - High School Achievement and Outcomes

California State Assessment Results in ELA, Math, and Science

California Assessments of Student Performance and Progress (CAASPP) Results

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

The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of Education. The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through CAASPP/EAP results. CAASPP/EAP scores are one of the multiple measures the CSU uses to assess students' readiness for college-level coursework in English and mathematics and to place first-time freshmen in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

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

The CAASPP results are one of the measures reported on the California School Dashboard (www.caschooldashboard.org), an online tool that shows how schools are performing on state and local indicators that are included in California's school accountability system. The state indicators reported on the dashboard are: Academic (reported separately for English language arts (ELA), Math, and Science), English Learner Progress, Chronic Absenteeism, Graduation Rate, Suspension Rate, and College/Career. Performance levels are reported in one of five color-coded performance levels. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. There are also student groups identified: English Learners (EL), socioeconomically disadvantaged students (SED), foster youth (FY), homeless youth (HY), students with disabilities (SWD), and racial/ethnic groups, including: African American/Black, American Indian/Native Alaskan, Asian, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, Two or more races, and White. Students who do not report an ethnicity are included in the Two or More Races subgroup.

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

Achievement Level	CUPERTINO		FUHSD		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	60.5%	62.6%	56.0%	56.8%	39.0%	30.1%	27.4%	14.2%
Standard Met (Level 3)	24.0%	19.1%	23.3%	16.7%	26.4%	17.0%	29.6%	16.3%
Standard Nearly Met (Level 2)	11.0%	9.2%	11.7%	10.9%	16.3%	17.2%	20.5%	20.9%
Standard Not Met (Level 1)	4.5%	9.2%	8.9%	15.6%	18.3%	35.7%	22.5%	48.6%

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

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

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
	EL (-40.5/-17.4) SED (-4.7/-56.4)	SWD (-2.5/+80.1)	OVERALL (+111.7/-11.4) Asian (+126.4/-19.6) Hispanic (+16.4/+40.3) White (+88.6/-20.4)	
<i>Subgroup (Distance from Standard/Change from Previous Year)</i>				

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

Figure 1.1: 2025 Smarter Balanced Summative English Assessment by Subgroup at Cupertino High School

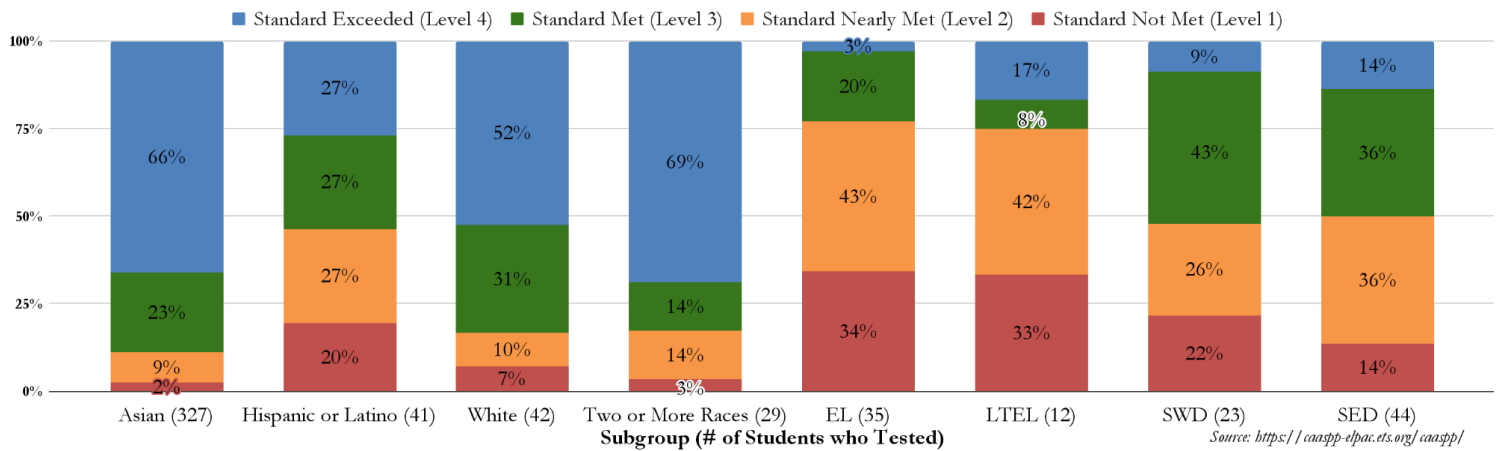


Figure 1.2: Three-Year Comparison (2022-2025) of Smarter Balanced English Assessment Performance at Cupertino High School

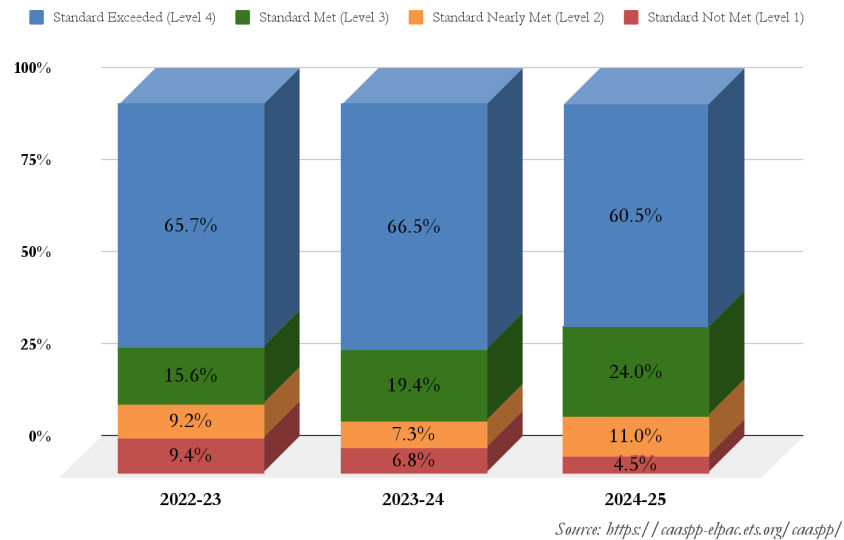
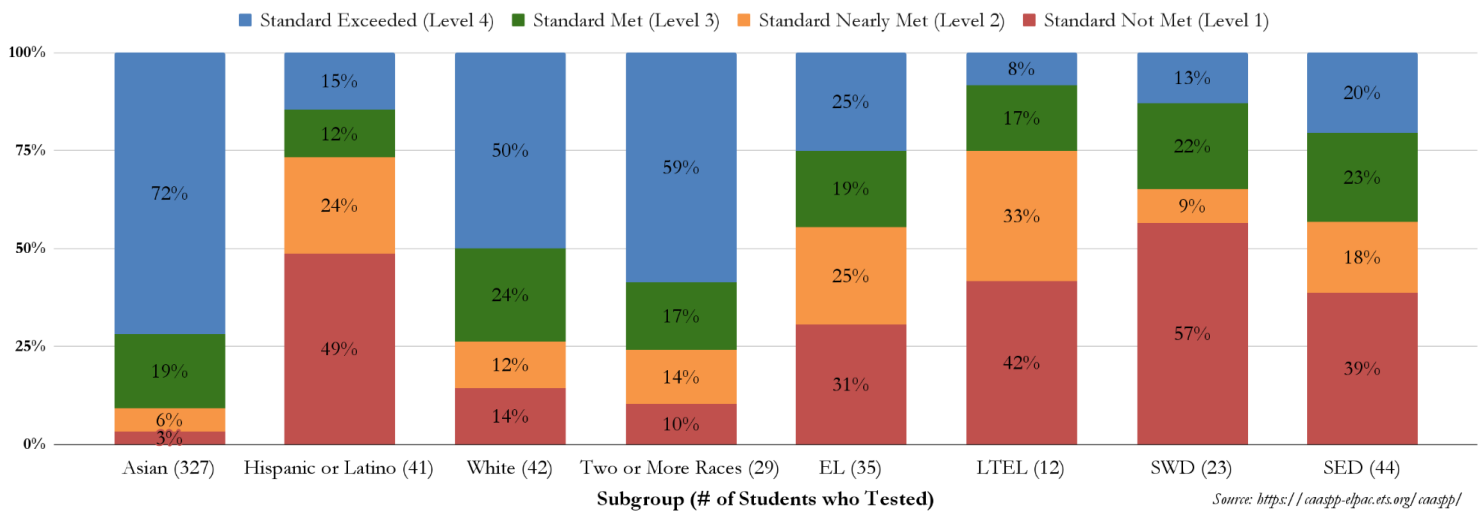
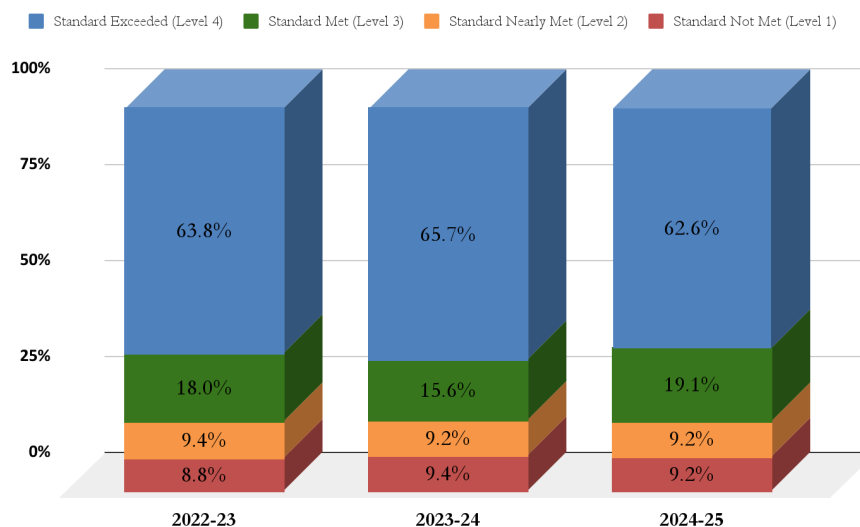


Table 1.3: Smarter Balanced Summative Math Assessment by Subgroup at Cupertino High School

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
		SED (-34.6/-28.8)	OVERALL (+114.9/-9.5) Asian (+146.3/-19.9) EL (-7.7/+5.9) Hispanic (-54.7/+59.6) SWD (-40.4/+71)	White (+60.7/+11.1)
<i>Subgroup (Distance from Standard/Change from Previous Year)</i>				

Source: <https://www.caschooldashboard.org/>**Figure 1.3: 2025 Smarter Balanced Summative Math Assessment by Subgroup at Cupertino High School****Figure 1.4: Three-Year Comparison (2022-2025) of Smarter Balanced Math Assessment Performance at Cupertino High School**

California Science Test (CAST) Results

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

In July of 2024, the State Board of Education approved the Science Indicator on the Dashboard, and results began to be displayed for LEA's, schools, and student groups. The 2025 results are the first year the CA Dashboard shows colors for the Science Indicator based on students' performance on the test and the change from previous years' performance.

Table 1.4: Performance Levels on the Smarter Balanced Summative Science Assessment at

Achievement Level	Cupertino HS	FUHSD	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	38.2%	35.3%	18.6%	8.6%
Standard Met (Level 3)	36.0%	31.7%	28.6%	24.0%
Standard Nearly Met (Level 2)	23.4%	28.5%	45.4%	57.4%
Standard Not Met (Level 1)	2.4%	4.5%	7.4%	10.0%

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

Cupertino High School, FUHSD, Santa Clara County, and California

Table 1.5: Smarter Balanced Summative Science Assessment by Subgroup at Cupertino High School

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
	EL (42.4/-8.6)	SED (50.1/-4.4)	OVERALL (+114.9/-9.5) Asian (78.3/-4.5) Hispanic (46.9/+2.2) SWD (52.1/+14.4)	White (70.4/+2.4)
Subgroup (Science Points/Change from Previous Year)				

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

Figure 1.5: 2025 Smarter Balanced Summative Science Assessment by Subgroup at Cupertino High School

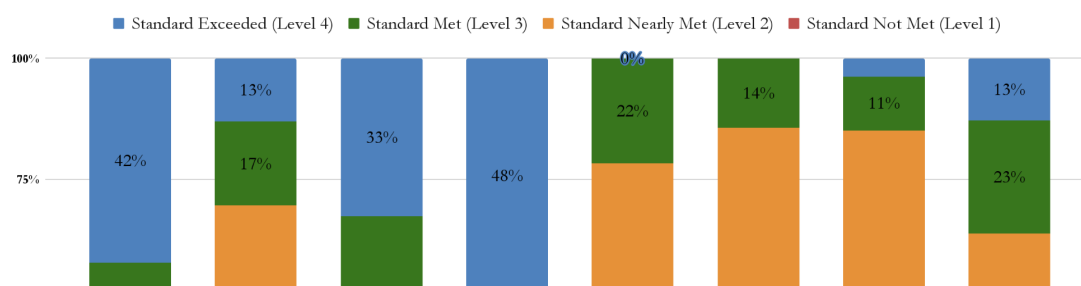
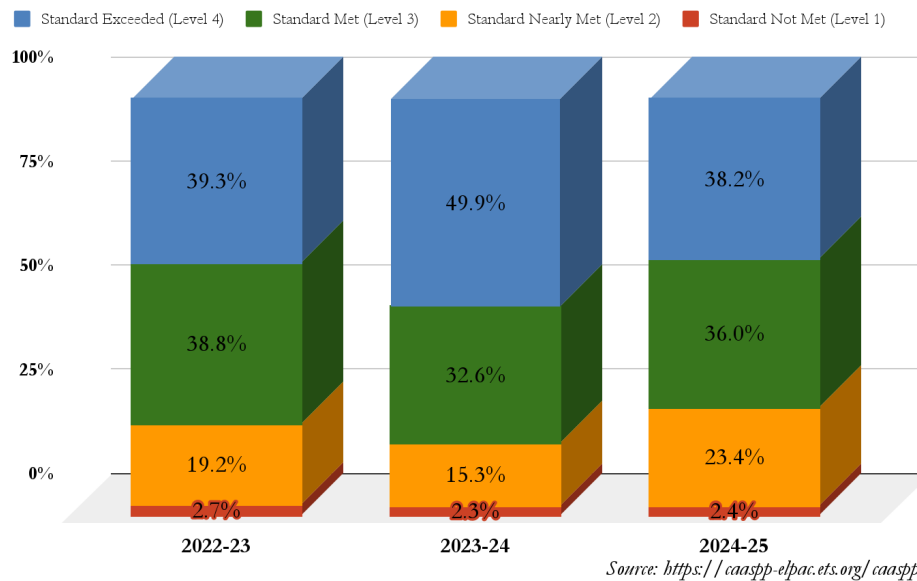


Figure 1.6: Three-Year Comparison (2022-2025) of Smarter Balanced Science Assessment Performance at Cupertino High School



California State Assessment Results in ELA, Math, and Science Summary

In the area of **English Language Arts** assessment, CA School Dashboard results for the district are as follows:

2022-23 → Very Low: No Student Groups

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, SWDs (82.6 below standard, declined 27.5 points).*

2024-25 → Very Low: LTEL (97 points below standard, maintained 0.6 points).

In the area of **Mathematics** assessment, CA School Dashboard results are as follows:

2022-23 → Very Low: students who are Hispanic (117.7 points below standard; declined 18.9 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).

2024-25 → Very Low: No Student Groups

In the area of **Science** assessment, CA School Dashboard results are as follows:

2022-23 → no performance categories published

2023-24 → no performance categories published

2024-25 → Very Low: No Student Groups

Site Summary -

- **Successes in these metrics:** overall, students at Cupertino score in the green category for English/Language Arts (ELA), Math, and Science on the CAASPP tests. Of particular note is the 40 point increase by our Hispanic students in their distance above the standard on the English test, and a 59 point increase in Math. Our Students with Disabilities (SWD) also showed tremendous growth with an 80 point increase in English, and a 71 point increase in Math, while their Science score held strong with a 14 point increase over the previous year.
 - Our College Board Equity and Excellence Percentage in 2024 was 77.3%, meaning that 77.3% of the graduating class took and passed at least one AP Exam. That was an increase of almost 8% from the previous year. The percentage for 2025 was 75.7% which is a slight step backward.
 - We had scores in ELA and Science negatively affected by participation penalties (falling below 95% participation by a subgroup). In ELA, students who are socio-economically disadvantaged (SED) and SWD dropped one color. Without the participation penalty, SWD would be green, and SED would be yellow. In Science, English Learners (EL) and SWD dropped a color. Though this penalty is in place to discourage schools from selectively testing certain groups of students, the penalty serves to obscure the fact that students in those subgroups are making progress at Cupertino on the ELA and Science tests. For instance, the SWD subgroup improved by over 80 scaled score points but is listed in yellow instead of green because of the participation penalty. At CHS, the number of students we were short to meet the percentage is often less than three. We always strive to test every student in the 11th grade but for a variety of reasons some students do not test.
- **Efforts being made with student groups in the Very Low range:** we have no subgroups in the Very Low range. Students who are EL fall into the Low category in English and Science, while students who are SED are in the Low category in English. Our Long-Term English Learners (LTEL) score below the general EL population as well.
 - We provide continued support of EL through the EL Center (more detail below) and by offering Admin Tutorial. Admin Tutorial is an academic intervention for students who are currently receiving a D or F in two or more academic, graduation requirement classes. They are assigned to attend either the library or the EL Center for each tutorial to work with staff and student tutors to complete assignments and get help, as needed.
 - We did a study of our student body during the 2024-25 school year and presented to the School District Cabinet a need for an additional Spanish-speaking EL paraeducator and were provided a new 6-hour position.
 - For the 2026-27 school year, we will offer ELD 1C to support EL with the demands of science and social studies.
 - We continue to offer the writing lab to support our students with writing in English classes.
 - The Peer Tutoring Center is available to all students five days a week before and after school for free tutoring and academic support. Tutoring is also newly available in the EL Center two days per week
- **Significant changes:** we added ELD 1 during the 2024-25 school year to address the needs of our EL level 1 students who returned to us for the first time in three years. We also added a Spanish-speaking paraeducator who assists in those classes as well as in the EL Center. We added four additional co-taught sections in 25-26 to reach a total of 13. We offer the second highest number of co-taught sections in FUHSD. We also have 12 sheltered sections in 25-26, which is up from 10 in 24-25.
 - The work of the staff development team, which is largely informed by the Empathy Interview findings, identified *belonging* as a major area of continued focus. We are training staff this year in asset-based mindset, and in developing belonging among staff and students.
 - To highlight good teaching practices, we conducted Learning Walks in January to further train the staff in developing belonging in their classrooms.

- During the 25-26 school year, we added a section of Spanish 3 for Spanish Speakers as a pilot and will continue it as a permanent course during the 26-27 school year.
- For the 26-27 school year, we will also add Algebra 1 Workshop, which is a concurrent math class for students who have high support needs in math.

English Learner Profile and Academic Progress

A student is considered an English Learner (EL) if there is a report of a language other than English on their registration form upon initial entry in a California school and who, upon initial assessment in California, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instruction program. The following section provides information on our English Learners' spoken home languages, their EL classifications, their performance on the English Language Proficiency Assessment of California (ELPAC), and our reclassification rates.

Home Languages

Our local community is characterized by wonderful diversity, reflected in the primary languages spoken at home. Some of these languages represent our students who are English Learners (EL).

Table 1.6: Home Languages of English Learner Students at Cupertino High School

Home Primary Language	ELL #	Fluent English Proficient #	Total # of EL and FEP Students	% Total Enrollment that is EL and FEP
Spanish; Castilian	39	82	121	6.72%
Mandarin (Putonghua, Guoyu)	31	239	270	15.00%
Japanese	23	39	62	3.44%
Korean	9	110	119	6.61%
Vietnamese	6	20	26	1.44%
Telugu	5	64	69	3.83%
Russian	5	17	22	1.22%
Philippine languages	4	3	7	0.39%
Hindi	2	97	99	5.50%
Arabic	2	11	13	0.72%
Turkish	2	9	11	0.61%
Hebrew	2	5	7	0.39%
Urdu	2	5	7	0.39%
Tamil	1	56	57	3.17%
Uncoded languages (Other non-English languages)	1	42	43	2.39%
Cantonese	1	24	25	1.39%
Persian (Farsi)	1	8	9	0.50%
Taiwanese	1	6	7	0.39%

Armenian	1	2	3	0.17%
Italian	1	2	3	0.17%
Burmese	1	1	2	0.11%
Albanian	1		1	0.06%
Chinese (Other Chinese languages)	1		1	0.06%

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

English Learner Classification and Reclassification Criteria

The California Department of Education uses the following definitions for English Learners.

English Learner “At-Risk” of Becoming a Long-Term English Learner (At-Risk): An EL student who has been enrolled in a U.S. school for four or five years, has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC, and for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP - ELA. The assessment component of “At-Risk” determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above.

Long-Term English Learner (LTEL): An EL student who has been enrolled in a U.S. school for six or more years, has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC. Students in grades 6 to 9, inclusive, have scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. The assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above.

Reclassified Fluent English Proficient (RFEP): At FUHSD, we use the summative ELPAC score of “Overall PL 4” to determine whether a student has met the ELP assessment criterion. The criteria used for reclassification in the Fremont Union High School District are the following: (1) Summative ELPAC Overall score of “4”, (2) Final semester grades in academic classes of “C” or higher, (3) 9.0 grade equivalence in reading based on Gates McGinities or another district-approved reading assessment AND a passing score on a writing task, and (4) parental consultation/opinion.

Ever-EL: A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified as fluent English proficient (RFEP).

Table 1.7: English Learners at Cupertino High School

School Year	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL (0-3 years)	At-Risk (4-5 Years)	LTEL (6+ Years)	EL (4+ Years, Not At-Risk or LTEL)			
2022-23	32	11	40	30	113	559	672
2023-24	39	5	38	29	111	521	632
2024-25	71	6	48	18	143	506	649

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

Table 1.8: English Learners who are Dually Identified at Cupertino High School

School Year	EL Total	Sped Total	Dually Identified Sped and EL (0-6 years)	Dually Identified Sped and LTEL (6+ years)
2022-23	113	209	9	9
2023-24	111	174	7	14
2024-25	143	203	4	21

Sources: <https://dq.cde.ca.gov/dataquest/> and Calpads

English Language Proficiency Assessment of California (ELPAC) Results

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

Table 1.9: Overall Performance Levels on the English Language Proficiency Assessment of California by

Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	42.9%	17.9%	21.4%	17.9%	28
EL in US > 1 yr	19.1%	22.9%	30.5%	27.6%	105
LTEL	13.9%	30.6%	38.9%	16.7%	36
All English Learners	24.1%	21.8%	28.6%	25.6%	133

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

English Learner Group

English Learner Progress Indicator

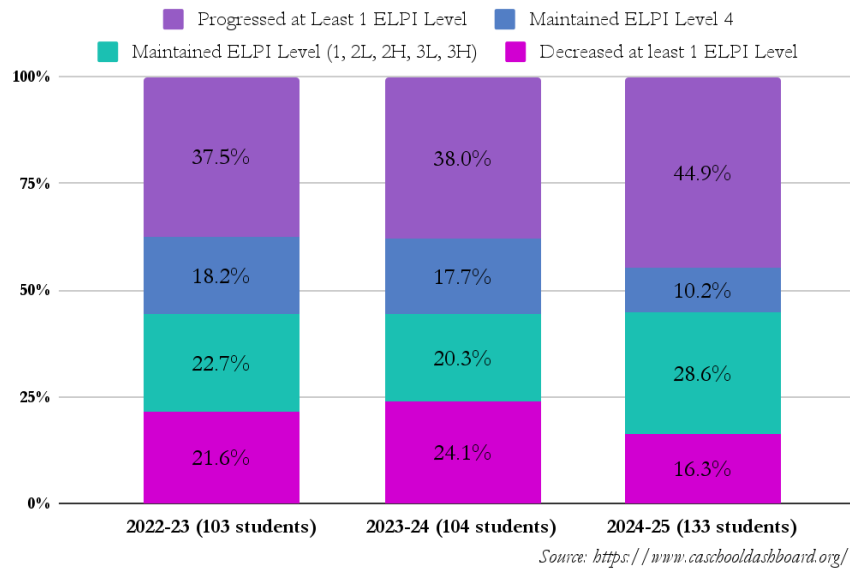
The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative Assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, “progress” is defined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

Table 1.10: California Dashboard English Language Progress Indicator

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
	LTEL (40%/-8.8%)	OVERALL (54%/-0.3%) EL (54%/-0.3%)		
Subgroup (% Making Progress/Change from Previous Year)				

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

Figure 1.7: Three-Year Comparison (2022-2025) of Students' English Language Acquisition Results on the Summative ELPAC at Cupertino High School



Reclassification of English Learners

Reclassification of EL students is conducted annually, each spring following the finalization of the fall term final grades. The reclassification rate is determined by the number of students reclassified divided by the prior year enrollment count.

Table 1.11: 3 Year Comparison of Reclassification Rates at Cupertino High School

School Year	Percent of CHS Students Reclassified	Percent of EL Students at CHS Prior Year
2022-23	8.9% (11)	5.9% (124)
2023-24	14.2% (16)	5.7% (113)
2024-25	18.9% (21)	6.1% (111)

Sources: Calpads Reports (1.17, 2.4, 2.16)

English and Academic Progress Summary

Learner Profile

For the **English Learner Progress Indicator**, CA School Dashboard results for the district are as follows:

2022-23 → Low: 44% of EL students making progress towards English language proficiency, which represents a 7.8% decline.

2023-24 → Low: 37.8% of EL students are making progress towards English language proficiency, which represents a 6.2% decline.

Very Low: For LTELs, 30.7% are making progress, which represents a 6.6% decline.

2024-25 → Low: No Student Groups. At Cupertino High School, 40% of EL students are making progress toward English language proficiency, which represents an 8.8% decline and places it in the low category.

Very Low: No Student Groups

Site Summary -

- The percentage of EL at CHS continues to slowly grow as a percentage of the total school population. This past year, the reclassification rate rose for at least the second year in a row, reaching a total that was 10 percentage points higher than 2023.
- As was the case with the CAASPP scores, above, LTEL did not have the same level of success as the general EL on the ELPAC. For instance, the majority of LTEL score in the level 2 and level 3 range while other EL score in the level 4 range. This consistent lower performance is an area that we must continue to focus on more carefully as we develop additional strategies and supports for these students.
- Starting in June 2025, our EL coordinator along with the English Language Development (ELD) teachers began examining the causes for some of the concerning data in the EL numbers. One step they decided to implement was to take some time to take the ELPAC themselves as part of their PLC work. Their goal was to get more information needed to more fully prepare students ahead of the test for what the students would face in taking the test themselves. The idea was not to teach to the test, but rather, to figure out what else we were missing to support our students to be successful.
- Our EL coordinator hosts “Team C” PLC meetings which happen once each month to check on progress of our students who need more support in the EL program and to work with the teachers on interventions. This involves the entire EL team in supporting the students.
- Our librarian has worked to compile reading materials for our EL students with grants that she was awarded. She is currently curating a larger book collection and creating a specific area in the library that will house books that are more accessible for EL. She works hard to ensure that our EL students find the library a welcoming space with material that matches their needs.
- Our EL coordinator spends a week going into our world language classes presenting and working to recruit ELD tutors for our ELD 1 and 2 classes. The effort helps in providing additional translation for our students who need the support in academic classes.
- We continue to work with our EL Program Assistant to fully develop the EL Center as a location for connection and academic support. The EL Program Assistant and EL Para staff the room during the day and host tutorial sessions and after school tutoring. The EL Center has become an open space for connection and community for many students.
- Our ELD 1A/B classes were created specifically to provide additional support and connection for our emerging English Learners. The teachers in ELD 1 A/B teach periods three and four, respectively so the students have an English class every day. The teachers also collaborate to ensure that the classroom environment reflects real-life experiences and brings in culturally relevant instruction to create a conducive environment for learning, every single period, every single day.
- The school helped purchase Listenwise for our EL program, software that supports students and teachers with reading, listening, and providing actionable feedback to the students and teachers to support their English learning.

Graduation and A-G Completion Rates

Cohort Graduation Rates

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

Student Group	Class of 2023		Class of 2024		Class of 2025	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	383	98.7%	332	98.2%	343	98.5%
Hispanic	64	87.5%	41	90.2%	52	94.2%
White	52	96.2%	49	98.0%	47	97.9%
Two or More Races	36	97.2%	32	90.6%	21	95.2%
EL	33	90.9%	26	92.3%	46	87.0%
LTEL	--	--	11	81.8%	24	87.5%
SWD	64	84.4%	51	76.5%	50	92.0%
SED	95	92.6%	75	90.7%	96	95.8%
CHS All Students	572	97.2%	486	96.5%	491	98.0%

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

Table 1.12: Three-Year Comparison of Cohort Graduation Rates by Student Group

Table 1.13: California Dashboard Graduation Indicator by Subgroup

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
			Hispanic (+4%) SWD (+15.5)	OVERALL (+1.5%) Asian (+0.3%) SED (+5.2%) White (-0.1%)
<i>Subgroup (Change from Previous Year)</i>				

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

Graduates Meeting UC/CSU A-G Course Requirements

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

Table 1.14: Three-Year Comparison of Graduates Meeting UC/CSU Requirements by Student Group

Student Group	Class of 2023		Class of 2024		Class of 2025	
	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met
Asian	383	91.4%	332	94.2%	343	93.3%
Hispanic or Latino	64	39.1%	41	46.3%	52	23.1%
White	52	69.2%	49	75.5%	47	76.6%
Two or More Races	36	75.0%	32	75.0%	21	85.7%
EL	33	45.5%	26	57.7%	46	52.2%
LTEL	--	--%	11	54.5%	24	41.7%
SWD	64	15.6%	51	33.3%	50	32.0%
SED	95	54.7%	75	64.0%	96	56.3%
CHS All Students	572	81.3%	486	84.2%	491	82.7%

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

Graduation & A-G Completion Rates Summary

For graduation rates, CA School Dashboard results for the district are as follows:

2022-23 → Very Low: No Student Groups

2023-24 → Very Low: EL (73.8% graduated, declined 6%), Homeless (39.3% graduated, declined 37.2%), and students with disabilities (72.6% graduated, declined 8.9%)

2024-25 → Very Low: No Student Groups

Site Summary -

- Overall graduation rates have increased and returned to the pre-pandemic high of 2019. There have been significant gains in our SWD and SED subgroups, with those groups moving from Low to High and Medium to Very High on the Dashboard indicators, respectively.
- Many subgroups remained stable in terms of A-G eligibility from year to year.
- EL graduation and A-G eligibility rates have decreased since the previous school year. We attribute this to a fluctuation in the student cohort from 2025. As this subgroup continues to grow we will continue to look for additional ways to support this group more successfully. We are considering a mentoring group for 10th grade male EL students. We also plan to add ELD 1C as another option for students next year. This course will support Science and Social Studies language acquisition of technical vocabulary. This will set students up for better success in A-G level courses like Biology.
- While the Hispanic subgroup saw a significant improvement in overall graduation rates in 2025, A-G eligibility declined from 46.3% to 23.1%. We consider this data point to be an anomaly rather than a trend, but we continue to hold discussions about how to address the needs of our Hispanic students at CHS.
- The School Counseling team is implementing “Academic Action Plan” meetings for 10th grade Latinx students with an explicit counseling focus to encourage and support A-G eligibility. Counselors meet with students after each progress report to review supports and academic plans for course/assignment completion.

Summary Analysis of Progress on LCAP Goal #1

Site Summary -

- *Activities in Coordination with Metrics*

- Because Algebra 2 remains a gatekeeper for UC/CSU eligibility, CHS started a co-taught Algebra 2 class this year to support students who have struggled in math. We are also adding an Algebra Workshop class next school year for our students with the highest support needs.
- *Overall progress towards the goal, including targeted areas*
 - As a school, we continue to make progress on metrics related to our student subgroup goals. Overall, student scores on the CAASPP are very high compared to state and county averages, and our students continue to improve those scores from year to year. Our identified subgroups showed mixed results with some making large gains in distance from standard, while others showed some decline. We continue to monitor and support all of our student subgroups as we work toward further gains in CAASPP scores.
 - ELPAC scores showed a virtual maintenance of scores from 2024 to 2025 while reclassification rates for EL showed dramatic improvement over a three year period.
 - Graduation rates for all students returned to pre-pandemic levels with a very high overall rate of 98%. Two groups finished below 90%-- EL and LTEL. We continue to explore ways to better support those students in finishing their high school requirements on time.
 - The A-G completion rate fell slightly from a long-term high in 2024. This 1.5% decline falls within a normal range of fluctuation for this very specific metric and is due in part to some second semester grades that did not finish at C or above for 12 grade students. There is no single class that serves as a gatekeeper for students regarding A-G completion as those who did not finish the requirements received D's in a variety of classes. Four subgroups of students continue to struggle with these college-prep level requirements and each of these four subgroups showed a downturn in completion in 2025. These subgroups are: EL, LTEL, SWD and SED.
- *Activities that support English Language Learners, students with disabilities, and students who are socioeconomically disadvantaged*
 - The EL Center has been open for a year and a half and serves as a space to support EL during tutorial, brunch, lunch. This is also the space for them to seek support from the EL Program Specialist who works hard to support their learning journey at CHS.
 - The ELD 1 A/B team is running the program like AVID - they conduct grade checks every six weeks in the class. They also meet one on one with the students. They work to provide equitable access to school activities. They play announcements and have student tutors translate to the groups of students in each language to ensure these emerging English speakers have access to schoolwide information. This is a concerted effort to give these students better access to the school programs and help them feel a stronger sense of belonging.
 - The ELD Program uses regular Team C meeting time for collaboration among ELD program teachers.
 - A team teaching model for the ELD and English classes is also in place where an ELD teacher and the corresponding English teacher are a team who share the same students in their pair of classes. This is teaming, not co-teaching, as each teacher works separately in a different class period with the same group of students and then collaborates on curriculum and support for these students.
 - When conducting Empathy Interviews in April 2025 we specifically included SED, EL, LTEL, and SWD in our interview cohort.
 - The major focus of staff training during the 2025-26 school year is belonging and how to create belonging for all student groups..
 - Part of this staff training on belonging has been multiple sessions to develop an asset-based mindset in staff and students.
 - One of these staff training sessions specifically focused on asset-based mindset and the approach to Individualized Education Program (IEP).
 - The School Counseling team is implementing "Academic Action Plan" meetings for 10th grade Latinx students with an explicit counseling focus to encourage and support A-G

eligibility. Counselors meet with students after each progress report to review supports and academic plans for course/assignment completion.

- *Local indicators that relate to excellence, as determined at FMA Retreat 2025*
 - Each of the performance indicators discussed in LCAP Goal #1 show that our students have made progress and/ or mastered fully the following local indicators of excellence we identified in August. The indicators related to this section that our students showed excellence in are:
 - Effective communicators
 - Life-long learners
 - Collaborative Learners
 - Critical Thinkers
 - Students who are prepared for what comes next in their journey

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

WASC Plan Action Steps 2025-26

Growth Target	2025-2026
<i>Increase the percentage of students in the noted subgroups who earn C or better grades in all their classes.</i>	Continue to use Analysis of Student Work to make adjustments to content and curriculum as well as to identify students who need additional support.
	Further implement Grading for Equity strategies across teams.
	Continue to learn UDL strategies and share what we're learning with other staff members.
	Continue to use the Alpha Intervention teams to get timely support to students in need.
	Expect and inspect implementation of culturally responsive teaching practices.
	Present Street Data from empathy interviews to staff and begin staff training in the areas of need revealed through the interviews.

FUHSD LCAP GOAL #2

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

Cupertino High School WASC Goal (Career Exploration Goal)	Increase career exploration and awareness for all our students, so that all students graduate with a tentative plan for their post-secondary lives.
Cupertino High School Target	Take inventory of career skills and pathway identification in all core classes.

	All students will be able to self-identify and archive evidence of their career skill development through reflection after the Career Fair in March 2026. Our Equity and Excellence Index from the College Board will remain above 75%. The percentage of graduating seniors who take a CTE or dual enrollment course during their high school years will increase to 60%.
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Data Presentation of LCAP Goal #2 - Access to College- and Career-Ready Curriculum

College and Career Preparation

College and Career Readiness Indicator

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. To calculate the CCI, students are assigned to one of three levels (prepared, approaching prepared, or not prepared), based on the highest benchmark measures that they met. The percentage of the senior year cohort who graduated “prepared” for college and career is included in the current year’s data. A dashboard color is then assigned based on the current year’s data, with the change in status from the previous year.

Table 2.1: California Dashboard College and Career Indicator by Subgroup

Very Low Lowest Status	Low	Medium	High	Very High Highest Status
	Hispanic (38.5%/-17.6%)	SED (63.5%/-4.5%)	SWD (42%/+8.7%)	OVERALL (86.8%/-0.9%) Asian (95.3%/+0.25) White (85.1%/+3.5%)
<i>Subgroup (Prepared %/Change from Previous Year)</i>				

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

Least Restrictive Environment

Least Restrictive Environment (LRE) is the requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with students who are nondisabled. Special classes, separate schooling, or other removals of students with disabilities from the regular educational environment occur only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Table 2.2: Special Education Enrollment by Program Setting

School Year	Special Education Enrollment	Regular Class 80 % or More of the Day	Regular Class 40 to 79% of the Day	Regular Class 39% or Less of the Day	Separate School & Other Settings
2022-23	178	50.00%	47.20%	2.20%	0.60%
2023-24	174	58.60%	35.10%	6.30%	0.00%
2024-25	160	58.80%	40.00%	1.30%	0.00%
2025-26	149	60.00%	40.00%	0.00%	0.00%

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

Advanced Placement (AP) Exams and Course Enrollment

Table 2.3: Three-Performance on Tests

AP Tests	2022-23	2023-24	2024-25
# of AP Test Takers	907	883	922
Total # of Exams Taken	2,576	2,674	2,806
% of Scores 3 or Greater	88%	90%	91%

Year Comparison of Advanced Placement

Source: www.collegeboard.org

Table 2.4: Three-Year Comparison of Advanced Placement Course Enrollment by Subgroup

Student Subgroup	2022-23			2023-24			2024-25		
	# Stu	Total Cohort	% of Subgroup	# Stu	Total Cohort	% of Subgroup	# Stu	Total Cohort	% of Subgroup
African American	4	20	20.0%	1	14	7.1%	1	7	14.3%
Amer. Indian or Alaska Native	2	3	66.7%	1	1	100.0%	0	3	0.0%
Asian	748	1,460	51.2%	717	1,335	53.7%	735	1,308	56.2%
Hispanic	28	199	14.1%	31	174	17.8%	27	201	13.4%
Pacific Islander	3	5	60.0%	3	4	75.0%	2	2	100.0%
White	66	200	33.0%	59	195	30.3%	67	176	38.1%
Two or More Races	42	128	32.8%	34	105	32.4%	39	103	37.9%
EL	9	88	10.2%	11	92	12.0%	20	139	14.4%
SWD	9	189	4.8%	14	154	9.1%	9	139	6.5%
SED	50	211	23.7%	53	197	26.9%	55	236	23.3%
All Students (Unduplicated)	893	2,015	44.3%	846	1,828	46.3%	871	1,801	48.4%

Source: Reports from Student Information System (Infinite Campus)

Scholastic Achievement Test (SAT) Results

Table 2.5: Two-Year Comparison of Performance Levels on the Scholastic Achievement Test (SAT) at Cupertino High School, FUHSD, and California

SAT Results	CHS		FUHSD		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Number of Test Takers	656	528	3,014	2,414	138,829	173,967
Read & Write Mean	656	650	658	661	555	572
Math Mean	703	693	698	696	556	560
Overall	1,359	1,344	1,357	1,358	1,118	1,132

Source: www.collegeboard.org

College and Career Preparation Summary

Site Summary -

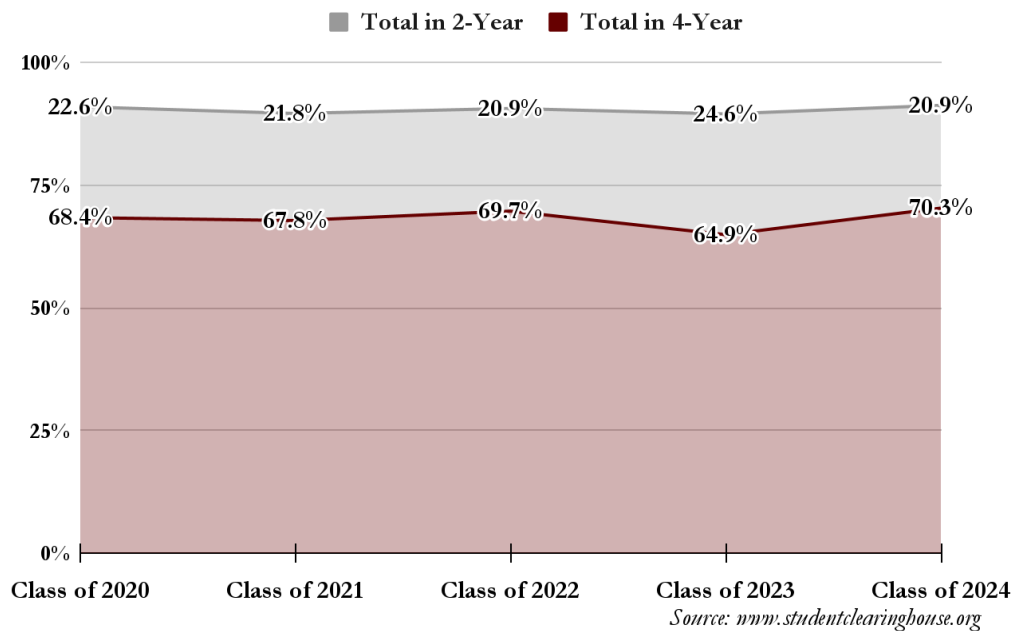
- There are no student groups in the Very Low range
- Hispanic students are in the Low range because of a substantial decrease (17.6%) in the percentage of the 2025 cohort having met the College/Career Indicator (CCI) requirements established by the California Dashboard system.
 - Algebra 2 is a known challenge for students meeting A-G eligibility. CHS Empathy interviews heard from student experiences, and the math-specific comments were shared and analyzed by the Math Department. Discussions with the department, Department Lead and Math Curriculum Lead occurred regularly in the first semester to analyze student results and begin brainstorming interventions to make all students feel welcome and successful in math courses, especially Algebra 2.
- We will introduce Algebra 1 Workshop for the 2026-27 school year. This course is intended to function as a parallel math class to the Algebra 1 class and is designed to provide additional intervention with building basic math skills to support student success in Algebra 1. This course is available to any student (ELD, General Education, and Special Education) identified by their math teacher as needing additional support.
- We are adding the Economics & Virtual Enterprise course in the Business Department for the 26-27 school year. This will provide an opportunity for students to complete the International Business pathway. This is one of the ways students can meet the CCI on the dashboard and should lead to improved completion rates among all student groups.
- The overall CCI completion rate of 86.8% of graduates in 2025 is an exceptionally high number that represents the strong focus our students have on preparing for college and careers.
- Though our SWD still lag behind the general school average, the subgroup did make significant progress from one year to the next.
- The Least Restrictive Environment (LRE) percentage increased slightly in 24-25 and we continue to see slight increases in the 25-26 school year.
- The percentages of EL, SWD, and students who are SED who participated in Advanced Placement classes are lower than the overall school average, but are above FUHSD averages.
- The number of test takers for the SAT declined in 24-25 and the overall score remained steady.
- The focus on College and Career Readiness matches the Career Awareness goal from our WASC Action Plan.

Postsecondary Outcomes

Postsecondary Enrollment Persistence and Graduation

Post-secondary program data is made available to us through different sources, including the National Student Clearinghouse. For this resource, our graduate data is matched against enrollment records of participating postsecondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included. We continue to monitor the data annually, which shows a general trend of the majority of our students entering post-secondary institutions within 2 years immediately following high school.

Figure 2.1: Five-Year Comparison of Students Entering Postsecondary Institutions Any Time During their First Two Years After High School



	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
Enrolled within 1st year	91.1%	89.9%	89.8%	88.2%	90.1%	87.3%	91.2%	78.1%
Persisted 2nd year	88.4%	86.1%	85.9%	84.9%	87.6%	83.4%	-%	-%
Graduated (as of 24-25)	79.8%	76.4%	73.3%	59.7%	15.8%	3.6%	-%	-%

Source: www.studentclearinghouse.org

Table 2.6: Trends in College Enrollment, Persistence, and Graduation

Postsecondary Outcomes Summary

Site Summary -

- The percentage of students who enroll in college within the first two years of high school graduation returned to pre-pandemic totals with the Class of 2024.
- The State average for this metric is 65% and the District average is 86%.
Source: <https://dq.cde.ca.gov/dataquest>
- The persistence rate for students making their way to college graduation is at a very strong level.

- The College and Career Center continues to offer specific programming for students and families for all post-secondary options: military, trade school, community college, and university with an increased focus on providing hands-on, technical and trade careers in current programming like the Career Fair.
- Comunidad Latina (see below in goal #3) and the English Language Advisory Committee (ELAC) (see also below in goal #3) devote time at their meetings to talk about the path to college, applying to college, and paying for college.
- Every IEP meeting includes discussion about transition services and goals and how college fits into the plan for each student.
- The new Virtual Enterprise class that we will offer during the 26-27 school year completes a CTE pathway in Business. This course will be offered every other year and will alternate with International Business as part of the CTE pathway.

Summary Analysis of Progress on LCAP Goal #2

Site Summary -

- *Activities in Coordination with Metrics*
 - One goal is to increase the number of students who experience the LRE in their class schedules. We added more co-taught sections in 25-26 and we continue to plan for additional co-taught sections for 26-27.
 - We added a bilingual para-educator to support our Spanish-speaking English Language Learners during semester two of the 24-25 school year.
 - We continue to expand the profile and offerings in the EL Center through the work of our EL Program Assistant. Our EL Program Assistant works with paraeducators to invite students to the space, and offers support to students, when it is warranted based on grades. The space also provides a safe haven for students to have lunch together, play board games or card games like Uno, and to help create a strong sense of belonging for students at CHS.
- *Overall progress towards the goal, including targeted areas*
 - The overall rate of college readiness is very high at Cupertino. We acknowledge that certain student subgroups are still not seeing the high level of success that other groups enjoy. We continue to explore ways to help those students find that success.
 - Our target areas for improvement on the CCI metric are Hispanic students, students who are SED and SWD. Since part of the Dashboard is designed to acknowledge progress by subgroups, we are pleased that the SWD subgroup is designated as Green for this year's dashboard, but we realize that we have much room to grow as we work to help more of these students reach college and career readiness by graduation.
 - Our focus for professional development this year, based on the data from our student empathy interviews in 2025, is belonging. The first major component of belonging that we have focused on this year in training is asset-based thinking. Asset-based thinking emphasizes focusing on a student's current strengths to help them build other competencies and skills rather than focusing on those deficits the student presents with. We will continue training, discussion, and promotion of asset-based thinking moving forward as we are confident this approach helps build academic confidence and a sense of belonging in students.
 - In January 2026, over 30 staff participated in a Learning Walk pilot for peer observation, focusing on ways that staff support belonging in their setting and context. Positive peer observations were facilitated by a Curriculum Lead or New Teacher Mentor to help staff identify teacher moves and strategies used to support student belonging, while also supporting staff belonging through peer appreciation for effective teaching.

- *Local indicators that relate to excellence, as determined at FMA Retreat 2025*
 - Each of the performance indicators discussed in LCAP Goal #2 show that our students have made progress in mastering the following local indicators of excellence we identified in August. The indicators related to this section that our students showed excellence in are:
 - Effective communicators
 - Life-long learners
 - Resilient
 - Students who are prepared for what comes next in their journey

Summary Status Update of WASC Action Plan Related to LCAP Goal #2 - WASC Plan Action Steps 2025-26

Growth Target	2025-2026
<i>Increase the percentage of students who will be able to self-identify and archive career skills.</i>	Re-evaluate our career-oriented offerings and assess for areas of growth.
<i>Increase partnerships with businesses, community colleges, and other FUHSD schools.</i>	Establish an annual meeting with parents about current job trends, career skills, and pathways.
	Guidance departments connect district-wide regarding scheduling of career-based courses.
	Monitor, evaluate and adjust the senior careers pathway.

FUHSD LCAP GOAL #3

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

CHS WASC Goal (SEL Goal)	Increase and improve our students' social-emotional competencies.
Cupertino High School Target	Continue to decrease the percentage of students who are highly stressed by schoolwork, as reported on the CHS Wellness and Engagement Survey. This percentage decreased from 31% to 24% in 2024, and reached a new low of 20% in the October 2025 survey. Increase the percentage of students who have at least one adult they feel comfortable asking for help: Baseline: 75%. This percentage reached 76% in 2024 and in 2025 the percentage reached a new high of 77%. Increase understanding of Social Emotional Learning (SEL) vocabulary and skills among staff and students. Decrease the percentage of suspensions in noted subgroups to match the subgroup's percentage enrollment in school.

	Improve the attendance of students in the Hispanic and Students with Disabilities subgroups, who are disproportionately represented in the chronic absentee rates.
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Data Presentation of LCAP Goal #3 - Safe, Supportive, and Engaging School Environment

Student Behavior and Discipline

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

While most state indicators on the California Dashboard have the desired outcome as a high percentage of performance and an increase from the previous year, the suspension indicator is a reverse indicator. Progress is evidenced by a decline in the rate. Therefore, to show progress, a school aims to have a low suspension rate and a decline from the previous year.

Table

**3.1:
Three-**

Year	School Year	Cumulative Enrollment	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
	2022-23	2,050	0	0.00%	0.04%
	2023-24	1,863	0	0.00%	0.01%
	2024-25	1,841	0	0.00%	0.02%

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

Comparison of Expulsions at Cupertino High School and FUHSD

Table 3.2: Three-Year Comparison of Students with One or More Suspensions by Subgroup

Student Group	2022-23			2023-24			2024-25		
	# total cohort	# of students	%	# total cohort	# of students	%	# total cohort	# of students	%
African American	20	--	5.0%	15	1	6.7%	8	--	--%
Asian	1,410	11	0.8%	1,286	14	1.1%	1,276	15	1.2%
Filipino	36	1	2.8%	35	1	2.9%	31	0	0.0%
Hispanic or Latino	209	14	6.7%	183	13	7.1%	208	5	2.4%
White	197	6	3.0%	194	3	1.5%	174	3	1.7%
Two or More Races	170	2	1.2%	142	2	1.4%	139	4	2.9%
HY	8	--	--%	14	1	7.1%	7	--	--%

EL	125	4	3.2%	129	7	5.4%	164	4	2.4%
LTEL	--	--	--%	53	7	13.2%	57	3	5.3%
SED	225	12	5.3%	220	15	6.8%	242	8	3.3%
SWD	217	21	9.7%	180	12	6.7%	171	5	2.9%
All Students	2,050	35	1.7%	1,861	34	1.8%	1,841	27	1.5%

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

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

Table 3.3: California Dashboard Suspension Indicator by Subgroup

Very Low High rate of suspension and/or increase from previous year	Low	Medium	High	Very High Low rate of suspension and/or decline from the previous year
	Two or More Races (+1.5%)	White (+0.2%)	OVERALL (-0.4%) Asian (+0.1%) EL (-3%) Hispanic (-4.7%) LTEL (-7.9%) SED (-3.5%) SWD (-3.7%)	Filipino (-2.9*)
Subgroup (Change from Previous Year)				

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

Student Behavior and Discipline Summary

The District Campus Climate team meets monthly. 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). One area of focus is disproportionate suspension rates. For the suspension indicator, CA School Dashboard results for the district are as follows:

2022-23 → Students who had a very high rate of suspension and increased from the previous year districtwide were: homeless (11.9% suspended at least one day, increased 1.6%) and students who are American Indian (13.5% suspended at least one day, increased 13.5%). *At Cupertino High School, students with disabilities also increased (9.7% suspended at least one day, which was an increase of 3.5%).*

2023-24 → Students who had a high rate of suspension and increased from the previous year districtwide were: Pacific Islanders (10.8% suspended at least one day, increased 4.8%). *At Cupertino High School, LTEL also increased (12.2% suspended at least one day, which was an increase of 5.8%).*

2024-25 → No Student Groups

Site Summary -

- As of the 24-25 school year, Cupertino had no expulsions for at least the third year in a row.
- Cupertino had no student groups in the Very Low category on the dashboard for suspensions and only one group in the Low category.
- There were marked improvements in almost every subgroup regarding suspensions. The Hispanic subgroup declined from 7.1% in 2024 to 2.4% in 2025. The LTEL subgroup also saw a steep decline from 13.2% to 5.3%.

- The Two or More Races subgroup saw an increase from two suspensions in 2024 to 4 suspensions in 2025. Because the size of the cohort is small, an addition of two suspensions looks like a large difference on the Dashboard.
- Through our ongoing partnership with Santa Clara County Behavioral Health, CHS has added a Peer Recovery Specialist through Starlight Community Services to support students with substance use recovery.

These improved suspension numbers validate our efforts to improve the social-emotional learning (SEL) outcomes for students outlined in our WASC process. The SEL Goal in our WASC Action Plan details steps we have taken as a school community to address the SEL needs of our students. This data shows that our efforts are paying off in better student discipline outcomes. Of our few suspensions, most have been for substance use, and a few for fighting/dangerous objects.

Chronic Absenteeism

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

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

Student Group	22-23		23-24		24-25	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	20	25.0%	15	33.3%	--	--%
Asian	1,400	3.6%	1,281	3.4%	1,270	4.3%
Filipino	36	0.0%	35	2.9%	31	12.9%
Hispanic or Latino	204	25.0%	177	18.1%	204	21.6%
White	195	11.3%	190	11.1%	171	9.9%
Two or More Races	124	14.5%	101	11.9%	98	6.1%
EL	122	13.1%	126	10.3%	160	16.3%
SWD	216	20.4%	177	19.2%	169	17.2%
SED	220	23.2%	210	19.0%	239	18.8%
All Students	2,033	7.4%	1,844	6.5%	1,826	7.1%

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

Chronic Absenteeism Summary

Site Summary -

- CHS site Chronic Absenteeism Interventions (CAI) team meets every two weeks to review students who receive letter 2 and beyond. Each student is discussed and next steps are determined, including SWD.
- Student Assistance Team (SAT) is exploring a variety of supports for school refusal, mental health, and medical absences.
- Attendance presentations for staff (Attendance Roadshow by District staff) occurred at each site in support of education and clarification around absence protocols and expectations.

California Healthy Kids Survey (CHKS) Results

The California Healthy Kids Survey (CHKS), created by the California Department of Education (CDE), is an important tool that guides District efforts to promote better health and well-being among our students and improve the school learning environment. The survey gathers information on developmental supports provided to students; school connectedness and barriers to learning; school safety; health-related concerns; risk of depression and suicide; and protected class identifiers such as sexual orientation and gender identity. The survey is voluntary, anonymous, and confidential. The results are based on responses from 9th- and 11th-grade students and do not reflect any indicator if fewer than 50% of students or fewer than 15 respondents per grade level provided data.

Prior to administration in January 2023, the District had been utilizing other surveys and last administered CHKS during the 2009-2010 school year. The return to CHKS was in connection with participating in Tobacco Use Prevention Education through the Santa Clara County Office of Education and acknowledging the increase of survey items in the areas of mental health and wellness. Since 2007, a District Wellness Council composed of a diverse group of students, parents, teachers, staff, administrators, and community members has been in place. The Council utilizes scientific research, case studies, and survey information to inform district direction for student wellness. Through their guidance, the following areas have been identified for targeted work: meaningful participation in school, caring adult relationships, school connectedness, and school safety.

Table 3.5: Three-Year Comparison of Responses to the California Healthy Kids Survey at Cupertino High School

Average Percentage of Students Reporting "Pretty Much True" or "Very Much True"			
Indicator	2022-23	2023-24	2024-25
Meaningful Participation in School	27%	27%	33%
Caring Adults in School	55%	N/A	62%
Average Percentage of Students Reporting "Agree" or "Strongly Agree"			
Indicator	2022-23	2023-24	2024-25
School Connectedness	63%	64%	66%
Average Percentage of Students who Reported Feeling "Safe" or "Very Safe" at School			
Indicator	2022-23	2023-24	2024-25
School Safety	76%	80%	77%
Percentage of Students Reported Not Being Victimized			
Indicator	2022-23	2023-24	2024-25
Low Violence Victimization	89%	86%	90%
No Harassment	86%	79%	86%
No Mean Rumors	83%	80%	84%
No Fear of Getting Beaten Up	95%	93%	95%

Source: <https://calschls.org/reports-data/>

CHKS Summary

Site Summary -

- Every category except school safety increased from 2024 to 2025. The school safety indicator is within the range of variability that can occur in surveys from one year to the next and does not represent a major shift in how students perceive their safety on the CHS Campus.

- As we continue to focus on building strong relationships with students and increasing their sense of belonging on campus, we are pleased to see an increase in the percentage of students who feel connected to caring adults. We are also pleased that the school connectedness indicator increased.
- Meaningful participation in school is another measure of connectedness and although that number is still lower than we would like, there was a 6% improvement year to year.
- The percentage of students who reported not being victimized has maintained or continued to increase.
- These student perception results validate our SEL goal efforts as well. The rate of students who feel connected to school, safe at school, and have a caring adult they can turn to for help all continue to maintain high percentages or increase from year to year. This is a serious focus for the adults at CHS– maintaining strong, supportive relationships with our students. This data tells us we are moving in the right direction.
- The staff focus for the 25-26 school year is belonging, which addresses several elements of the California Healthy Kids Survey.

Summary Analysis of Progress on LCAP Goal #3

Site Summary -

- *Activities in Coordination with Metrics*
 - Schoolwide closed tutorial programming has a positive impact on student behavior and discipline outcomes.
 - The continued focus of the CHS staff on creating a safe and inclusive environment for students also influences the positive trends in our data.
 - The Wellness Center programming provides a safe and welcoming place for students to regulate and reset during the school day. The Wellness Center also helps foster positive connections to school for many students.
 - The Associated Student Body (ASB) Cabinet, composed of elected and appointed members of each graduating class, plans excellent activities throughout the year that serve to unite the school.
 - The CHS version of Link Crew, Tino Crew, plans and initiates activities with the 9th grade class at Pioneer Days in August and then again during the second semester. Tino Crew is a mentoring program that connects students to school through specific and targeted activities.
- *Overall progress towards the goal, including targeted areas*
 - Our suspension data shows that students are using positive coping strategies to manage and avoid conflict. The Wellness Center is available for drop-in support if students need time, space, or other strategies to self-regulate and return to class.
 - Perception survey data shows that students feel comfortable on campus, that they have adults they can turn to for help, and that their stress level regarding school is getting lower each year.
 - Perception data also shows that students continue to feel safe on campus and are rarely victims of intimidation, bullying, or harassment.
 - Our goal of reducing the suspensions for students in subgroups is being met as we have positive trends with EL, LTEL, Hispanic students, students who are SED and SWD.
- *Activities that support English Language Learners, students with disabilities, and students who are socioeconomically disadvantaged*

- A Bridge to Application of English Language club has been approved through ASB to help EL students in their transition.
- *Local indicators that relate to excellence, as determined at FMA Retreat 2025*
 - Each of the performance indicators discussed in LCAP Goal #3 show that our students have made progress in mastering the following local indicators of excellence we identified in August. The indicators related to this section that our students showed excellence in are:
 - **Are Inclusive of One Another**
 - **Are Able to Engage in Resolving Conflict in a Healthy Manner**
 - **Have a Sense of Morality and Ethics**
 - **Are Collaborative**
 - **Are Effective Communicators**
 - **Are Resilient and Have Coping Skills**
 - **Students who are prepared for what comes next in their journey**

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

WASC Plan Action Steps 2025-26

Growth Target	2025-2026
<i>Decrease the percentage of students who feel highly stressed by schoolwork as measured by the annual Student Wellness Survey.</i>	Monitor, evaluate, and adjust the self-monitoring and self-awareness checklist for students.
	Update the time management tool and continue to teach students to use it effectively.
	Monitor, evaluate, and adjust the effectiveness of the reporting tool.
<i>Increase the percentage of students feeling comfortable asking for help from staff members, as reported on the annual Student Wellness Survey.</i>	Share mindfulness and wellness activities with staff to incorporate into classes.
	Focus on the SEL competency of Relationship Skills.
<i>Improve student awareness of and use of coping skills and strategies for wellness</i>	Offer one new social emotional health and wellness advisory based on student feedback and expressed needs.
	Implement additional support groups and Wellness Center programming.
	Hire a Wellness Center Specialist as the SCCOE grant has run its course. This position is paid for by District funds. Provide additional PD on creating safe spaces for LGBTQ students and staff.

<i>Students in the noted subgroups will report an increased sense of belonging, safety, and fair treatment.</i>	Monitor, evaluate, and revise.
	Use feedback gathered in student voice groups to respond to student concerns - Student Civic Leadership & Engagement Academy and the new Site Equity Action Team (SEAT).

FUHSD LCAP GOAL #4

Students, parents, staff, and other educational partners will have a variety of opportunities to learn about and give feedback on school and district priorities, expenditures, and programs, as evidenced by educational partner participation and input.

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

Data Presentation of LCAP Goal #4 - District-Level Educational Partner Engagement

Committee	Description	Site Participation
Climate Collective	The FUHSD Climate Collective is a student-directed team of students, teachers, and district leaders focused on addressing climate change. The group promotes sustainable district practices, educates students on environmental issues, and leads initiatives such as tracking the district's carbon footprint, improving recycling, and supporting home composting. They also foster future environmental stewards through field trips, lessons, and green tech career exploration.	<i>Staff and student only committee</i> CHS Staff - 4 CHS Students - 12
District English Learner Advisory Committee	The District English Learner Advisory Committee (DELAC) advises the district on English Learner programs and services. Its responsibilities include helping develop the Master Plan for EL programs, setting program goals, and reviewing reclassification procedures. DELAC is required for districts with 51 or more English Learners and must include school staff, parents, and community members, with at least 51% being parents of English Learners who are not district employees. Members are elected by site ELACs.	CHS Staff - 2 Parents across district - 18

Intradistrict Council	The Intradistrict Council (IDC) includes student representatives from all five FUHSD schools and Middle College. With two IDC reps and the ASB President from each site, plus the Student Board Representative, the group plans district-wide events—such as rallies, dances, and exchanges—and provides student perspectives for Board of Trustees reports.	<i>Staff and student only committee</i> CHS Staff - 1 DO Staff - 2 CHS Students - 3
Nutrition Services Student Committee	The Nutrition Services Student Committee includes student representatives from all five FUHSD schools and serves as a liaison between the student body and the Nutrition Services department. Each school year, the committee helps with menu surveys/polls, samplings, menu promotion and social media posts. In total, the committee has 12 student members- 2 representatives/high school plus 2 lead members	<i>Student only committee</i> CHS Students - 2
Wellness Council	The FUHSD Wellness Council began in 2007 in response to new regulations on food and beverages in schools and has since focused on student wellness issues such as sleep, school-life balance, and stress. Re-convened in 2023, the Council reaffirmed the District's commitment to wellness and updated its Belief Statements. Members share wellness information across school and community networks, and meetings address topics such as CA Healthy Kids Survey data, school planning, and updates from Nutrition Services.	CHS Staff - 1 CHS Students - 5 CHS Parents - 2
Family Engagement Committee	The Family Engagement Committee (FEC) functions 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.	<i>Staff and Parent only committee</i> CHS Staff - 1 CHS Parents - 1
SELPA Community Advisory Committee	The purpose of the CAC is to advise the Governance Council of Superintendents via the SELPA Executive Director about the development, amendment, and review of the Local plan, annual priorities, parent education and other special education related activities outlined in CA Education Code 56194. This committee works collaboratively with local governing boards to have a significant and positive impact on the programs and children they serve. The CAC provides community voice and supports community awareness of the unique needs of children with disabilities as well as programs and services available to them and their families. Cupertino Union, Sunnyvale Elementary and FUHSD continue to also host regional parent collaboration meetings that promote parent education.	<i>Staff and Parent only committee</i> CHS Parents - 1 DO Staff - 1

Site Equity Action Team (SEAT)	SEAT (Site Equity Action Teams) is a team of students and school staff who come together to make our school more fair, inclusive, and supportive for everyone. Sometimes, school systems or traditions can leave certain students feeling left out or unheard. SEAT will help our schools look closely at those systems and figure out how to make positive, lasting changes. This isn't just a short-term project—it's about building long-term improvements that will help future students too.	<i>Staff and Student only committee</i> CHS Staff - 4 CHS Students - 5
Student Civic Leadership & Engagement Academy (formerly RESLA)	Student leadership academy designed for high school students to work alongside educators and administrators. Three full-day sessions over the course of the school year focus on leadership development, problem-solving, and effective communication. Emphasis is placed on equipping student leaders with actionable strategies to address incidents of bias, exclusion, or conflict among peers.	<i>Staff and student only committee</i> CHS Staff - 2 CHS Students - 11

California School Staff Survey (CSSS) and the California School Parent Survey (CSPS)

The California School Staff Survey (CSSS) and the California School Parent Survey (CSPS) are two companion surveys to the California Healthy Kids Survey. They were developed by the California Department of Education's California School Climate, Health, and Learning Survey (CalSCHLS) System to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. The questions are aligned across all 3 surveys: CHKS, CSSS, and CSPS. While we have student responses beginning in the 2022-23 school year, we began administering the CSSS and CSPS in the 2024-25 school year.

Table 4.1: Responses to the California School Staff Survey and the California School Parent Survey at Cupertino High School

Average Percentage of Parent or Staff Reporting "Agree" or "Strongly Agree"			
Indicator	2022-23	2023-24	2024-25
Parent Response - this school gives students opportunities to 'make a difference' by helping other people, the school, or the community	N/A	N/A	70%
Parent Response - this school keeps me well-informed about school activities	N/A	N/A	87%
Staff Response - this school encourages opportunities for students to decide things like class activities and rules	N/A	N/A	79%
Staff Response - this school is welcoming to and facilitates parent involvement	N/A	N/A	97%

Source: <https://calschls.org/reports-data/>

Table 4.2: Three-Year Comparison of Responses to the California Healthy Kids Survey at Cupertino High School

Average Percentage of Students Reporting "Agree" or "Strongly Agree"			
Indicator	2022-23	2023-24	2024-25
Student Response - parents feel welcome to participate at this school	42%	45%	54%

Source: <https://calschls.org/reports-data/>

Educational Partner Engagement Summary

Site Summary -

- For the first time this year, the bi-weekly Principal's Newsletter is sent to parents in four languages to increase access to the information and help parents feel more welcome. We send the message in English, Spanish, Traditional Mandarin, and Simplified Mandarin.
- Parents report that the various methods of communication employed by the school help them stay well-informed about school activities.
- Staff report overwhelmingly feeling that the school facilitates parent involvement.
- The percentage of parents who feel welcome to participate at the school has increased 12% in the past three years. That is a positive trend that we would like to continue increasing.
- The Counseling Department added a 9th grade parent presentation in August to share information and build connection.
- Site-Based Educational Partner Engagement:
 - Safe Routes to School: a site-based application of the City of Cupertino organization to promote safe and healthy transportation to school. The group, which meets monthly, consists of 4 students, 4-5 parents, 1 administrator, and a staff member from the City of Cupertino. The group discusses issues as they arise, provides input to the City regarding infrastructure changes, and plans events such as active transportation encouragement (bike repairs, incentives, etc.) on campus.
 - Comunidad Latina: an informational community meant to build a bridge between Spanish-speaking parents and the administration and faculty at Cupertino High School. This organization is operated by two Spanish-speaking teachers, an administrator serves as liaison. Meetings are held twice a semester, in Spanish. Comunidad Latina advertisements are sent in Spanish to encourage attendance. The average parent attendance is approximately 10. A critical goal is to increase participation to match the 11% of students who identify as Hispanic, according to CHS demographics. These meetings highlight school events and resources and focus on topics such as: ELPAC testing, College and Career readiness, SAT testing, encouragement to take AP classes, FAFSA (Free Application for Federal Student Aid), navigating the student information

system (Infinite Campus (IC)), the school's website, the learning management tool (Schoology), and the college and career readiness platform (Naviance). In addition, Comunidad Latina provides information and encouragement about LatinX Student Union meetings.

- PTSA: monthly meetings with the Principal, Executive Assistant, and two staff members to plan activities in support of the school. Approximately 10 parents attend each meeting.
- School Site Council (SSC): quarterly meetings to evaluate the school plan, review and update the school safety plan, learn about and provide input into the WASC process, and make decisions about teacher and staff grants from SSC funds. The council is composed of 4 students, 4 parents, and 6 staff.

Summary Analysis of Progress on LCAP Goal #4

Site Summary -

- *Activities in Coordination with Metrics*
 - Data suggests that parents feel a strong connection to the school and that the various efforts mentioned above contribute positively to the overall feeling of connectedness.
 - The specific programs and offerings detailed below comprise the major efforts we make as a school community to engage with parents and build their sense of connection to CHS.
- *Overall progress towards the goal, including targeted areas*
 - PTSA meets monthly and holds periodic association meetings where additional parents beyond the PTSA Board are invited. The Principal, the Executive Assistant, and a Teacher representative attend all of these meetings and provide information, input, and help in decision-making.
 - School Site Council meets quarterly with representation from parents, students, teachers, classified staff, and management in attendance. The school reports on current efforts in ELD, Special Education, Student Activities, and general school affairs. This governance body also reviews budgets, approves the school safety plan, reviews school performance data and dashboard information, and provides input regarding WASC goals and the WASC process.
 - Coffee with the Principal: during PTSA Association meetings the principal works with the PTSA president to hold an early session where parents can ask questions and provide additional input regarding any and all aspects of student life. This happens at least twice each school year.
 - There are multiple Boosters organizations for activity-specific parent support. This includes Band Boosters, which is extremely active in planning and executing the annual Tournament of Bands as well as other traveling activities for the band. Other Booster Groups include: Choir, Speech and Debate, and Dance.
 - Bi-weekly Principal's Newsletter in four languages: the principal routinely writes a life of the school update to parents and the community. The typical cadence is every other week. This newsletter covers a wide range of topics and important information and dates for parents.
 - Instagram Accounts (ASB, School): the ASB Cabinet, and the administrative team, host Instagram accounts to promote school activities and increase school spirit.
 - Comunidad Latina: these regular evening meetings for Latinx parents highlight school events and resources offered at CHS and help these parents learn how to get more involved in the life of the school.
 - Incoming Ninth Grader Parent Meetings: these meetings are held in February and then in August during Pioneer Days on the Tuesday evening before the first day of school. Parents receive information to help them guide their new students in course selection and in getting fully involved in the life of the school.

- The Athletic Director and the Assistant Principal who oversees athletics offer Athletic Parent Information Nights for each season of sport. These nights occur three times each school year.
- *Activities that support English Language Learners, students with disabilities, and students who are socioeconomically disadvantaged*
 - ELAC: the English Learner Advisory Committee meets throughout the year to hear updates on the program for EL and to provide input to the school and the program. Hosted by the ELD Coordinator and the EL Program Assistant, these evening meetings provide a chance for parents to directly affect change in the program to better support student needs.
 - Individualized Education Program meetings (IEPs): Special Education staff, led by the Lead Resource Specialist, conduct IEP meetings with families throughout the year to monitor student progress and make adjustments to better meet the needs of SWD.
 - Section 504 Meetings: providing additional support to students through the Section 504 program, these meetings occur on an as-needed basis throughout the school year. This is a place where parents can codify the support their child needs to successfully complete classes and participate in life on campus.
 - Additional support to students, parents, and families are available through our School Linked Services Specialist, Jasmine Kroner, who is housed onsite four days a week in our Wellness Center and often collaborates directly with our Wellness Space Support Specialist.
- *Local indicators that relate to excellence, as determined at FMA Retreat 2025*
 - Each of the performance indicators discussed in LCAP Goal #4 show that our students have made progress in mastering the following local indicators of excellence we identified in August. The indicators related to this section that our students showed excellence in are:
 - **Are Inclusive of One Another**
 - **Have a Sense of Morality and Ethics**
 - **Are Collaborative**
 - **Are Informed Citizens**
 - **Are Life-Long Learners**
 - **Are Effective Communicators**
 - **Students who are prepared for what comes next in their journey**

Summary Status Update of WASC Action Plan Related to LCAP Goal #4

WASC Plan Action Steps 2025-26

Growth Target	2025-2026
<i>Increased numbers of families in the noted subgroups will be involved in the life of the school.</i>	Principal's semi-weekly community email will be distributed in English, Spanish, Simplified and Traditional Mandarin Chinese.
	Continue Comunidad Latina meetings.
	Support the second annual Chinese New Year

	student and parent evening celebration event on campus.
<i>Students in the noted subgroups will report an increased sense of belonging, safety, and fair treatment.</i>	Monitor, evaluate, and revise.
	Use feedback gathered in student voice groups to respond to student concerns - Student Civic Leadership & Engagement Academy and the new Site Equity Action Team (SEAT).