



LCFF Budget Overview for Parents

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

CDS Code: 43694680000000

School Year: 2026-27

LEA contact information:

Trudy Gross

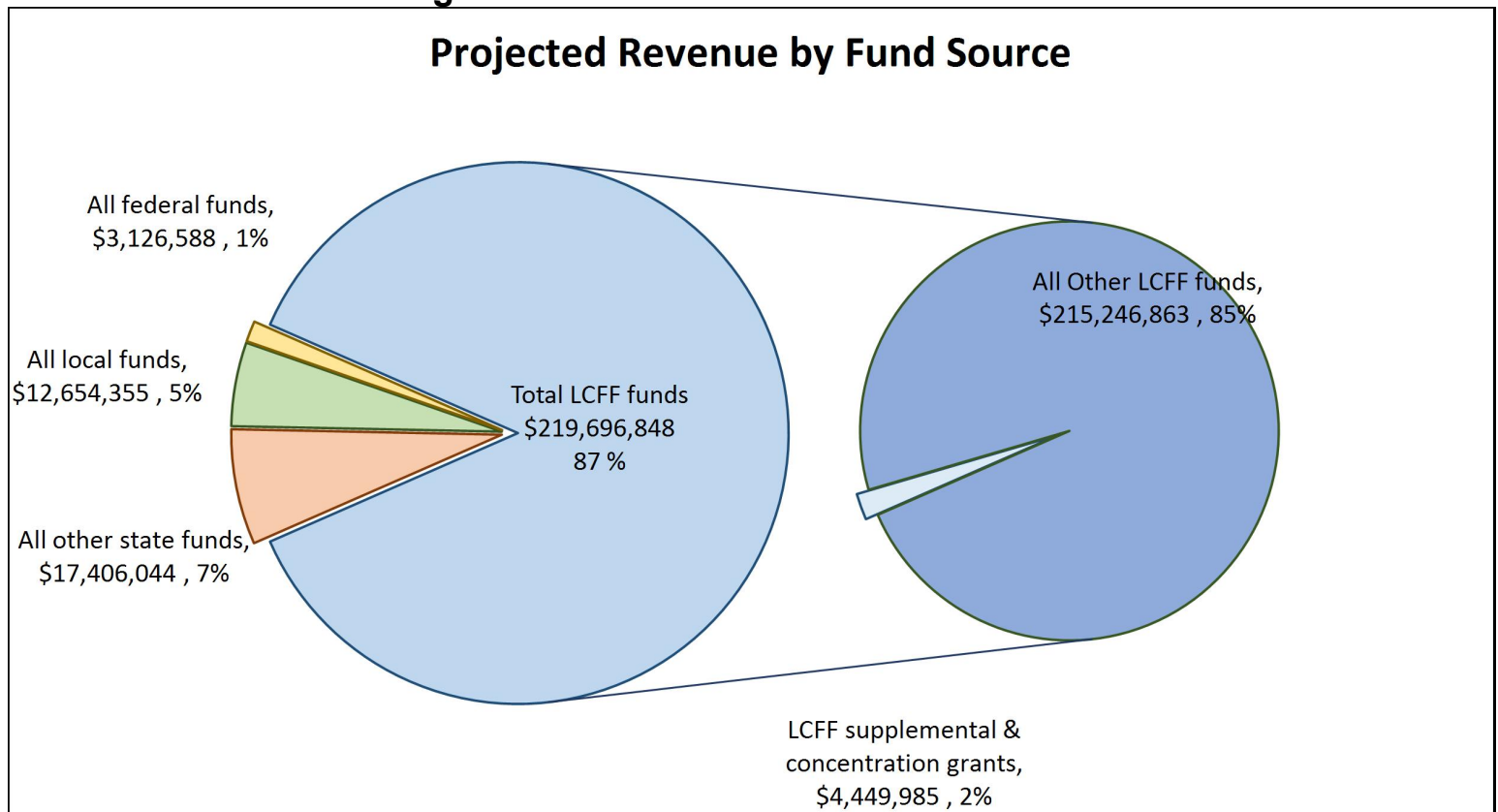
Associate Superintendent

trudy_gross@fuhisd.org

408-522-2203

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

Budget Overview for the 2026-27 School Year

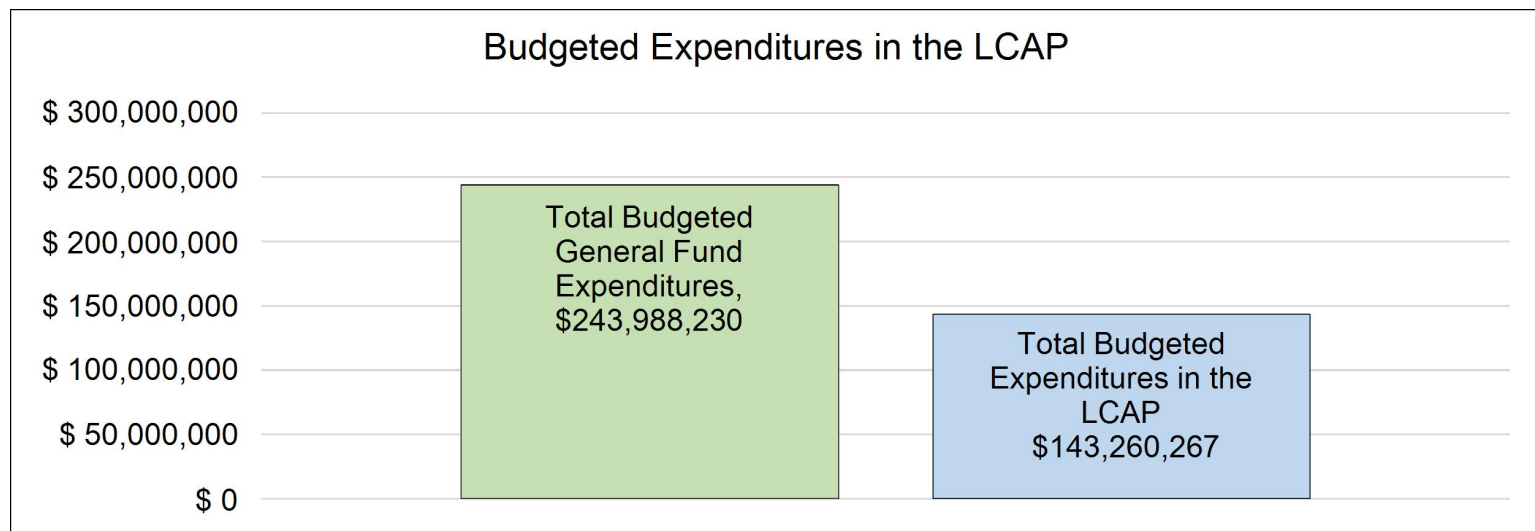


This chart shows the total general purpose revenue Fremont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Union High School District is \$252,883,835, of which \$219,696,848 is Local Control Funding Formula (LCFF), \$17,406,044 is other state funds, \$12,654,355 is local funds, and \$3,126,588 is federal funds. Of the \$219,696,848 in LCFF Funds, \$4,449,985 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Fremont Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fremont Union High School District plans to spend \$243,988,230 for the 2026-27 school year. Of that amount, \$143,260,267 is tied to actions/services in the LCAP and \$100,727,963 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Excluded expenditures include materials and supplies for sites and departments, utilities, contracted services, capital projects, and other operational costs (including STRS on-behalf).

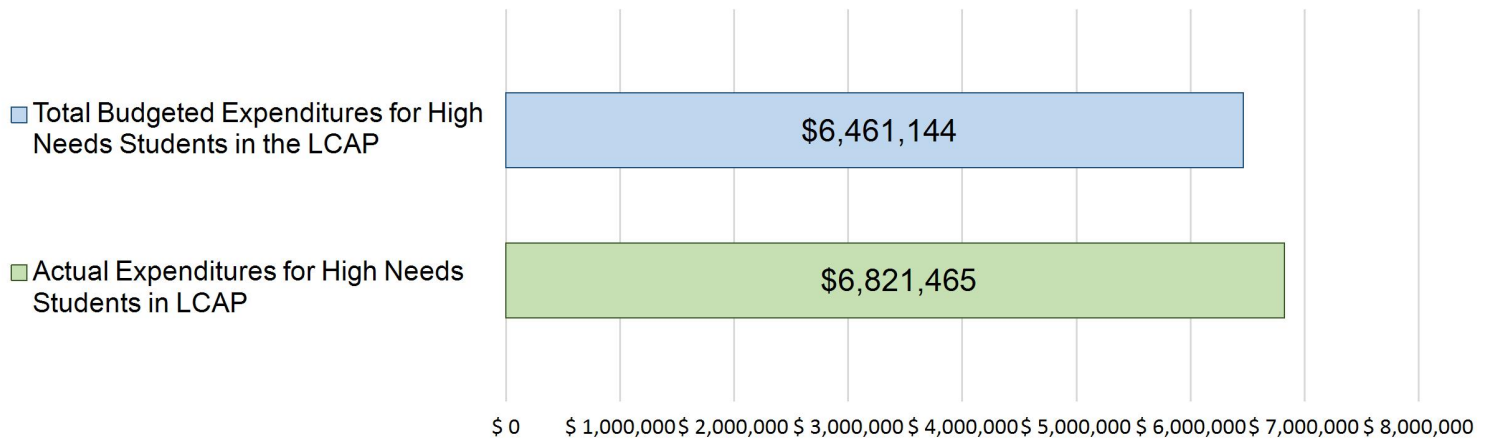
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Fremont Union High School District is projecting it will receive \$4,449,985 based on the enrollment of Foster Youth, English learner, and low-income students. Fremont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fremont Union High School District plans to spend \$7,189,339 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Fremont Union High School District's LCAP budgeted \$6,461,144 for planned actions to increase or improve services for high needs students. Fremont Union High School District actually spent \$6,821,465 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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 who are not yet experiencing the same academic and social growth as their peers. Key components to increasing 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 on durable skills and social emotional learning competencies; and
- listening for equity.

Together we are working towards our True North: Excellence Through Equity.

Fremont Union High School District maintains five comprehensive high schools, a Community Day School, Educational Options, and numerous programs to serve targeted student populations. In 2025-2026 we enrolled (CALPADS October 2025):

9289 Total students

916 (9.9%) English Learners: 305 (33.3% of English Learners (EL)) are Long-term English Learners (LTEs) (English Learners for six or more years)

1,378 (14.8%) SED (referred to as under-resourced throughout this document)

3 (0.0%) Foster Youth

66 (0.7%) Homeless Youth (referred to as unhoused throughout this document)

887 (9.5%) Students With Disabilities (SWD)

Community Day School

7 Total students

2 (28.6%) English Learners: 1 (50.0% of English Learners (EL)) are Long-term English Learners (LTELs) (English Learners for six or more years)

4 (57.1%) SED (referred to as under-resourced throughout this document)

0 (0.03%) Foster Youth

66 (0.0%) Homeless Youth (referred to as unhoused throughout this document)

3 (42.9%) Students With Disabilities (SWD)

Cupertino HS

1814 Total students

172 (9.5%) English Learners: 43 (25.0% of English Learners (EL)) are Long-term English Learners (LTELs) (English Learners for six or more years)

202 (11.1%) SED (referred to as under-resourced throughout this document)

1 (0.1%) Foster Youth

9 (0.5%) Homeless Youth (referred to as unhoused throughout this document)

149 (8.2%) Students With Disabilities (SWD)

Fremont HS

2015 Total students

362 (18.0%) English Learners: 150 (41.4% of English Learners (EL)) are Long-term English Learners (LTELs) (English Learners for six or more years)

592 (29.4%) SED (referred to as under-resourced throughout this document)

2 (0.1%) Foster Youth

39 (1.9%) Homeless Youth (referred to as unhoused throughout this document)

275 (13.6%) Students With Disabilities (SWD)

Homestead HS

2190 Total students

238 (10.9%) English Learners: 73 (30.7% of English Learners (EL)) are Long-term English Learners (LTELs) (English Learners for six or more years)

366 (16.7%) SED (referred to as under-resourced throughout this document)

0 (0.0%) Foster Youth

12 (0.5%) Homeless Youth (referred to as unhoused throughout this document)

195 (8.9%) Students With Disabilities (SWD)

Lynbrook HS

1640 Total students

62 (3.8%) English Learners: 17 (27.4% of English Learners (EL)) are Long-term English Learners (LTELs) (English Learners for six or more

years)
106 (6.5%) SED (referred to as under-resourced throughout this document)
0 (0.0%) Foster Youth
2 (0.1%) Homeless Youth (referred to as unhoused throughout this document)
129 (7.9%) Students With Disabilities (SWD)

Monta Vista HS

1588 Total students
80 (5.5%) English Learners: 21 (26.3% of English Learners (EL)) are Long-term English Learners (LTELs) (English Learners for six or more years)
102 (6.4%) SED (referred to as under-resourced throughout this document)
0 (0.0%) Foster Youth
2 (0.1%) Homeless Youth (referred to as unhoused throughout this document)
101 (6.4%) Students With Disabilities (SWD)

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

Hispanic 1,663 (17.98%)
Am Indian/Alaskan Native 55 (0.51%)
Asian 5,235 (56.51%)
Native Hawaiian/Other Pacific Islander 28 (0.29%)
Filipino 237 (2.63%)
Black/African Am 49 (0.62%)
White 1,205 (13.09%)
Two or more races 601 (6.24%)
Declined to state 216 (2.14%)

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

FUHSD Funding under the Local Control Funding Formula

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

- Local Parcel Tax

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

Other “Actions and Services” will be budgeted from:

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

The Program Provided to All FUHSD Students

The Fremont Union High School District is proud to maintain a comprehensive high school program despite the challenge of declining enrollment facing each of our schools to a varying degree. Despite years of budget constraints, our schools offer not only coursework required for graduation from high school but a rich array of electives, interventions and Advanced Placement and honors courses to serve the needs of a diverse student population. The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning, updated in coordination with the District Wellness Council, in 2022-23, to incorporate student wellness, that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools, and Educational Options, has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools. All students in the Fremont Union High School District benefit from a comprehensive high school program that includes:

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

Our students benefit from staffing ratios that include:

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

As of April 2021, the District was offering 4 courses that resulted in credit from a post-secondary program. For the 2025-26 school year, 18 courses were offered. While partnerships with local colleges continue, declining enrollment has and will continue to impact these offerings.

The District also offers a high-quality Special Education program that supports students in meeting the goals designated in their Individualized Education Program (IEP). FUHSD's total SPED budget is approximately \$56.5 M. Federal and State revenue for Special Education totals \$8.3 M. In addition, sixteen (16) FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education (4 alternative education and 12 block enrollment) and thirty-two (32) attend non-public schools (NPS).

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

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

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

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

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

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

- ELD classes at levels 1- 3 (for students at English Language Proficiency Assessment for CA (ELPAC) levels 1-4)
- Sheltered content courses with lower class sizes than similar courses for mainstream students (for Newcomers and Long-Term English Learners)
- Teachers' salaries for reading and academic intervention classes
- EL Program Coordinator and Assistants who work with parents and teachers at each school and work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Bilingual Paraeducators assigned to support students in ELD and content area courses
- Summer EL Academies

- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for ELs

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

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

Students who are under-resourced and Foster Youth

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

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

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

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

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

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

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

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

Equity Multiplier funding: Community Day School was identified as receiving Equity Multiplier funds for the 2024-25 school year. While subsequent funding was not received, the balance from 2024-25 continues to be expended for school years 2025-26 and 2026-27 through Goal 5 Actions 1-3.

Induction: Our New Teacher Induction program continues to offer California Clear Credentials after our new teachers complete the two-year program. The Education Specialist and General Education induction programs continue to operate as one comprehensive mentoring-based program. Education Specialists are supported by a Special Education Advisor with a similar authorization and teaching content who augments the support provided by the New Teacher Mentor. This year, the New Teacher Induction program continued with four (4) mentors (3.4 FTE includes .6 FTE lead responsibilities) who served 14 Induction eligible teachers and 48 teachers total (31 of whom were new to the District).

Curriculum and Professional Development:

1. Professional Learning Communities/Course Alike Teams continue to meet at least three times per month and up to 20 additional hours in the summer.
2. Professional Leadership Advisory Team of Educators (PLATE) met monthly to explore needs in professional development. One area of focus for the 2025-26 school year was development of a Graduate Portrait. Advisement from PLATE continues to help shape professional learning opportunities.

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

English – Critical Thinking. See Goal Analysis for 1.4 for details.

Math - Building Classrooms: Non-Curricular Tasks, Critical Thinking, and UDL in Math.

Science – Critical Thinking, Environmental Learning Playground. See Goal Analysis for 1.9 for details.

EL – Amplifying Instruction, Amplify Support for EL Students, Critical Thinking, ELPAC Experiences, and ELD Alignment All-Call. See Goal Analysis for 1.10 and 11 for details.

Health – A lead teacher continued with a release period to coordinate collaboration amongst the group of teachers who implemented the pilot for Health during the 2023-24 school year. Focus was on adapting the content to be taught at the 12th grade level.

Inclusion: UDL Now book club.

Additional opportunities: Artificial Intelligence, Assets & Abundance, Career Technical Education, Coaching Skills for Leaders, Courageous Leaders, Onward Book Club, and Sexual Orientation, Gender Identity and Expression (SOGIE) training.

Leadership Learning:

1. At the FMA retreat, the mission was to create the conditions under which each school, each staff member and every student will achieve at high levels. As shared above, Vision 2030 was launched. Shared outcomes of the retreat content included understanding the district's aspiration to define "Excellence through Equity" in ways that honor site context and collective ownership, exploring how durable academic skills and social-emotional learning (SEL) competencies connect to a holistic vision of student and staff success, and leaving with a clear next step for engaging our team and staff in continuing the conversation. Goal setting in coordination with the administrative evaluation system that was launched at the start of the 2024-25 school year remained a focus.

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

- On a voluntary basis, administrators may serve as a coach or receive 1:1 coaching support from another leader: 20 leaders served as coaches for 37 administrators (almost 50% of all administrators). Coaches ranged from teacher leaders, to site administrators, to district office Coordinators, Directors, and the Associate Superintendent. We also hired an outside consultant to coach 2 of the principals.
- We ran the third year of "Coaching Skills for Leaders" a professional learning offering that allows teachers and administrators to develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allows us to pursue equity and excellence for all. This year, we expanded our offerings to several classified staff members: 12 teachers, 3 administrators, and 2 classified staff members participated in the program.
- We have continued to grow the Onward Book Club as an opportunity for all school staff to develop emotional intelligence skills that lead to resilience and motivation to continue our difficult work. This year, we continued the format of a site-based offering at lunch.

In 23-24, 72 staff members participated, and 24-25, a new cohort of 67 staff participated. In 25-26 a new cohort of 61 participated. Each month, participants read a chapter from Elena Aguilar’s book that is particularly relevant to that time of year, and then meet to reflect on what they learned and participate in one or two activities to reinforce the main concepts. With the move to site-based offerings, we also expanded the leadership team by asking participants from previous years to lead each cohort.

- And, finally, the Affinity Groups for staff have continued to build community and an opportunity to learn together about the impact of dominant culture on their personal and professional lives. The initial group, Queer Affinity Family (QAF) included 30 staff members, and met 3 times in the spring of 2024. QAF met twice in both the 2024-25 and 2025-26 school years serving 20+ staff members. In the 2024-25 school year, we expanded the programming to include a Racial Affinity Group (BIPOC) that served 25 certificated staff, 20 classified staff, and 4 administrators and met 5 times throughout the year. For the 2025-26 school year the BIPOC Affinity Space started to serve two different cohorts meeting several times each and serving 31 certificated, 21 classified, and 7 management.

Textbook Adoption

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

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

Reflections: Annual Performance

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

In a community survey conducted in April 2026, the FUHSD continues to be viewed favorably and rated positively by most, and the high schools’ quality education and reputation remain the District’s top attributes.

The District’s overall graduation rate for the Class of 2025 was 95.7% (93.8% 2024, 95.5% 2023, 97% 2022, 95.8% 2021, 94.4% 2020). This increase may reflect that the Class of 2025 is the first graduating class since the COVID-19 pandemic to spend all four of their high school years in-person. Increases were seen for students who are “African American” 100% (81.5%/95%/78.3%/100%; 85.7%), “Asian” 98.5% (98.2% /98.8% /97.9%/98%/99.1%), “Filipino” 96.0% (92.4% /97.3%/95.5%/95.7%/91.7%), “Hispanic” 87.7% (79.8%/84.1%/80.1%/84.3%/87.7%), “White” 96.9% (96.1%/95.9% /95.4%/96.5%/97.8%), “English Learners” (EL) 85.2% (73.4%/79.3%/78%/83.5%/83.8%), “Long-Term English Learners” (LTEL) 85.4% “Socioeconomically Disadvantaged” (SED) 89.5% (81.0%/86.8%/83.3%/86.6%/89.7%), and “Students with Disabilities” (SWD) 79.6% (74.4%/82.7%/74.7%/79.1%/86.5%). Students who are “Two or More Races” continued to decrease 92.3% (94.0%, 96.7%, 96.2%/96.9%/98.1%). While the subgroup of students who are “Homeless” was too small to be reported for the Class of 2020 and 2021, the graduation rate was 75% for the Class of 2022, 76.5% for 2023, 39.3% for 2024, and 65.5% for 2025.

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

2022-23

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

2023-24

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

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

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

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

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

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

2024-25

Very Low: LTEL (97 below standard, maintained 0.6 points).

Low: EL (61.6 points below standard, increased 9.4 points), SED (18.2 points below standard, declined 8.3 points), and SWDs (63.5 below standard, increased 31.6 points).

Medium: Hispanic (23.4 points below standard, increased 18.7 points).

High: All (93 points above standard, declined 3.8 points) and Asian (124.7 points above standard, declined 10.2 points).

Very High: Filipino (78.5 points above standard), Two or More Races (97.3 points above standard, increased 16.8 points, and White (98.3 points above standard, increased 21 points).

No Performance Color: Fewer than 11 students – data not displayed for privacy for American Indian (9 students) and Pacific Islander (3 students); African American (11 students, 22.5 points below standard, declined 45.1 points) and Homeless (13 students, 202,8 points below standard).

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

2022-23

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

2023-24

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

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

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

High: none

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

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

2024-25

Very Low: Not student groups

Low: LTEL (160.3 points below standard, increased 5.1 points) and SED (72.7 points below standard, maintained 0.8 points).

Medium: EL (87.5 points below standard, increased 13.5 points), Hispanic (103.3 points below standard, increased 19.1 points), and SWD (108.9 points below standard, increased 46.7 points).

High: Asian (147 points above standard, declined 8.3 points) and Filipino (18 points above standard, maintained -2.9 points).

Very High: All (85.4 points above standard), Two or More Races (76.9 points above standard, increased 6.8 points) and White (82.4 points above standard, increased 32.2 points).

No Performance Color: Fewer than 11 students – data not displayed for privacy for African American (10 students), American Indian (9 students) and Pacific Islander (3 students); Homeless (14 students, 210.9 points below standard).

For the English Learner Progress Indicator:

2022-23

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

2023-24

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

2024-25

40% of EL students in the District are making progress towards English language proficiency. This is a positive shift from Low to Medium on the CA School Dashboard representing a 2.2% increase. For LTELs, 35.4% are making progress. Again, a positive shift from Low to Medium on the CA School Dashboard representing a 4.6% increase. At Homestead High School 32.4% of EL students are making progress. This is the Very Low range and represents a 7.4% decline. For LTELs, 28.9% are making progress. This is the Very Low range and represents a 2.8% decline. At Monta Vista High School, 43.4% of EL students are making progress. This is the Very Low range and represents a 19.9% decline. For LTELs, no color was assigned as there were only 17 students, 17.6% are making progress, representing a 44.9% decline.

Of the Class of 2025, 1,016 cohort graduates were awarded the California Seal of Biliteracy, recognizing their language proficiency in English and at least one other language (42% of the cohort). 1,687 students qualified for the Golden State Seal Merit Diploma (71.2% of the cohort).

The District is proud to rank Very High for "Prepared" level on the CA School Dashboard's College and Career Indicator (CCI), with a 2.3% increase to 81.3%.

For the CA Department of Education's Compliance and Improvement Monitoring (CIM) Process for special education the FUHSD had the following results for the 2024-25 school year:

Graduation Rate Medium (decrease from Very Low), target met (target medium, high, or very high)

Dropout Rate 6.40% (maintained), target met (target less than or equal to 7.0%)

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

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

Suspension Rate Low (decrease from High), target met (target medium, low, or very low)

Least Restrictive Environment: students in special education spending 80% or more of their day in regular classrooms 48.3% (increase from 45.34%), target not met (target is equal to or greater than 67%)

Least Restrictive Environment: students in special education spending less than 40% of their day in regular classrooms 4.25% (decrease from 7.42%), target met (target is less than 13.5%)

Least Restrictive Environment: students in special education attending a separate school 5.41% (increase from 5.12%), target not met (target is less than 2.6%)

Parent Involvement 100% (increase from 99.50%), target met (target is 97%)

Rate of Post School Outcomes: Higher Education 92.25% (increase from 47.45%), target met (target is greater than or equal to 59%);

Competitive Employment 93.8% (increase from 79.08%), target met (target is greater than or equal to 81%); Any Education or Employment 100%, target met (target is greater than or equal to 89%)

Child Find 9.96% (decrease from 10.34%), target met (target is greater than or equal to 8.43%)

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

The District Campus Climate team meets monthly. Topics of discussion include alignment of intervention and discipline responses across school sites/programs. One area of focus is on disproportionate rates of suspension:

2022-23

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

2023-24

Very High: Pacific Islander (10.8% suspended at least one day, increased 4.8%), LTEL at Cupertino High School (13.2% suspended at least one day, increased 5.8%) and SWD at Fremont High School (10.7% suspended at least one day, increased 2.9%).

High: Homeless (10.9% suspended at least one day, declined 1%), LTEL (7.9% suspended at least one day, increased 1.4%), and SWD (7.1% suspended at least one day, maintained 0.0%).

Medium: SED (5.2% suspended at least one day, maintained 0.0%).

Low: American Indian (5.9% suspended at least one day, declined 7.6%), Hispanic (4.9% suspended at least one day, declined 0.8%), EL (4.8% suspended at least one day, declined 1.9%), and White (1.8% suspended at least one day, declined 0.4%).

Very Low: students who are Asian (0.7% suspended at least one day, maintained 0.1%), African American (1.3% suspended at least one day, declined 1.0%%), Filipino (1.5% suspended at least one day, declined 0.7%, and Two or More Races (1.5% suspended at least one day, declined 0.7%.

2024-25

Very High: No Student Groups

High: African American (4.8% suspended at least one day, increased 3.4%).

Medium: English Learners (4.6% suspended at least one day, maintained -0.2%).

Low: Hispanic (3.8% suspended at least one day, declined 1.1%), Homeless (4.8% suspended at least one day, declined 6/1%), LTEL (4.4% suspended at least one day, declined 3.5%), Two or More Races (1.9% suspended at least one day, maintained 0.3%), Pacific Islander (3.3% suspended at least one day, declined 7.5%), SED (3.3% suspended at least one day, declined 1.8%), and SWD (3.7% suspended at least one day, declined 3.3%).

Very Low: American Indian (0% suspended at least one day, declined 5.9%), Asian (0.4% suspended at least one day, maintained -0.3%), Filipino (0.4% suspended at least one day, declined 1.1%), and White (0.6% suspended at least one day, declined 1.2%)

No Performance Color: Fewer than 11 students – data not displayed for privacy for Foster Youth (4 students).

The District has been participating in Compliance and Improvement Monitoring with intensive level 3 targeted support to address Significant Disproportionality in special education since the 2019-20 school year. A multi-year plan is in place to address identified categories in the annual determination data that reflects areas such as special education eligibility, performance of students with disabilities on state assessments, and placement in the least restrictive environment. Currently, the District is addressing overall eligibility, and the categories of specific learning disability and other health impaired for Hispanic students. The plan identifies three areas for implementing high-leverage strategies: the Student Assistance Team/Multi-Tiered System of Support (SAT/MTSS) intervention system, collaboration with feeder elementary districts, and Tier 2 and 3 interventions at Fremont and Homestead High School. Plans are guided and implemented by a leadership team that seek input from educational partners including family and community members.

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

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

A SPSA has been in place at FHS since the 2020-21 school year. FHS has implemented Academic Foundations 9th and 10th grade, Academic Foundations 9 for English Learners, Communication in the 21st Century, GOALS, and Academic Reading and Writing Workshop in coordination with the LCAP and FHS School and WASC Action Plans. There has been a decrease in the graduation rate for all student groups over the past three years: 2022 90.9%, 2023 88.3%, and 2024 87.3%. For ELA and math, students who are English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities have been identified on the CA School Dashboard in the Very Low performance level. Currently, the following statements can be made about progress and the interventions:

- Increasingly effective. While there had been a decrease in the graduation rate for all student groups over the past three years (2022 90.9%, 2023 88.3%, and 2024 87.3%), there was a 3.6% increase for the Class of 2025 to 90.9%. Student groups with a blue/very high performance level are students who are Asian, Filipino and White (increase from green/high); green/high are students who are English Learners (EL) (increase from red/very low), Hispanic (increase from orange/low), Long-Term English Learners (LTEL) (increase from orange/low), and students who are under-resourced (socioeconomically disadvantaged (SED)) (increase from

red/very low); medium/yellow are Students with Disabilities (SWD) (increase from orange/low); orange/low is Two or More Races (decrease from blue/very high); and there are no student groups are in red/very low for graduation rate.

- Increasingly effective. Performance level for English Language Arts is red/very low for Long-Term English Learners (maintained); English Learners (increased 14.6 points) and Students with Disabilities (increased 4.6 points) increased from red/very low to orange/low.
- Increasingly effective. Performance level for Mathematics assessments is red/very low for Long-Term English Learners (maintained); English Learners (increased 25.3 points), Hispanic (increased 19.2 points), and Students with Disabilities (increased 30.7 points) increased from red/very low to orange/low; and students who are under-resourced (increased 28.8 points) increased from red/very low to yellow/medium.
- Increasingly effective. Performance level for English Learner Progress shows that 35.6% of English Learners are making progress, a 9.4% increase, and 38.6% of Long-Term English Learners are making progress, a 14.4% increase.
- Ineffective. Following remote learning due to the COVID-19 pandemic and all students returning to in-person learning during the 2021-22 school year, Chronic Absenteeism for all students increased from 11.5% to 20.2%. Increases, and one recent decrease (SWD), have also occurred for students who are Hispanic (19.2% to 30.6% to 28.3% to 30.5% to 30.8%), Socioeconomically Disadvantaged (19.1% to 32.4% to 30.3% to 32.2% to 33.3%), English Learners (20.8% to 31.4% to 29.5% to 30.5% to 34.8%), and Students with Disabilities (25.7% to 40.3% to 33.3% to 37.9% to 36.9%).

FUHSD and FHS continue to provide support and interventions to increase student progress in English Language Arts (ELA) and Mathematics as well as strategies/activities to reduce the root causes of chronic absenteeism. At this time the goal, annual outcomes, metrics and strategies/activities remain appropriate with the addition of a metric to monitor the percentage of students who receive all grades C or above. This additional metric will be a connection between intervention and impact. Chronic Absenteeism continues to be a challenge for all schools and in particular students for whom there is a focus on support and intervention. The Campus Climate team will review currently strategies and determine next steps in coordination with the District Climate Team and District administration. Through the implementation of intervention program evaluation as part of the FHS WASC Action Plan and continued monitoring of each cohort, this ongoing review will assist in further development of course curriculum and expectations as well as other appropriate supports and interventions.

Learning Recovery and Emergency Block Grant (LREBG)

For the 2025-26, 2026-27, and 2027-28 LCAP years, the FUHSD had \$2,039,335 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. In the 2025-26 LCAP, LREBG funded actions may be found in Goal 1, Actions 4 and 8 and Goal 3, Actions 1, 2. and 11. For the 2026-27 and 2027-28 LCAP years, the FUHSD has \$1,232,848 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. This balance includes the new LREBG funding (\$184,987) received in Fall of 2025. In the 2026-27 LCAP, LREBG funded actions may be found in Goal 1, Action 2 and Goal 3, Action 11.

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

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

and students who are Hispanic (46.4 below standard, declined 17.8 points).

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

Based on this, Goal 1, Action 4 directly addresses the need to provide professional development to teachers including challenging students to read complex texts and building students' speaking, listening, and academic conversation skills. This action aligns to allowable funds in the area of providing professional development and coaching incorporating the ELA Framework for CA Public Schools.

Goal 1, Action 4 was supported by LREBG funds for the 2025-26 school year. For the 2026-2029 school years FUHSD leadership proposed a change in funding source for the staff associated with carrying out this professional development. Given this change and a review of the needs assessment, LREBG funding is being moved from 1.4 and 1.8 to 1.2. based on the findings of A-G completion.

Class of 2025 students meeting A-G:

African American: 50.0%

Asian: 95%

Filipino: 68.1%

Hispanic: 37.5%

Pacific Islander: 36.4%

White: 83.2%

Two or More Races: 88.9%

EL: 36.8%

LTEL: 23.8%

Homeless: 31.6%

SED: 49.6%

SWD: 31.6%

All Students: 81.7%

Based on this, Goal 1, Action 2 directly addresses the need to provide a program targeted to English Language Learners, students who are under-resourced (SED) and foster youth through participation in Academic Foundations, primarily at the 9th grade level. This action aligns to allowable funds in the area of increasing instructional time (providing students who participate in Academic Foundations with the opportunity to enroll in 7 classes, where all students are guaranteed 6) and reducing the class size of this intervention course.

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

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

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

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

Goal 1, Action 8 was supported by LREBG funds for the 2025-26 school year. For 2026-2029 school years FUHSD leadership proposed a change in funding source for the staff associated with carrying out this professional development. Given this change and a review of the

needs assessment, LREBG funding is being moved from 1.4 and 1.8 to 1.2. based on the findings of A-G completion.

Class of 2025 students meeting A-G:

African American: 50.0%

Asian: 95%

Filipino: 68.1%

Hispanic: 37.5%

Pacific Islander: 36.4%

White: 83.2%

Two or More Races: 88.9%

EL: 36.8%

LTEL: 23.8%

Homeless: 31.6%

SED: 49.6%

SWD: 31.6%

All Students: 81.7%

Based on this, Goal 1, Action 2 directly addresses the need to provide a program targeted to English Language Learners, students who are under-resourced (SED) and foster youth through participation in Academic Foundations, primarily at the 9th grade level. This action aligns to allowable funds in the area of increasing instructional time (providing students who participate in Academic Foundations with the opportunity to enroll in 7 classes, where all students are guaranteed 6) and reducing the class size of this intervention course.

Goal 3, Actions 1 and 2 were supported by LREBG funds for the 2025-26 school year. For 2026-2029 school years FUHSD leadership proposed a change in funding source for the social emotional learning curriculum lead and wellness space support specialists. And the needs assessment also substantiated findings from the California Healthy Kids Survey (CHKS) related to "meaningful participation at school", "school connectedness" and "caring adults at school". Goal 3, Action 11 was supported by LREBG funds for the 2025-26 school year and this funding will continue. As implementation of the Schoology Learning Management System and Student Data Analytics System, adapting to Artificial Intelligence, and introducing ReachMyTeach has transitioned from training teachers how to use the tools to how to engage students through and with the tools, this effort moved from Goal 2, Action 5 to Goal 3, Action 11. This action aligns to allowable use of funds in the area of Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training.

Reflections: Technical Assistance

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

Starting in the fall of 2024, FUHSD became eligible for Differentiated Assistance support from the Santa Clara County Office of Education (SCCOE). Eligibility is based on the 2024 Dashboard Indicator Performance for Students with Disabilities and English Learners on the Academic and Graduation Indicators. As part of this work, we built a diverse team that includes 4 district administrators, 3 teacher leaders, 1 general ed teacher, 2 special ed teachers, and 2 classified staff members. The team has participated in full day networking events at SCCOE (DAIN – Differentiated Assistance Improvement Network) as well as monthly coaching calls with our consultant from the County Office. During the 2024–2025 school year, the focus was to provide increased, individualized support to students and families through our Intervention Program Assistants (IPAs). This work strengthened targeted student support systems and enhanced family engagement.

In the 2025–2026 school year, our DA partnership with SCCOE has centered on strengthening services for English Learners (ELs). The work began with mapping the professional learning opportunities provided by FUHSD to teachers and paraeducators who serve English Learners. We then conducted interviews with PD participants to better understand their experiences and how they have applied their learning in classroom practice. The next phase of this work involved classroom visits to collect data on instructional strategies and student learning activities currently in place. To support this effort, SCCOE provided training on conducting Instructional Rounds and facilitated an instructional rounds experience at Homestead High School. Teachers and administrators visited five Designated ELD and Integrated ELD classrooms as part of this process. This training and facilitated experience will build internal capacity, enabling our schools to conduct instructional rounds independently in the future, regardless of FUHSD’s Differentiated Assistance status.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff	Gathered through communication with our bargaining groups: CSEA (3/13/26) and FEA (3/27/26). No feedback from either group.
School Site Council	School site principals review their annual plans with the School Site Council (SSC) in the fall. The mid-year update is shared with the School Site Council during 2nd semester. School plans are aligned to the 4 FUHSD LCAP goals and feedback is solicited specific to student progress. In addition to the SSC meetings where the school plans are reviewed, every site includes information specific to the development of the LCAP at the date during 2nd semester. Cupertino HS: April 21, 2026 Fremont HS: May 20, 2026. At FHS the School Plan for Student Achievement was reviewed with and agreed to by the School Site Council (SSC) on May 20, 2026. The LCAP was reviewed as part of the presentation. Homestead HS: March 10, 2026 Lynbrook HS: January 21, 2026 Monta Vista HS: November 4, 2025 No specific feedback from School Site Councils.
District Wellness Council	The District Wellness Council is composed of students, parents, classified and certificated staff, and administrators. During the 2nd meeting of the year, December 3, 2025, Wellness Council members engaged in dialogue on Goal 3 metrics 3.1 and 3.2 associated with the CA Healthy Kids Survey. See details below.
District English Language Advisory Committee (DELAC)	On May 7, 2026 the District Coordinator who oversees the FUHSD English Language Development program held a District English

Educational Partner(s)	Process for Engagement
	Language Advisory Committee (DELAC) meeting. It was attended by students, parents and staff representing all 5 comprehensive sites. Discussion prompts were focused on each of the 4 LCAP goals. See details below.
IntraDistrict Council (IDC)	On April 27, 2026 the Director of Administrative Services met with students in IDC. See details below.
Special Education Local Planning Area (SELPA)	LCAP consultation occurred via email on April 30, May 7, and May 26, 2026. See details below.
Family Engagement Committee (FEC)	During the 2025-26 school year, the FEC continued to meet and function as the District "LCAP Committee", representing parents and classified, certificated and administrative staff from each comprehensive site including a parent of a student with a disability. LCAP review and feedback occurred on May 7 and 21, 2026. See details below.
Community School (Equity Multiplier)	A parent survey was sent out in 3 languages in April of 2026 and though participation in the survey was low, the parents that responded were highly positive about the FUHSD Community School. In addition, during the months of April and May, Educational Options administrators engaged students, parents, staff and community partners who are participating in and connected to Community School in providing feedback and input. Questions focused on what has the Community School done well; what specifically has helped you; what differences could be helpful; focus on the challenges of attendance, behavior, and attitude towards school. Generally, parents felt that student attendance, behavior and attitude towards school had improved from their experience at a comprehensive school site; students had a more diverse response. Goal 5 and its actions remain connected to staff concern about attendance at the beginning of the school day. Students continue to state that there is no reason to arrive to school on time, reflecting their attitude towards school.
Board of Trustees	The LCAP will be presented to the FUHSD Board of Trustees on June 9, 2026, with approval sought on June 23, 2026.

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

Input from District Wellness Council on December 3, 2025, regarding "What long-term change could strengthen belonging in your school?" Shared with Principals on January 7, 2026 for consideration in school planning.

- School culture and societal influences, including social media and external pressures, significantly shape students' sense of belonging and require intentional, schoolwide responses.
- Relationship-centered classroom practices, such as group work, closed tutorial activities, and two-way teacher–student engagement, help build trust and connection when balanced with appropriate professional boundaries.
- Expanding belonging beyond individual classrooms is necessary to create a cohesive, inclusive school community across grade levels and student groups.
- Redefining success and career pathways by valuing diverse interests and futures can reduce pressure, increase joy, and help more students feel accepted and affirmed.
- Mentorship and intentional connection structures—including caring adults, peer connections, and interest-based mentoring—ensure students have people they can rely on.
- Extracurricular participation, especially early involvement for freshmen, provides a key entry point for building community and peer relationships.
- Transparency, student voice, and open communication strengthen trust by acknowledging constraints, sharing progress, and creating spaces for listening and collaboration.

Students and parents in attendance at the DELAC meeting May 7, 2026, shared details about what has supported student success and what else they feel might be helpful to their students. Parents and Student shared feedback separately with different prompts to help them provide detailed feedback, which included:

PARENT GOAL 1

Strengths

ELD and sheltered classes build confidence, skills, and community

Teachers, tutorials, and EL supports are helpful and accessible

Needs

Clearer, EL-specific explanation of A-G/graduation requirements

Support with academic language and pacing

More guidance for parents on how to support at home

Increased student confidence to participate in non-EL settings

STUDENT GOAL 1

Students learn best when they feel comfortable and not judged

ELD and sheltered classes are critical:

- Build confidence, language skills, and community
- Provide a safe space to make mistakes

Barriers to learning:

- Fear of speaking up, especially in unfamiliar classes
- Difficulty with academic vocabulary and pacing

Helpful supports:

- Tutorials, EL Center, instructional assistants, and accessible teachers
- Vocabulary support is especially important

PARENT GOAL 2

Strengths

Programs like AVID, ELD, counseling, and career activities are valuable

Early exposure and practical supports (e.g., essays, resumes) help

Needs

More consistent and parent-accessible information

Clear, step-by-step guidance (especially for EL/international students)

Better access and outreach to clubs and extracurriculars

More visibility/advertising of opportunities

STUDENT GOAL 2

AVID is a primary source of college guidance; without it, students feel unprepared

Counseling presentations and essay support are helpful

Students need:

- More consistent guidance on college pathways and planning
- Clear understanding of required classes

PARENT GOAL 3

Strengths

Students feel safe and supported

ELD provides a strong sense of belonging and peer connection

Needs

More support for integration beyond ELD

Structured supports (e.g., buddy systems, early connections)

Encourage inclusive classroom environments where students feel safe to ask questions

More opportunities for student involvement and connection

STUDENT GOAL 3

Students feel safer and more confident over time, but:

- Initial transition is difficult and isolating
- Language barriers limit communication and participation

Peer connections are critical:

- Friendships (often formed in ELD) increase confidence and engagement

Students gradually engage more as confidence grows

PARENT GOAL 4

Strengths

Communication systems exist; schools seen as responsive

ELAC/DELAC and translation supports are valuable

Needs

More consistent translation across languages

Simpler, more accessible communication (less reliance on logins)

More two-way communication and clarification opportunities

Build parent networks and mentorship opportunities

STUDENT GOAL 4

Students want:

- More information and promotion of clubs, events, and opportunities
- Encouragement to try activities without pressure

Classroom environment matters:

- Students are less likely to participate if teachers seem strict or unapproachable
- Want classrooms where it's safe to ask questions

Cross-cutting themes for parents:

ELD is a major strength, but can lead to isolation if not paired with integration

Need for clear, repeated, EL-specific communication

System navigation (classes, clubs, processes) is a major barrier

Relationships and belonging drive success

Confidence and language development are central to student achievement

Students also provided input on Student Voice & Access

Students want:

- More opportunities to share input (e.g., suggestion boxes)
- Clear, simple communication for families about school events

Barriers to advanced opportunities:

- Interest in AP classes and leadership exists, but:

-- Students face confidence and "mental" barriers

-- Fear of falling behind limits participation

Students attending the Inter District Council meeting on April 27, 2026, provided feedback on the LCAP through small group discussion and large group sharing. Each group was provided with two goals to review and discuss. Each small group discussed the following:

-What does the goal mean to you?

-Provide examples of how you see this goal being met on your campus?

-What else could be done or done better to achieve this goal?

-What other types of evidence could be used to measure this goal?

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

Goal 1 Sustain generally high student performance while ensuring high levels of learning from every student, as evidenced by graduation

rate, achievement of A-G requirements and CAASPP performance.

Our thoughts on high student performance and learning

- High rates of attendance
- Utilizing tutorials
- Closed tutorial – ensuring attendance at these
 - Information in closed tutorial/advisory is important, but no real way of ensuring attendance
 - Kids skip these sessions chronically and then are left without the information
- Make data about student outcomes and experiences more accessible and available
 - Maybe have the CA healthy kids survey summary sent to students and parents in a more digestible way like a graphic/dashboard visual (?)
 - Summary of student outcomes after 12th grade – 4-year colleges, trade school, community college, etc. Our community is pretty concerned about outcomes out of high school, and yet the main way of gaining awareness is through Instagram accounts, or Naviance which most students don't even know how to utilize
- More support for incoming freshmen
 - Maybe have a panel for incoming freshmen talking about how to navigate through the high school experience (?)
- Improve usage & awareness of support resources on campus
 - College & Career Centers
 - Wellness Centers
 - Mental Health Support
- Grades/academic success
 - High grades
 - High understanding of content – maybe reevaluate how we test students/how we evaluate understanding of content?
- Ensuring that all students have equal opportunities for all classes, educational clubs, after school educational programs, tutoring programs, etc.

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

Guaranteed and viable curriculum

- Different course offerings at each school make it harder for everyone to pursue courses they are interested in
- Each teacher teaches a course differently, this makes it difficult for everyone to learn the same content
- Each teacher/class is graded differently, can be seen as “unfair” – different standards for grades (89.5% and above, 85% and above, 90% and above)
- No real communication between students and district to talk about how their teachers are teaching courses and the standards they are held to in their courses

Preparing for colleges and careers

- Huge disparity between number of counselors and number of students
- College recommendation letters are incredibly general and students usually don't even interact with counselors prior to them writing a recommendation letter for them
- Constant pushback from counselors when students try to pursue more rigorous course offerings, not getting AP/high level courses when

requested

- No specific college advice for students unless they go out of their way to build a strong relationship with counselors, which is already difficult given ratio

Pursuing passions and interests

- Tying back into different courses at different schools – certain careers are “discouraged” because of how difficult it is to get certain courses (i.e. Business, CS) or how difficult courses are to understand
- High barrier to entry/fear of not doing well in courses makes students not want to pursue certain fields

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.

GOOD

- Safe rides to school
- Anonymous, see something, say something
- Wellness centers
- School therapists
- Counselors check in with students
- Free breakfast, brunch, and lunch - but most of us don't eat breakfast, it's too early
- Academics is pushed

IMPROVEMENT NEEDED

- Healthy kids survey results: kids go to school even if they are stressed or sick because they don't want to miss something
- Unfair class policies
- Fear of punishment
- Students who are regularly absent/poor attendance are not understood and labeled by parents
- Bomb threat support
- Attendance is lacking in many school sites
- More support and guidance for people who are expelled/suspended

GOOD

- Principal newsletter
- in many languages
- So much on the newsletter that it is easy to miss
- Principal coffee meeting things - parents can ask questions and learn a lot - easier for parents when they are on zoom than in person

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.

IMPROVEMENT NEEDED

- Information is not easily digestible
- Long meetings and documents

- LCAP does not seem to be designed to be easy to read or understand
- Students don't feel that the surveys they fill out make a difference
- Very hard for families to understand financial reports or presentations - most people just complain or ask for more funding

Detailed consultation from the SELPA office occurred on May 26, 2026. The Fremont Union High School District's LCAP reflects a comprehensive and data-informed approach to addressing the needs of students with disabilities (SWDs). The district identifies that approximately 9 percent of its 9,289 students are students with disabilities, establishing a clear understanding of the population served and the scale of support required.

The district provides a detailed reflection on annual performance, highlighting both areas of progress and ongoing challenges. Graduation outcomes for SWDs show variability, with a reported rate of 79.6 percent for the Class of 2025, indicating a need for continued improvement. Academic performance data from the California School Dashboard demonstrates notable gains, with SWDs improving from the Very Low range to Low in English Language Arts and to Medium in Mathematics. Despite these improvements, performance remains below standard, signaling the need for sustained academic support. Additional data from the California Indicator Monitoring (CIM) results further illustrate district performance. The district met several targets, including graduation, dropout, suspension, parent involvement, post-school outcomes, and Child Find. However, the district did not meet targets in English Language Arts, Mathematics, and key Least Restrictive Environment (LRE) indicators. Specifically, a smaller percentage of students with disabilities were served in general education settings for 80% or more of the day, and a higher percentage were served in separate settings than state targets. Student engagement indicators present a mixed picture. Suspension rates for SWDs improved and are now in the low range, reflecting progress in school climate efforts. However, chronic absenteeism remains a significant concern, with rates still elevated. Additionally, college and career readiness indicators reveal gaps, as only 31.6 percent of SWDs met A-G requirements, indicating limited access to pathways that support postsecondary opportunities. The district also identifies disproportionality as an ongoing focus area and continues to implement targeted efforts, including strengthening MTSS and Student Assistance Team processes and increasing targeted interventions at identified sites.

Educational partner engagement is also reflected in the LCAP, including participation from parents and additional structures such as PTSA committees focused on supporting families of students with disabilities and English Learners. The plan acknowledges the SELPA review and consultation process. This reflects alignment with required consultation practices and demonstrates the district's commitment to incorporating SELPA input into its LCAP development.

Students with disabilities are well represented across the district's goals, with alignment between metrics and actions in most areas. Goal 1 focuses on academic achievement and SWDs are included across multiple metrics related to graduation, A-G completion, and CAASPP performance, with actions addressing instruction in English Language Arts and Mathematics. Goal 2 emphasizes access and college and career readiness, and includes SWDs in metrics related to LRE, college readiness, and participation in rigorous coursework, with actions supporting career technical education and access to general education. Goal 3 addresses school climate and engagement, incorporating SWDs in metrics related to absenteeism, suspension, and engagement, with actions focused on campus climate and targeted interventions. Goal 4 includes SWDs in metrics related to parent involvement in the IEP process and includes actions that elevate student and staff voice, including attention to the inclusion of students with disabilities in school communities.

Overall, the SELPA LCAP review indicates that Fremont Union High School District has developed a thorough and data-driven plan to support students with disabilities. The district demonstrates strong use of data and intentional inclusion of SWDs across goals and actions. During the 2025-2026 school year, the Family Engagement Committee (FEC) continued to meet, representing staff and parents from each comprehensive site including a parent of a student with a disability. The final meeting was held on May 21, 2026.

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

The FEC was given access to the draft LCAP in advance, and they were encouraged to read it. The FEC was given an opportunity to provide some general feedback. Members continue to support efforts made by the district to engage the Latino community and families of students with disabilities or those who are under-resourced. The committee discussed district efforts to do so and possible new ways to engage these communities. One new tool that was highlighted by parents and staff was the use of a translation tool for all Board Meetings and DELAC Meetings. Parents also appreciated the continuation of additional PTSA committees focused on engagement with special needs families and English Learner families.

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

Students feel safe at school – surprised that none of the students mentioned bullying or online harassment or anything of this nature

The parents and students certainly appreciate the ELD classes and the support that comes from them

District efforts to support EL students are impressive and this support seems to be making a noticeable difference for students and parents

Parents continue to want more involvement in college readiness and counseling

Individual personal information from counselors is harder than it is with private counselor

PTSA also provides college counselors and additional information for parents – we provide webinars and in person meetings to help with this

Equality of rigor, grading scales, is not the same at every school and every teacher

Schools continue to monitor this and work on consistency and coherence within course alike groups – focus on essential learning for each subject and equitable grading

Though the feedback from the two student groups was different in many ways, social connections and support were common from both student groups

The FUHSD considers our four goals to be well-established and broad enough to allow for modifications and additions of actions.

Educational partners continue to agree that the current four goals are relevant to the needs across the District. Input provided by educational partners essentially served to reinforce the current LCAP goals and overall action plan and validated the strong relationship between current LCAP goals, metrics, and actions. Input from students and the wellness council reinforced actions in Goals 3 and 4 regarding wellness and closed tutorial lessons.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of teachers will be highly qualified to teach the courses to which they are assigned.	School year 2023-24: 96% With full credential = 506 Without full credential = 10 Teachers Teaching Outside Subject Area of Competence (with full credential) = 11	School Year 2024-2025: 96.3% (505) with a full credential; 7 without a full credential; and 12 teachers teaching outside subject area of competence	School Year 2025-2026: 95.6% (493) with a full Credential; 5 without a full credential; 18 teaching outside subject area of competence (for at least one section)	2026-27 100%	-0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Increase to 100% (115/115 points) the District's implementation of state academic standards.	May 2024 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.	February 2025 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.	January 2026 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.	2027 100%	0
1.3	100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.	May 2024 100%	February 2025 100%	February 2026 100%	2027 100%	0
1.4	English Learner Access to Common Core State Standards including English Language Development standards.	May 2024 Full Implementation and Sustainability on self-reflection tool.	February 2025 Full Implementation and Sustainability on self-reflection tool.	February 2026 Full Implementation and Sustainability on self-reflection tool.	2027 Full Implementation and Sustainability	0
1.5	By student group, increase to 100% the percentage of students who graduate.	Class of 2023 (number/%) students meeting graduation requirements: African American: 19/95.0% Asian: 1,459/98.8% Filipino: 72/97.3% Hispanic: 386/84.1% White: 348/95.9% Two or More Races: 175/96.7% English Learners: 270/79.3% Homeless: 17/76.5%	Class of 2024 (number / %) - students meeting graduation requirements: African American: 27 / 81.5% Asian: 1358 / 98.2% Filipino: 66 / 92.4% Hispanic: 460 / 79.8% White: 387 / 96.1%	Class of 2025 (number / %) - students meeting graduation requirements: African American: 20 / 100% Asian: 1370 / 98.5% Filipino: 72 / 96.0% Hispanic: 392 / 87.7% White: 310 / 96.9%	Class of 2026 100% for all identified groups	African American: +5.0% Asian: -0.3% Filipino: -1.3% Hispanic: +3.6% White: +1.0% Two or More Races: -4.4% English Learners: -5.9% Homeless: -11.0% SED: +2.7% SWD: -3.1% All Students: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 570/86.8% Students With Disabilities (SWD): 254/82.7% All Students 2,550/95.5%	Two or More Races: 150 / 94.0% English Learners: 244 / 73.4% Homeless: 28 / 39.3% SED: 548 / 81.0% SWD: 273 / 74.4% All Students: 2552 / 93.8%	Two or More Races: 156 / 92.3% English Learners: 253 / 85.2% Homeless: 19 / 65.5% SED: 528 / 89.5% SWD: 215 / 79.6% All Students: 2369 / 95.7%		
1.6	By student group, decrease the dropout rate.	Class of 2023 cohort dropout rate by student group: African American: 1/20 (5.0%) Asian: 4/1,477 (0.3%) Filipino: 1/74 (1.4%) Hispanic: 56/459 (12.2%) White: 9/363 (2.5%) Two or More Races: 3/181 (1.7%) English Learners: 43/270 (15.9%) Homeless: 3/17 (17.6%) Socioeconomically Disadvantaged (SED): 57/570 (10.0%) Students With Disabilities (SWD): 18/254 (7.1%) All Students: 76/2,669 (2.8%)	Class of 2024 cohort dropout rate by student group: African American: 3 / 27 (11.1%) Asian: 7 / 1,358 (0.5%) Filipino: 2 / 66 (3.0%) Hispanic: 66 / 460 (14.3%) White: 9 / 387 (2.3%) Two or More Races: 1 / 150 (0.6%) English Learners: 47 / 244 (19.3%) Homeless: 11 / 28 (39.3%) SED: 73 / 548 (13.3%) SWD: 24 / 273 (8.8%) All Students: 93 / 2,552 (3.6%)	Class of 2025 cohort dropout rate by student group: African American: 0 / 20 (0.0%) Asian: 5 / 1,391 (0.4%) Filipino: 3 / 75 (4.0%) Hispanic: 50 / 447 (11.2%) White: 6 / 320 (1.9%) Two or More Races: 10 / 156 (6.4%) English Learners: 38 / 297 (12.8%) Homeless: 9 / 29 (31.0%) SED: 55 / 590 (9.3%) SWD: 32 / 270 (11.9%) All Students: 78 / 2,475 (3.2%)	Class of 2026 0% for all identified groups	African American: - 5.0% Asian: +0.1% Filipino: +2.6% Hispanic: -1.0% White: -0.6% Two or More Races: +4.7% English Learners: - 3.1% Homeless: +13.4% SED: -0.7% SWD: +4.8% All Students: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Revised (2026-27) Increase the percentage of the students who meet A-G requirements by the time they graduate with a focus on a 5-percentage point increase for English Learners (EL), Long-Term English Learners (LTEL), students who are unhoused (homeless), students who are Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) and 2.5-percentage points for all other student groups.	Class of 2023 students meeting A-G: African American: 52.6% Asian: 94.3% Filipino: 75.0% Hispanic: 47.2% Pacific Islander: not reported White: 81.6% Two or More Races: 82.3% EL: 43.9% LTEL: not reported Homeless: 38.5% SED: 56.0% SWD: 26.7% All Students: 83.5%	Class of 2024 students meeting A-G: African American: 36.4% Asian: 93.1% Filipino: 68.9% Hispanic: 47.4% Pacific Islander: not reported White: 81.7% Two or More Races: 85.1% EL: 40.2% LTEL: 28.8% Homeless: 36.4% SED: 55.0% SWD: 32.5% All Students: 82.5%	Class of 2025 students meeting A-G: African American: 50.0% Asian: 95% Filipino: 68.1% Hispanic: 37.5% Pacific Islander: 36.4% White: 83.2% Two or More Races: 88.9% EL: 36.8% LTEL: 23.8% Homeless: 31.6% SED: 49.6% SWD: 31.6% All Students: 81.7%	Revised Class of 2026 African American: 55.1% Asian: 96.8% Filipino: 77.5% Hispanic: 49.7% Pacific Islander: 38.9% White: 84.1% Two or More Races: 84.8% EL: 48.9% LTEL: 33.8% Homeless: 43.5% SED: 61.0% SWD: 31.7% All Students: 86%	African American: -2.6% Asian: +0.7% Filipino: -6.9% Hispanic: -9.7% Pacific Islander: N/A White: +1.6% Two or More Races: +6.6% EL: -7.1% LTEL: -5% Homeless: -6.9% SED: -6.4% SWD: +4.9% All Students: -1.8%
1.8	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).	These data below are referencing CAASPP administration year 2023. Student Group % "Met or Exceeded Standard" in ELA/Math: African American: 45%/25% Asian: 92%/89% Filipino: 73%/45% Hispanic: 47%/19% White: 83%/66% Two or More Races: 88%/80%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: 65.0% / 38.1% Asian: 90.9% / 91.3% Filipino: 78.7% / 58.7% Hispanic: 40.4% / 18.4% White: 88.7% / 76.1%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2025 CAASPP African American: - / 36.4% Asian: 88.2% / 90.4% Filipino: 78.7% / 52.4% Hispanic: 47.2% / 21.3% White: 83.0% / 75.8%	2026 100% for all identified groups	African American: - / +11.4% Asian: -3.8% / +1.4% Filipino: +5.7% / +7.4% Hispanic: +0.2% / +2.3% White: 0.0% / +9.8% Two or More Races: -1.3% / -1.1% English Learners: -4.2% / +3.3% Homeless: --/--

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 17%/16% Homeless: --/-- Socioeconomically Disadvantaged (SED): 57%/33% Students With Disabilities (SWD): 28%/14% All Students: 81%/71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	Two or More Races: 83.9% / 77.2% English Learners: 9.2% / 11.8% Homeless Youth: - /-- SED: 49.2% / 30.8% SWD: 27.2% / 17.7% All Students: 80.7% / 73.7%	Two or More Races: 86.7% / 78.9% English Learners: 12.8% / 19.3% Homeless Youth: - /-- SED: 44.8% / 32.3% SWD: 34.7% / 24.1% All Students: 79.4% / 73.5%		SED: -12.2% / -0.7% SWD: +6.7% / +10.1% All Students: -1.6% / +2.5%
1.9	Increase to 95% the percentage of students who participate in the California Assessment of Student Performance and Progress (CAASPP).	2023 94% for both ELA and Math exams	2024 95% for both ELA and Math	2025 96% for both ELA and Math	2026 95% for both ELA and Math exams	+2%
1.10	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Science Test (CAST).	These data below are referencing CAST administration year 2023. Student Group % "Met or Exceeded Standard" in Science: African American: 29% Asian: 84% Filipino: 57% Hispanic: 27% White: 70% Two or More Races: 78%	Percentage of students who met or exceeded the standard during the 2024 CAST African American: 45.0% Asian: 85.3% Filipino: 60.0% Hispanic: 25.7% White: 75% Two or More Races: 77.6% English Learners: 3.05%	Percentage of students who met or exceeded the standard during the 2025 CAST African American: 36.4% Asian: 79.6% Filipino: 57.1% Hispanic: 26.3% White: 71.4% Two or More Races: 75.3% English Learners: 6.0%	2026 100%	African American: +7.4% Asian: -4.4% Filipino: +0.1% Hispanic: -0.7% White: +1.4% Two or More Races: -2.7% English Learners: +1.0% Homeless: --/-- SED: -4.6% SWD: -3.3% All Students: -4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 5% Homeless: --/-- Socioeconomically Disadvantaged (SED): 33% Students With Disabilities (SWD): 24% All Students: 71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	Homeless: --/-- SED: 32.5% SWD: 19.6% All Students: 71.8%	Homeless: --/-- SED: 28.4% SWD: 20.7% All Students: 67.0%		
1.11	Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).	2023 CA Dashboard 44% of ELs making progress towards English language proficiency	2024 CA Dashboard 39.2% of ELs making progress or maintaining the highest ELPI level	2025 CA Dashboard 40.1% of ELs making progress or maintaining the highest ELPI level	2026 100%	-3.9%
1.12	Revised (2026-27) Increase English Learner reclassification rate to 9.0%.	2022-23 8.1% (75) EL students reclassified	Students (number / %) reclassified in 2023-24 78 / 8.5%	Students (number / %) reclassified in 2024-25 75 / 8.6%	Revised 2025-26 9.0%	+0.5%
1.13	Decrease the % of LTELs within the District.	2023-24 LTEL enrollment includes 385 LTEL students which is 42.7% of all students who are classified as English Learners (EL). Overall, the LTEL	2024-25 LTEL enrollment includes 394 LTEL students, which is 44.5% of all students who are classified as	2025-26 LTEL enrollment includes 351 LTEL students, which is 37.7% of all students who are classified as	2026-27 35% of all students who are classified as English Learners	-5.0% of EL population (37.7%) -0.3% of Total population

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		population accounts for 4.0% of FUHSD student enrollment.	English Learners (EL). Overall, the LTEL population accounts for 3.5% of FUHSD student enrollment (grades 9-12).	English Learners (EL). Overall, the LTEL population accounts for 3.7% of FUHSD student enrollment (grades 9-12).		

Goal Analysis [2025-26]

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

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

All Actions Implemented As Planned:

1.1 Retain and Support Staff - The Human Resources Department continues to emphasize selecting applicants to interview who are appropriately credentialed and qualified to teach the subject matter for which they are hired. Once hired, HR works with the DO Data Team to ensure that teachers are appropriately placed and labeled for review as well as to collaborate with the site Scheduling Assistant Principals to schedule and place teachers appropriately. As we start the staffing season for the 26-27 school year we are once again seeing a large number of qualified and credentialed applicants applying for our open positions. After reviewing the actual revenue for the 25-26 school year, the district is once again able to offer an increase, smaller than in previous years, but still an increase of two to three percent for all three groups of employees.

1.2 Targeted Intervention - Academic Foundations is an elective course for 9th and 10th graders that focuses on academic and social-emotional skills for success in high school. These include study and organizational strategies and academic language and literacy. As appropriate, the teacher teaches and reteaches academic content students will be or have been instructed on in their core classes. Targeted students include English Learners, students who are under-resourced (SED) and foster youth. Academic Foundations 9, supporting students who are English Learners, incorporates regular writing – both reflective and academic – into its curriculum. Throughout the school year, students complete at least one full process essay that reinforces basic writing skills that they are learning in their core literature and/or science classes (e.g. thesis, claim, evidence, reasoning/analysis). Beyond that, academic language is practiced in daily writing or speaking activities, specifically utilizing academic language frames to make inferences, compare/contrast, add on to a classmate's idea, signal a cause/effect, etc. Targeted students are English Learners, particularly Long-Term English Learners. In addition, ELD 1C is being taught this year in two high schools, with a third school adding it for the 2026-27 school year. Algebra 1 workshop has been taught at one high school for EL students who need to learn additional numeracy.

1.3 Student Support - School counselors and administrators, led by the Educational Options School Counselor and Director of Educational Services, continued to meet as scheduled. On average, students who are unhoused and McKinney-Vento eligible were contacted 10 times this year. This is an increase from 8.7 times last year. On average, Foster Youth students were contacted 15.9 times this year, an increase from 8.5 times last year. For comparison, on average, the general population of students (excluding unhoused, McV, and FY students) were

contacted 1.7 times (same as last year). For McKinney-Vento students, the lowest was 0 contacts and the highest was 49 contacts. For Foster Youth students, the lowest was 2 contacts and the highest was 35.

1.4 ELA: Skill Development - The English Curriculum Lead provided professional learning on teaching inductive thinking in English Language Arts classes. In addition, she provided PD on how to leverage AI tools to increase accessibility for students, including ways to explicitly teach academic vocabulary and how to bridge gaps in students' background knowledge of a topic. Vocabulary development and rich background knowledge have been shown as crucial for reading comprehension.

1.5 ELA Instruction - The English Curriculum Lead meets monthly with the English department leads from across the district. An ongoing focus is continued expansion of the canon of English literature in order to increase student engagement through representation. The Board of Trustees is presented with supplementary materials requests throughout the school year.

1.6 ELA: Targeted Instruction - The Board of Trustees requested a review of student progress in Academic Reading and Writing, a course that utilizes the Read 180 program, for the past 5 years. Due to a change in the Read 180 program, student data was reviewed for the past 4 years: 2022-23 to 2025-26. Over this four-year period Read 180 served 108 unduplicated students as follows:

2021-2022: 41 students

2022-2023: 13 (3) students

2023-2024: 22 (4) students

2024-2025: 13 (8) students

2025-2026: 19 (1) students

Sixteen students participated in Read 180 for more than one year (x). Most students entered the program as ninth graders (90 of 108 = 83%), reflecting the District's emphasis on providing literacy intervention early in a student's high school experience. Read 180 is designed to provide intensive reading intervention for students with significant literacy needs, and some students require participation across multiple years to achieve reading growth and access to the grade-level curriculum.

Of the 108 students,

- 51 (47%) were identified as under-resourced (socioeconomically disadvantaged (SED))

- 62 (57%) were Students with Disabilities (SWD)

- 30 (28%) were both under-resourced and SWD

- 63 (58%) were English Learners (ELs), including 11 (17%) who had been enrolled in U.S. schools for fewer than three years and 52 (83%) who were Long-Term English Learners (LTEs). Twelve students (11%) were Reclassified Fluent English Proficient (RFEP), including three students who reclassified after May 2023.

- Of the 63 English Learners, 35 (56%) were SWD.

- Information that would identify under-resourced status was not available for 19 students (18%).

Of the 108 students, 51 (48%) remain enrolled in FUHSD.

Of the 57 students who exited FUHSD:

- 40 are from a cohort that graduated:

- 28 (70%) graduated with a standard diploma, 3 (11%) of the graduates met A-G requirements;

- 4 (10%) earned a Certificate of Completion;

- 1 (3%) graduated with an Adult School Diploma;

- 2 (5%) enrolled in Adult School; and

- 5 (13%) completed grade 12 without meeting graduation requirements.

- 17 students moved out of the district while still enrolled in high school.

Of the 4 students who earned a Certificate of Completion in a program for students with extensive needs, 3 continue to be enrolled in a postsecondary program in the district. Participation in Academic Reading and Writing provided these students with an opportunity to receive instruction alongside general education peers while continuing to develop foundational literacy skills.

Of the 5 students who did not earn a standard high school diploma, 4 enrolled in FUHSD from a feeder district and 1 came from out of the country in grade 10. Two students are continuing to work toward a diploma through FUHSD Adult School. The student who arrived from out of the country came with limited prior schooling and no literacy in any language. The student remained enrolled in ELD 1 throughout high school, spent an additional year in high school and received intensive literacy support for three years.

During the 2025-26 school year, 18 students participated in Read 180 for the majority of the school year: 16 took the Grown Measure Reading Assessment more than once; 2 students could not receive a score in their initial assessment and were instructed in phonics and other pre-literacy skills. Of the 16,

- 12 completed Beginning-, Middle-, and End-of-Year assessments and were eligible for annual growth calculations: 9 of the 12 (75%) met or exceeded expected annual reading growth targets (3 (25%) exceeded expected growth and 6 (50%) met expected growth) and 3 of the 12 (25%) did not meet expected growth targets.

- 3 students had Beginning- and Middle-of-Year assessments only, and all three demonstrated positive growth in scaled reading scores.

- 1 student had Middle- and End-of-Year assessments and also demonstrated positive growth.

Among the 12 students with both Beginning-of-Year and End-of-Year HMH Growth Measure assessments, the number of students performing at the Far Below Level decreased from 7 to 4 students, while the number performing at the Below Level decreased from 3 to 2 students. The number of students performing On Level increased from 0 to 3 students, and one student reached the Above Level category by the end of the year. Overall, students performing On Level or Above Level increased from 0% at the beginning of the year to 33% by the end of the year. While many students continue to require intensive literacy support, the Read 180 program contributed to measurable improvements in reading achievement and helped reduce literacy gaps for students with the greatest academic needs. These results support the district's ongoing investment in evidence-based reading intervention programs designed to improve access, engagement, and academic outcomes for struggling readers.

Imagine MyPath was implemented as a targeted intervention to support students with foundational reading and math skill deficits. Based on the active-user data from the two classes at Homestead High School piloting the intervention, Academic Foundations and an SAI English class, students in the AF class participated in the program for approximately 6–8 months, with 40–50% of active users achieving an 80% or higher lesson mastery rate and demonstrating measurable academic growth. In SAI English class, students participated for only 2–4 months, approximately 60–70% of active users achieved an 80% or higher lesson mastery rate and showed consistent progress through individualized learning pathways. Across both classes, students who demonstrated high lesson mastery experienced the strongest gains, indicating that MyPath is an effective intervention for supporting skill development and academic growth for students requiring targeted support, including students with disabilities, English Learners, students who are under-resourced.

1.7 ELA: Instruction - We offered an array of professional learning options for teachers in all subject areas, especially ELD / Sheltered teachers on amplifying instruction to make curriculum more accessible to EL and other students. In conjunction with the Critical Thinking PD, there was an additional PD tailored for EL specific classrooms. This includes learning grammar through an inductive approach, and using photos and visuals to help students generate hypotheses. There was continued expansion of co-taught courses (general and special education teachers in the same section of a course) and training and collaboration time for the teacher teams. To increase the percentage of students who meet and exceed standard on the CAASPP ELA, members of the Teaching and Learning team have participated in a course on reaching instruction with personalized coaching focusing on applications in high school to address explicit reading instruction, including vocabulary development, background knowledge building, and syntactical understanding. These aspects would also support listening skills.

1.8 Mathematics: Instruction - At FHS supplemental interventions include Summer Algebra 1 Bootcamp to prepare incoming 9th graders for Algebra 1 when they enter high school: 8 of 13 students who took Bridge to Algebra 1 summer class passed Algebra 1 for the Fall 2025 semester. Co-taught by an FHS and SSD teacher. Anecdotal teacher input includes students utilizing the vocabulary; teacher and student input include feeling prepared and open to making mistakes, understanding productive struggle. 1st semester grades for attendees: A = 2, B = 4, C = 1, D = 1, F = 4, one student dropped. 1st semester grades for the control group (students who met the profile but did not attend: 11 students): A = 2, B = 3, C = 4, D = 1, F = 1. Continuing 1 section for summer 2026. At HHS Algebra 1 workshop is offered to EL students in conjunction with Algebra 1 sheltered to bolster foundational skills: 11 of 15 Algebra 1 Workshop students passed Algebra 1 for the Fall 2025 semester. ELD 1C is offered as a third block of ELD 1 to accelerate English development for beginning ELs. Universal Design for Learning (UDL) PD is offered to math teachers to implement concepts of universal design in their classrooms: 7 teachers attended this school year.

1.9 Science: Instruction - The environmental learning playground was held in Fall 2025 for teachers to incorporate climate and environmental literacy into their various subject area courses. A student, through collaboration with the Climate Collective, has developed a survey that will be administered each October beginning in 2026.

1.10 ELD: Targeted Intervention - We offered an array of professional learning options for teachers in all subject areas, especially ELD / Sheltered teachers on amplifying instruction to make curriculum more accessible to ELs and other students. In conjunction with the Critical Thinking PD, there was an additional PD tailored for EL specific classrooms. This included learning grammar through an inductive approach, and using photos and visuals to help students generate hypotheses. Furthermore, all ELD teachers are working on horizontally and vertically aligning their curriculum based on "narrow reading / thematic" units. A PD on designing ELPAC-like tasks that help students become more familiar with the task types on the ELPAC was offered twice in the 25-26 school year. Staff attendance: 25 for Amplifying instruction; 34 for ELPAC Experiences PD; 26 for Alignment ELD PD.

1.11 LTEL: Targeted Instruction - FHS continues to offer a program of integrated ELD for LTELs. The teachers work together as a PLC to employ instructional strategies that bolster academic achievement and academic English development. In addition, FUHSD and SSD continue to collaborate to consider practices that would increase the percentage of reclassification for LTELs and thus decrease the number of LTELs who enter high school. So far, we have been sharing data and will examine more deeply practices that would better support LTELs.

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

Material differences where the estimated actual expenditures were higher than budgeted expenditures:

- 1.3 - Our Educational Options School Counselor was on leave this school year. As a result, we incurred additional costs as we hired coverage.
- 1.4, 1.5, and 1.8 - Our budget did not account for all the costs related to attendance of the PD sessions (substitutes, timesheets, etc) so actual expenditures are higher than budgeted.

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

EFFECTIVE

1.1 Efforts to retain and support staff are effective in that the decrease was only 0.4% in teachers being highly qualified: 95.6% overall (Metric 1.1). The district efforts to recruit, hire, train, place, and retain staff are very effective as we continue to reduce the number of missassignments through increased collaboration with our DO Data Team and Scheduling APs. Once again, our Revenue Sharing Program has resulted in increased salary offerings, which in turn help us attract and retain qualified staff.

EMERGING EFFECTIVENESS

1.2 The achievement of A-G requirements (Metric 1.7) has decreased 1.8% for all students since baseline (Class of 2023) and 7.1% for English Learners, and 6.4% for students who are under-resourced (SED). While there had been a decrease in the graduation rate (Metric 1.5) for all student groups over the past three years (2022 90.9%, 2023 88.3%, and 2024 87.3%), there was a 3.6% increase for the Class of 2025 to 90.9%. Student groups with a blue/very high performance level are students who are Asian, Filipino and White (increase from green/high); green/high are students who are English Learners (EL) (increase from red/very low), Hispanic (increase from orange/low), Long-Term English Learners (LTEL) (increase from orange/low), and students who are under-resourced (socioeconomically disadvantaged (SED)) (increase from red/very low); medium/yellow are Students with Disabilities (SWD) (increase from orange/low); orange/low is Two or More Races (decrease from blue/very high); and there are no student groups are in red/very low for graduation rate. Performance level for English Language Arts is red/very low for Long-Term English Learners (maintained); English Learners (increased 14.6 points) and Students with Disabilities (increased 4.6 points) increased from red/very low to orange/low. Performance level for Mathematics assessments is red/very low for Long-Term English Learners (maintained); English Learners (increased 25.3 points), Hispanic (increased 19.2 points), and Students with Disabilities (increased 30.7 points) increased from red/very low to orange/low; and students who are under-resourced (increased 28.8 points) increased from red/very low to yellow/medium. Performance level for English Learner Progress shows that 35.6% of English Learners are making progress, a 9.4% increase, and 38.6% of Long-Term English Learners are making progress, a 14.4% increase.

1.3 Counseling support directed to progress towards graduation has had emerging effectiveness in that all students saw a 0.2% increase in graduation rate (Metric 1.5) from baseline and a 1.9% from Class of 2024 and students who are unhoused (homeless) saw a 11% decrease from baseline but a 26.2% increase from Class of 2024. The Class of 2025 was the first year of a concentrated focus on quality and quantity of contacts.

1.4 Efforts to implement a rigorous, guaranteed, and viable curriculum in support of ELA skill development are having emerging effectiveness in that all students saw a 0.2% decrease in students meeting standard on the CAASPP ELA (Metric 1.8) while students who are Filipino maintained their progress, students who are Hispanic saw a 6.8% increase, students with disabilities saw a 7.5% increase, English Learners saw a 3.6% increase. However, students who are under-resourced (SED) saw a 4.1% decrease. The CAASPP ELA results indicate a need for future focus on developing listening skills, especially vis-a-vis academic texts in conjunction with explicit vocabulary instruction and background knowledge.

1.5 Efforts to increase student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students in support of ELA instruction are having emerging effectiveness in that all students saw a 0.2% decrease in students meeting standard on the CAASPP ELA (Metric 1.8) while students who are Filipino maintained their progress, students who are Hispanic saw a 6.8% increase, students with disabilities saw a 7.5% increase, English Learners saw a 3.6% increase. However, students who are under-resourced (SED) saw a 4.1% decrease.

1.6 Of the 108 students that have participated in Academic Reading and Writing over the past 4 years, 51 (48%) remain enrolled in the District. Of the 57 who exited the District: 17 exited the district prior to their cohort graduating and 40 are from a cohort that graduated: 28 (70%) graduated with a standard diploma (78% working towards a standard diploma), 3 (11%) of the graduates met A-G requirements, 4 (10%) earned a Certificate of Completion, and 1 (3%) graduated with an Adult Education Diploma. The achievement of A-G requirements (Metric 1.7) has decreased 1.8% since baseline (Class of 2023) and 6.4% for students who are under-resourced (SED). With the pilot at Homestead High School during the 2025-26 school year of Edgenuity My Path, providing supplemental reading and mathematics support in a section of Academic Foundations, there is a plan to expand for the 2026-27 school year.

1.7 Districtwide students with disabilities have increased their performance on CAASPP ELA (Metric 1.8) by 6.7% from baseline. At HHS students who are under-resourced (SED) declined by 14.points, students with disabilities increased by 7.7 points, English Learners increased by 4.9 points, and students who are Hispanic increased by 24.2 points. At Cupertino High School students with disabilities increased by 80.1

points. At Fremont High School English Learners increased by 14.6 points, students who are under-resourced (SED) increased by 22.2 points, students with disabilities increased by 4.6 points, and students who are Hispanic increased by 25.5 points.

1.8 Districtwide on CAASPP Math (Metric 1.8) students who are Hispanic have increased 2.3% from baseline, Long-Term English Learners increased 5.1 points, and students with disabilities have increased 10.% from baseline. At Homestead High School students who are Hispanic increased by 8.5 points and students with disabilities increased by 4.9 points. At Fremont High School students who are under-resourced (SED) increased 28.8 points, English Learners increased 25.3 points, Long-Term English Learners maintained 0.2 points, students with disabilities increased 30.7 points, and students who are Hispanic increased 19.2 points.

1.9 While all students decreased 4% on the CA Science Test (Metric 1.10), English Learners increased 1.0%. To increase the percentage of students who meet and exceed standard on CAST, the science curriculum lead will review the Earth and Space Science standards with departments: 39.4% of students scored above standard on Earth and Space Science, compared to 41.8% and 49.8% in Life Science and Physical Science respectively.

1.10 The 2025 ELPI (Metric 1.11) indicates that 40.1% made progress or maintained a Level 4 on the ELPAC, a 0.9% increase from 2024 but a 3.9 decrease from baseline/2023: EL 40%, 2.2% increase; LTEL 35.4%, 4.6% increase. For Fremont High School EL 35.6%, 9.4 increase and LTEL 38.6%, 14.4% increase. The percentage of EL reclassifications (Metric 1.12) was 8.6% for the class of 2025, up from 8.5% and 8.1% respectively for 2024 and 2023.

1.11 The 2025 ELPI (Metric 1.11) indicates that 40.1% made progress or maintained a Level 4 on the ELPAC, a 0.9% increase from 2024 but a 3.9 decrease from baseline/2023: EL 40%, 2.2% increase; LTEL 35.4%, 4.6% increase. For Fremont High School EL 35.6%, 9.4 increase and LTEL 38.6%, 14.4% increase; Homestead High School EL 32.4%, 7.4% decrease and LTEL 28.9%, 2.8% decrease; and Monta Vista High School EL 43.4%, 19.9% decrease with LTEL too small to report.

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

No changes to the planned goal.

Metrics and Target Outcomes:

1.7 (A-G Completion) has been revised to reflect input from the Board of Trustees, received as part of the goals set for the 2025-26 school year, to increase A-G rates by setting ambitious, data-driven targets. New targets were determined by student group to replace the previous overall target for all students (100% attainment) that has been in place since the 2018-2019 LCAP based on input from the Board of Trustees at that time.

1.12 (EL Reclassification) has been revised to reflect input from the Board of Trustees to Increase EL reclassification rates by setting ambitious, data-driven targets. New targets were determined by student group to replace the previous overall target for all students (100% attainment) that has been in place since the 2018-2019 LCAP based on input from the Board of Trustees at that time.

Actions:

1.1 (Retain and Support Staff) will remain unchanged.

1.2 (Targeted Intervention) will be funded by LREBG for the 2026-27 school year.

1.3 (Student Support) will remain unchanged.

1.4 (ELA: Skill Development) will not be funded by LREBG for the 2026-27 school year.

1.5 (ELA: Instruction) will remain unchanged.

- 1.6 (ELA: Targeted Intervention) will remain unchanged.
- 1.7 (ELA: Instruction), will remain unchanged.
- 1.8 (Mathematics: Instruction) will not be funded by LREBG for the 2026-27 school year.
- 1.9 (Science: Instruction) action updated to incorporate student input. Based on student advocacy, on January 27, 2026 the Board of Trustees adopted Board Policy 6142.5 Environmental Education. The CA School Boards Association model template was updated to incorporate district practice and student input, which includes a connection to the LCAP.
- 1.10 (ELD: Targeted Intervention) will remain unchanged.
- 1.11 (LTEL: Targeted Intervention) will remain unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and support staff	Sustain a high quality comprehensive high school program. -Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. -Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	\$117,317,444.46	No
1.2	Targeted Intervention	Revised (2026-27) LREBG Action Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Language Learners, students who are under-resourced (SED) and foster youth through targeted participation in Academic Foundations course sections to improve course passage and A-G completion. Research consistently shows that transitioning from middle school to high school is widely recognized as one of the most critical and vulnerable junctures in a student's K–12 trajectory and ninth-grade academic performance is a stronger predictor of high school graduation than eighth-grade test scores or demographic background characteristics.	\$549,581.51	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric being used to monitor the action: Metric 1.7 LREBG Funds supporting this action: \$260,173 for 2026-27 and \$270,900 for 2027-28.		
1.3	Student Support	Revised (2025-26) With a focus on students who are unhoused (homeless) or foster youth, monitor student progress towards graduation through coordination between school counselors, administrators and other school personnel, with support from the Educational Options School Counselor, as documented through student contacts related to counseling and attendance.	\$226,659.00	Yes
1.4	ELA: Skill Development	Revised (2025-26 and 2026-27) LREBG Action The English Curriculum Lead, in collaboration with the Coordinator of Curriculum and Teacher Leadership, continue to support course-alike teams and deliver professional development to implement a rigorous, guaranteed, and viable curriculum; honing students' argumentative skills; challenging students to read complex texts (and non-fiction, in particular); and building students' speaking, listening, and academic conversation skills. Research suggests that learning is maximized when students are challenged just beyond their current level particularly when provided instructional supports. Metric being used to monitor the action: Metric 1.8 LREBG Funds supporting this action: \$169,420 for 2025-26. Federal Funds are supporting the balance of the cost, \$110,686, for 2025-26. LREBG funds will not be utilized for 2026-27.	\$437,516.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	ELA: Instruction	In support of equity, social justice and increasing student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students, professional development opportunities for teachers will focus on ensuring high levels of learning for all students and expanding the canon of English literature that is implemented.	\$64,402.00	No
1.6	ELA: Targeted Intervention	Revised (2025-26) Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to students who are under-resourced (SED) and foster youth, Academic Reading and Writing (Read 180 and/or other reading support program/intervention) is implemented as a targeted intervention in support of course passage and A-G completion.	\$344,254.15	Yes
1.7	ELA: Instruction	Revised (2025-26) In support of students having access to high-level ELA in the least restrictive environment, professional development opportunities for teachers will focus on the durable skill of communication: speaking, listening, and academic conversation skills. In coordination with their performance reflected on CA Dashboard, this action is principally directed toward our students with disabilities districtwide; under-resourced (socio-economically disadvantaged (SED)), students with disabilities, English Learners, and students who are Hispanic at Homestead High School; students with disabilities at Cupertino High School; English Learners, students who are under-resourced (SED), students with disabilities, and students who are Hispanic at Fremont High School.	\$69,982.00	No
1.8	Mathematics: Instruction	LREBG Action (2025-26 and 2026-27) Revised	\$138,318.00	No

Action #	Title	Description	Total Funds	Contributing
		In support of students having access to high-level mathematics in the least restrictive environment, math professional development opportunities for teachers will focus on collaborative learning to support productive struggle and increase math discourse. Students will grow as independent math learners, where they can think deeply, engage in discourse to make meaning of their learning, and struggle productively. This action is principally directed toward our Hispanic students, Long-Term English Learners, and students with disabilities district-wide; Hispanic and students with disabilities at Homestead High School; and students who are under-resourced (SED), English Learners, Long-Term English Learners, students with disabilities, and students who are Hispanic at Fremont High School in coordination with their performance reflected on the CA Dashboard. Research supports a focus on productive struggle in support of promoting deeper understanding, building persistence and resilience, encouraging metacognition, and fostering transfer of learning. Metric being used to monitor the action: Metric 1.8 LREBG Funds supporting this action: \$197,656 for 2025-26. LREBG funds will not be utilized for 2026-27.		
1.9	Science: Instruction	Revised (2026-27) Implement AB 285 requirements through science courses while supporting multidisciplinary efforts to embed climate and environmental literacy outcomes into ongoing course standards by hosting an annual Environmental Learning Playground which provides professional development opportunities for teachers across subject areas to design lessons or activities that address a topic related to environmental issues or literacy, and monitoring results through an annual survey.	\$209,230.00	No
1.10	ELD: Targeted Intervention	Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each	\$2,232,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school. This action is principally directed toward English Learners at Fremont High School in coordination with their performance on the English Learner Progress Indicator on the dashboard. In addition, as described in the Title III plan, • Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands. • Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives.		
1.11	LTEL: Targeted Intervention	Revised (2025-26) Principally directed to LTELs, including those at Fremont, Homestead, and Monta Vista High Schools, -teachers of LTELs from different subject areas will meet during scheduled collaboration time as a PLC. Their work will include creating and revising curriculum, lessons and assessments and sharing strategies that support academic language development. -opportunities for more explicit preparation for the Summative ELPAC in support of progress towards reclassification and on the English Learner Progress Indicator. -an ongoing collaboration with feeder elementary school districts to include reading and literacy practices in support of the transition to and success within high school.	\$2,338,665.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway.	Class of 2023: 9.6% of cohort = 256 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2024: 10.9% of cohort = 280 completers (students in the combined 4 and 5 year graduation rate who completed at least one CTE pathway with a C- or better in the capstone course).	Class of 2025: 14.0% of cohort = 349 completers (students in the combined 4 and 5 year graduation rate who completed at least one CTE pathway with a C- or better in the capstone course).	Class of 2026 15% of cohort	+4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase the percentage of students who have successfully completed both A-G requirements and a CTE pathway.	Class of 2023: 8.8% (224/2550) students in class of 2023 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2024: 9.3% of cohort = 238 completers	Class of 2025: 11.6% of cohort - 289 completers	Class of 2026 15% of cohort	+2.8%
2.3	By student group, increase to 100% the percentage of students placed in the "prepared" level on the College/Career Indicator.	Class of 2023: 78.5% of students were placed in the "prepared" level on the College/Career Indicator.	Class of 2024: 76.9% of students placed in the "prepared" level on the College and Career Indicator	Class of 2025: 81.3% of students placed in the "prepared" level on the College and Career Indicator	Class of 2026 100%	+2.8%
2.4	By student group, increase to 100% the percentage of students deemed "ready for college" or "conditionally ready for college" as measured on CAASPP with a score of 3 or 4 to indicate "met or exceeded standard" in the area of ELA and Mathematics.	These data below are referencing CAASPP administration year 2023. Student Group % "Met or Exceeded Standard" in ELA/Math: African American: 45%/25% Asian: 92%/89% Filipino: 73%/45% Hispanic: 47%/19% White: 83%/66% Two or More Races: 88%/80% English Learners: 17%/16% Homeless: --/-- Socioeconomically Disadvantaged (SED): 57%/33%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: 65.0% / 38.1% Asian: 90.9% / 91.3% Filipino: 78.7% / 58.7% Hispanic: 40.4% / 18.4% White: 88.7% / 76.1% Two or More Races: 83.9% / 77.2% English Learners: 9.2% / 11.8% Homeless: --/-- SED: 49.2% / 30.8%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: - / 36.4% Asian: 88.2% / 90.4% Filipino: 78.7% / 52.4% Hispanic: 47.2% / 21.3% White: 83.0% / 75.8% Two or More Races: 86.7% / 78.9% English Learners: 12.8% / 19.3% Homeless: --/-- SED: 44.8% / 32.3%	2026 100% for all identified groups	African American: - /+11.4% Asian: - 3.8%/+1.4% Filipino: +5.7%/+7.4% Hispanic: +0.2%/+2.3% White: 0%/+9.8% Two or More Races: -1.3%/- 1.1% English Learners: - 4.2%/+3.3% Homeless: --/-- SED: -12.2%/- 0.7% SWD: +6.7%/+10.1% All Students: - 1.6%/+2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD); 28%/14% All Students: 81%/71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	SWD: 27.2% / 17.7% All Students: 80.7% / 73.7%	SWD: 34.7% / 24.1% All Students: 79.4% / 73.5%		
2.5	Monitor post-secondary program success as indicated by college entrance and persistence data.	The Class of 2023 reported 84% enrollment in postsecondary education institutions within the first year after high school 20% attending a 2-year institution 64% attending a 4-year institution. 96% of students in the Class of 2021 who enrolled in college in their first year returned for their second year.	Class of 2024 reported 80% enrollment in a postsecondary education institution within the first year after high school. 18% - attending a 2-year institution 62% - attending a 4-year institution Class of 2022 reported that 96% of students enrolled in college the first year after high school who returned for a second year (freshman to sophomore persistence).	Class of 2025 reported that 79% enrollment in a postsecondary education institution immediately after high school. 21% - attending a 2-year institution 58% - attending a 4-year institution Class of 2023 reported that 92% of students enrolled in college the first year after high school who returned for a second year (freshman to sophomore persistence).	Class of 2026 88% enrollment in postsecondary education institutions within the first year after high school.	Enrollment in a postsecondary education institution within the first year after high school: -5% Attending a 2-year institution: +1% Attending a 4-year institution: -6% -4 for % in cohort
2.6	Monitor implementation of the Student Assistance Team (SAT)	April 2024 46	April 2025 52	April 2026 50	2027 43	+4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	handbook, reflecting multi-tiered systems of support (MTSS), to guide practice, reducing the percentage of students referred for special education assessment by 5% (Comprehensive Coordinated Early Intervening Services (CCEIS)).					
2.7	Increase participation in the least restrictive environment for students with disabilities to the state target of 62% (Special Education Plan (SEP)).	February 2024 44.10%	February 2025 45.34%	February 2026 48.30%	2027 62%	+4.20%
2.8	Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	Students completing AP courses in 22-23: # who completed an AP course/# in the subgroup = % American Indian: 5/36= 13.9% Pacific Islander: 11/31= 35.5% African American: 10/80=12.5% Asian 3189/5583= 57.1% Hispanic: 199/1,758=11.3% White: 480/1369= 35.1%	Students completing AP course in 23-24: # who completed an AP course/# in the subgroup = % American Indian: 17 / 30 = 56.7% Pacific Islander: 7 / 32 = 21.9% African American: 20 / 71 = 28.2% Asian: 3141 / 5377 = 58.4% Filipino: 80 / 264 = 30.3% Hispanic: 272 / 1,714 = 15.9%	Students completing AP course in 24-25: # who completed an AP course/# in the subgroup = % American Indian: 6 / 47 = 12.8% Pacific Islander: 7 / 30 = 23.3% African American: 15 / 59 = 25.4% Asian: 3173 / 5699 = 55.7% Hispanic: 265 / 1,720 = 15.4% White: 460 / 1254 = 36.7%	2025-26 6 percentage point increase for Am. Ind., Af. Am., Hisp., SED, SWD and EL students 2 percentage point increase for All Students, Pac. Is., Two +, Asian and White students	American Indian: - 1.1% Pacific Islander: - 12.2% African American: +12.9% Asian: -1.4% Filipino: N/A Hispanic: +4.1% White: +1.6% Two or More Races: +4.7% English Learners: +5.2% SED: +4.6% SWD: +0.7% All Students: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 261/640= 40.8% EL 31/921= 3.4% Socioeconomically Disadvantaged (SED): 233/1426= 16.3% Students with Disabilities (SWD): 44/988= 4.5% All Students: 4,155/9,956= 41.7%	White: 469 / 1322 = 35.5% Two or More Races: 256 / 610 = 42.0% English Learners: 115 / 902 = 12.7% SED: 305 / 1420 = 21.5% SWD: 49 / 971 = 5.0% All Students: 4263 / 9646 = 44.2%	Two or More Races: 286 / 629 = 45.5% English Learners: 78 / 905 = 8.6% SED: 339 / 1621 = 20.9% SWD: 43 / 830 = 5.2% All Students: 4212 / 9438 = 44.6%		
2.9	Increase the percentage of students who have passed an AP exam with a "3" or higher at some point during high school.	For the class of 2023, 68.1% of students earned a "3" or higher on an AP exam during high school.	For the class of 2024, 91.1% of students earned a "3" or higher on an AP exam during high school.	For the class of 2025, 92.5% of students earned a "3" or higher on an AP exam during high school.	2026 73%	+24.4%

Goal Analysis [2025-26]

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

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

All Actions Implemented As Planned:

2.1 Career Technical Education

Renewed College and Career Access Pathways (CCAP) agreement with the Foothill-De Anza Community College District:

-Based on student input, the capstone course for the Public Safety pathway through De Anza College has been changed from Concepts of Criminal Law to Youth and Law, beginning with the 2026-27 school year.

-For the 2026-27 school year Level 2 is being added to the offerings in Kinesiology through Foothill College. Students who have completed level 1 of the Patient Care pathway may be considered for level 2. Completion of the four courses in level 2 (Introduction to Kinesiology with Clinical Experiences in Sports Medicine I (field experience with the athletic trainer) and Basic Nutrition for Sports & Fitness with Clinical Experiences in Sports Medicine I (field experience with the athletic trainer)) will earn students a Certificate of Achievement in Introduction to Sports Medicine, which will be noted on the Foothill transcript.

-In October 2025, School Counselors, Career/College Advisors, Transition Team members, and Administrators attended a presentation by FHDA on certificate and apprenticeship programs. Coordinating information and outreach to current students.

-Explored the possibility of a summer program for recent graduates in support of transition to apprenticeship programs within various trades. The Associate Superintendent of Teaching and Learning will visit the program currently in place at the Foothill Sunnyvale Center (East Side Union HSD and Milpitas Unified SD) during summer 2026 to further explore implementation with the FUHSD for summer 2027.

Established coordination with the Pipe Trades Training Center.

-In January staff from each school site (administrators, school counselors, career/college advisors), transition team and district office attended an outreach presentation and tour.

-In April, 55 students, primarily from FHS, attended the outreach presentation and tour. Students may take the entrance exam beginning in their junior year. If passage occurs before they complete high school, they could maintain their spot on the waitlist with a letter from their school site.

2.2 Multi-Tiered Systems of Support - Two districtwide meetings with SAT leaders were held to calibrate MTSS processes and establish shared expectations. During these sessions, teams reviewed current practices, identified areas of inconsistency across sites, and aligned on core components of the SAT process. These discussions have also surfaced promising practices and common challenges, which are informing the development of more consistent, districtwide approaches. Work is underway to enhance data collection by incorporating fields that identify both the intervention type and the cycle of implementation. Draft data elements have been developed and are currently being reviewed for alignment with existing reporting systems. All SAT team members at each of the 6 school sites were surveyed to assess the perceptions of effectiveness of their team's efforts. The results were summarized in this manner: SAT is a collaborative, team-based process that identifies struggling students, designs targeted interventions, and connects them to additional supports—academically, behaviorally, and emotionally—especially when earlier interventions have not been sufficient. Additionally, from the SAT survey: A consistent growth area is learning more interventions and supports: “different kinds of interventions”, “stronger Tier 2 interventions”, “intervention toolkits”, and “what supports are available on campus”.

2.3 Access to General Education - The district is making positive growth in increasing access to the general education classroom environment with more students spending at least 80% of the day in general education. There continues to be a gap in the number reported and the state's target percentage, however, systemic changes in section allocation and collaborative teaching opportunities is helping sustain or increase access with special education staff support.

2.4 Advanced Placement Courses - Implementation has centered on collaborative leadership and data-driven decision-making. Counseling and Scheduling Assistant Principals, alongside district administrators, conducted a comprehensive review of longitudinal and disaggregated AP enrollment and performance data in January 2026. This reflects a strong alignment with the planned action of expanding recruitment through informed strategies. The inclusion of equity-focused discussions across multiple forums, such as leadership teams, principal meetings, and other educational partner groups (site equity action teams), demonstrates that the work has extended beyond a single event into broader systemic conversations. Additionally, integrating AP data analysis into annual school plans represents a key strength. This ensures that site-level leaders are not only aware of disparities but are expected to act on them through goal setting and continuous monitoring. This approach is consistent with the intended expansion of opportunities and suggests fidelity to the original plan, with no major deviations.

2.5 Instructional Technology - Moved to 3.11 in 2025-26.

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

2.1 - The material difference between estimated expenditures was the result of hiring an additional teacher (.4 FTE) to support the program.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.				
EFFECTIVE 2.1 Efforts to increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway (Metric 2.1) increased 3.1% from class of 2024 and 4.4% from baseline/Class of 2023. In addition, efforts to increase the percentage of student who have successfully completed both A-G requirements and a CTE pathway (Metric 2.2) increased 2.3% from class of 2024 and 2.8% from baseline/Class of 2023. And finally, while efforts to support college and career for all students (Metric 2.3) decreased from baseline/Class of 2023 to Class of 2024 by 1.6% they increase for the Class of 2025 by 2.8%. All students are considered 81.3% prepared on the College/Career indicator with 50.5% of students who are under-resourced (SED), an increase of 3%; 28.3% of students with disabilities, an increase of 4%; and no report for foster youth as the cohort is too small. 2.3 For the 2025-26 school year there was a 2.96% increase in participation in the LRE from the 2024-25 school year and a 4.20% increase from baseline/2023-2024 school year. EMERGING EFFECTIVENESS 2.2 The work of the SAT is monitored through a decrease in the percentage of students referred for special education assessment (Metric 2.6). For the 2024-25 school year there was a 1.1% increase from baseline whereas in the 2025-26 school year there was only a 1% increase. 2.4 The effectiveness of these actions is reflected in overall growth, particularly among several underrepresented groups. The district saw an overall increase from baseline of +2.9% in AP participation, with notable gains among: African American students (12.9%), Hispanic students (4.1%), Two or More Races (4.7%), (English Learners (5.2%), Socioeconomically Disadvantaged students (4.6%) and Student with Disabilities (0.7%). These increases suggest that targeted recruitment efforts and expanded access strategies are beginning to yield positive results, particularly for groups that have had lower representation in AP courses. 2.5 Moved to 3.11 in 2025-26.				

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.				
No changes to the planned goal, metrics, target outcomes, or actions.				

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education	Principally directed for students who are foster youth and low income while also addressing the needs of students with disabilities and foster youth in support of progress on the college/career indicator of the CA School Dashboard, continue to build relationships with local Community Colleges	\$930,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and local businesses in an effort to increase opportunities for college credit and work-based learning.		
2.2	Multi-Tiered Systems of Support	Continue implementation of the guidance outlined in the Student Assistance Team (SAT) handbook to strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS).	\$312,357.41	No
2.3	Access to General Education	In support of increased access to general education for students with disabilities, ongoing efforts and discussions of educational partners will focus on -Increase general and special education teacher collaboration and implementation of accommodations, modifications and grading adaptations. -Integrate the principles of Universal Design for Learning (UDL) into existing content of professional development for general and special education teachers.	\$74,982.00	No
2.4	Advanced Placement Courses	Through the collaborative work of the Counseling Assistant Principals and District administrators, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	\$7,057,145.27	No
2.5	Instructional Technology - Moved to 3.11 in 2025-26	Moved to 3.11 (2025-2026) Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System, Student Data Analytics System, and adapting to Artificial Intelligence within education through professional development and course-alike team coaching to integrate technology and communication tools across content areas.	\$0.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the percentage of students who report meaningful participation at school.	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023) Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school":	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2024) Average percent of students reporting "Pretty much true" or "Very much	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2025) Average percent of students reporting "Pretty much true" or "Very much	2026 5 percentage point increase for each grade level	9th grade +8% 10th grade +8% 11th grade +10% 12th grade +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th grade: 25% 10th grade 27% 11th grade 25% 12th grade 28%	true" to "Meaningful participation at school": 9th grade 33% 10th grade 33% 11th grade 32% 12th grade 36%	true" to "Meaningful participation at school": 9th grade 33% 10th grade 35% 11th grade 35% 12th grade 37%		
3.2	Increase the percentage of students who respond positively when asked about their sense of well-being (safe and cared about).	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023) Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade: 63% 10th grade 59% 11th grade 60% 12th grade 60% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61%	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2024) Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade 68% 10th grade 65% 11th grade 62% 12th grade 64% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade 60% 10th grade 59% 11th grade 62%	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2025) Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade 71% 10th grade 68% 11th grade 66% 12th grade 65% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade 61% 10th grade 62% 11th grade 66%	2026 5 percentage point increase for each grade level in each category	Average percent of students reporting "Agree" or " Strongly agree" to "School connectedness": 9th grade +8% 10th grade +9% 11th grade +6% 12th grade +5% Average percent of students reporting "Pretty much true" or " Very much true" to "Caring adults in school": 9th grade +4% 10th grade +6% 11th grade +10% 12th grade +8% Perceived School Safety +3% The following represent the percentage of students who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 85% No Harassment 78% No Mean Rumors 79% No Fear of Getting Beaten Up 92%	12th grade 66% Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 89% No Harassment 84% No Mean Rumors 83% No Fear of Getting Beaten Up 94%	12th grade 69% Perceived School Safety 81% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 87% No Harassment 81% No Mean Rumors 81% No Fear of Getting Beaten Up 94%		reported not being victimized. Low Violence Victimization +2% No Harassment +3% No Mean Rumors +2% No Fear of Getting Beaten Up +2%
3.3	Using a check-in and check-out survey when accessing a wellness space, students across grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds will report maintenance of or a positive increase in how	May 2024 MVHS (January to May) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.	March 2025 FHS (January to March) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.	CHS, FHS, HHS, MVHS September to March 2026 Data has shown that students improve by 2 points after a visit.	2027 5 percentage point increase by category or 2-point increase overall	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	they are feeling upon exit from the space.		MVHS (August to March) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.			
3.4	Increase percentage of students who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	2022-23 70.2%	2023-24 69.7%	2024-25 57.6%	2025-2026 100%	-12.6%
3.5	Decrease chronic absenteeism.	2022-23 Students considered chronic absentee (% of student group): American Indian: 5/37 (13.5%) Pacific Islander: 6/31 (19.4%) African American: 20/84 (23.8%) Asian: 240/5,624 (4.3%) Filipino: 34/276 (12.3%) Hispanic: 509/1,814 (28.1%) White: 179/1,378 (13.0%) Two or More Races: 74/645 (11.5%) English Learners: 241/1,002 (24.1%) Homeless Youth 22/39 (56.4%)	2023-24 students considered chronic absentee (% of student group): American Indian: 10/32 (31.3%) Pacific Islander: 4/33 (12.1%) African American: 19/74 (25.7%) Asian: 247/5,403 (4.6%) Filipino: 29/270 (10.7%) Hispanic: 496/1,784 (27.8%) White: 164/1333 (12.3%) Two or More Races: 67/609 (11.0%)	2024-25 students considered chronic absentee (% of student group): American Indian: 14/50 (28.0%) Pacific Islander: 4/28 (14.3%) African American: 18/61 (29.5%) Asian: 271/5374 (5.0%) Filipino: 34/253 (13.4%) Hispanic: 494/1747 (28.3%) White: 141/1242 (11.4%) Two or More Races: 65/594 (10.9%)	2025-2026 Absenteeism 0-5%	American Indian: +14.5% Pacific Islander: -5.1% African American: +5.7% Asian: +0.7% Filipino: +1.1% Hispanic: +0.2% White: -1.6% Two or More Races: -0.6% English Learners: +0.4% Homeless Youth: +0.5% SED: -1.5% SWD: +0.6% All Students: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 433/1,546 (28%) Students with Disabilities (SWD): 293/994 (29.5%) All Students: 1,082/10,138 (10.7%)	English Learners: 241/998 (24.1%) Homeless: 37/55 (67.3%) SED: 468/1661 (28.2%) SWD: 304/987 (28.2%) All Students: 1056/9764 (10.8%)	English Learners: 244/994 (24.5%) Homeless: 33/58 (56.9%) SED: 443/669 (26.5%) SWD: 286/949 (30.1%) All Students: 1060/9551 (11.1%)		
3.6	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	Students suspended at least once in 2022-23 (% of student group): American Indian: 5/37 (13.5%) Pacific Islander: 2/32 (6.3%) African American: 2/86 (2.3%) Asian: 37/5,681 (0.7%) Filipino: 6/278 (2.2%) Hispanic: 107/1,850 (5.8%) White: 22/1,392 (1.6%) Two or More Races: 18/649 (2.8%) English Learners 69/1,030 (6.7%) Homeless: 5/42 (11.9%) Socioeconomically Disadvantaged (SED): 84/1,581 (5.3%) Students with Disabilities (SWD): 78/1,050 (7.4%) All Students 202/10,254 (2.0%)	Students suspended at least once in 2023-24 (% of student group): American Indian: 2/34 (5.9%) Pacific Islander: 4/36 (11.1%) African American: 1/76 (1.3%) Asian: 39/5,436 (0.7%) Filipino: 4/273 (1.5%) Hispanic: 92/1833 (5.0%) White: 25/1,357 (1.8%) Two or More Races: 11/620 (1.8%) English Learners: 50/1031 (4.8%) Homeless: 8/65 (12.3%)	Students suspended at least once in 2024-25 (% of student group): American Indian: 0/50 (0%) Pacific Islander: 1/29 (3.4%) African American: 3/65 (4.6%) Asian: 24/5410 (0.4%) Filipino: 1/259 (0.4%) Hispanic: 73/1794 (4.1%) White: 8/1264 (0.6%) Two or More Races: 11/598 (1.8%) English Learners: 48/1025 (4.7%) Homeless: 4/63 (6.3%)	2025-26 suspension rate of 2% or less for each student group	American Indian: - 13.5% Pac Islander: - 2.9% African American: +2.3% Asian: -0.3% Filipino: -1.8% Hispanic: -1.7% White: -1.0% Two or More Races: -1.0% English Learners: - 2.0% Homeless: -5.6% SED: -1.7% SWD: -3.3% All Students: - 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 90/1706 (5.3%) SWD: 75/1,044 (7.2%) All Students 180/9,895 (1.8%)	SED: 61/1714 (3.6%) SWD: 41/1003 (4.1%) All Students: 125/9676 (1.3%)		
3.7	Maintain low expulsion rate and monitor that no student no student groups are over-represented among expelled students.	Students expelled in 2022-23 (% of student group): American Indian: 0/37 (0.0%) African American: 0/86 (0.0%) Asian: 0/5,681 (0.0%) Filipino: 0/278 (0.0%) Hispanic: 3/1,850 (0.2%) White: 1/1,392 (0.1%) Two or More Races 0/649 (0.0%) All Students 4/10,254 (0.01%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Students expelled in 2023-24 (% of student group): Amer Indian: 0/34 (0.0%) African American: 0/76 (0.0%) Asian 0/5,436 (0.0%) Filipino 0/273 (0.0%) Hispanic 1/1,833 (0.1%) White 0/1,357 (0.1%) Two or More Races 0/620 (0.0%) All Students: 1/9,895 (0.01%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Students expelled in 2024-25 (% of student group): Amer Indian: 0/52 (0.0%) African American: 0/65 (0.0%) Asian: 0/5410 (0.0%) Filipino: 0/259 (0.0%) Hispanic: 2/1794 (0.1%) White: 0/1264 (0.0%) Two or More Races: 0/598 (0.0%) All Students: 2/9676 (0.0%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	2025-26 expulsion rate of 0% for each student group	American Indian: 0.0% African American: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic: -0.1% White: -0.1% Two or More Races: 0.0% All Students: -0.01% No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	January 2024 Community Day School 100% Exemplary - No Findings CHS 100% Exemplary - No Findings FHS 100% Exemplary - No Findings HHS 97% Good - Minimal issues. LHS 100% Exemplary - No Findings MVHS 100% Exemplary - No Findings	January 2025 Community Day School 100% Exemplary - No Findings CHS 99.54% Exemplary FHS 98.00% Good - Minimal issues HHS 97.54% Good - Minimal issues LHS 98.75% Good - Minimal issues MVHS 99.39% Exemplary	January 2026 Community Day School 100% Exemplary - No Findings CHS 94.83% Good - Minimal issues FHS 97.02% Good - Minimal issues HHS 96.94% Good - Minimal issues LHS 98.55% Good - Minimal issues MVHS 98.34% Good - Minimal issues	2027 Exemplary: 99-100%	April 2025 Community Day School 100% Exemplary - No Findings CHS: -5.17% FHS: -2.98% HHS: -0.06% LHS: -1.45% MVHS: -1.66%
3.9	Moved from 4.5 (as of LCAP 2025) Increase to 100% the percentage of students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented.	April 2024 46%	April 2025 44%	May 2026 53%	2027 100%	+7%
3.10	Moved from 4.6 (as of LCAP 2025) Increase to 100% the percentage of students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning	April 2024 84%	April 2025 82%	May 2026 88%	2027 100%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	through advisory is important.					

Goal Analysis [2025-26]

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

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

Successful implementation:

3.1 Social Emotional Learning - The SEL Curriculum Lead implemented closed tutorials (advisories) on the topics of Digital Citizenship, Title IX, and CyberBullying. The Lead also implemented 4 sessions of Assets and Abundance in the fall and repeated the curriculum with 4 sessions for a different cohort in the spring: professional development in support of all learners and individuals.

3.2 Wellness Space - The Wellness Space at Homestead High School, The Meadow, opened for the 2025-26 school year. Lynbrook High School will open their space at the start of the 2026-27 school year. A common check-in/check-out form is in development to be utilized at all 5 campuses for the 2026-27 school year and LCAP 2027 will feature data for all schools with the following information: grade levels, genders, abilities, racial, ethnic, and socio-economic backgrounds.

3.3 Mental Health and Wellness Student Support - Students in the district continue to access therapeutic services at school at a similar rate as previously measured. There has been a slight reduction in the total number of students, however, the number of sessions overall has increased. This means that School Based Therapists are seeing some students on a more regular basis in conjunction with or in addition to referring students to outside service providers. The top presenting issues remain the same even if they might change order in any given time period.

3.4 Campus Climate - Coordination and communication within this group has led to a significant decrease in suspensions over the past 5 years. Ongoing training in alternatives to suspension have been effective in shifting practice away from traditional discipline. Heavy use of alternatives to suspension and alternate methods of consequence have been effective in the continued decrease in traditional discipline. This Spring, several schools utilized the Peer Court as a response to a significant school discipline issue.

3.5 Campus Climate - Coordination and communication within this group has led to a significant decrease in suspensions over the past 5 years. Ongoing training in alternatives to suspension have been effective in shifting practice away from traditional discipline. Heavy use of alternatives to suspension and alternate methods of consequence have been effective in the continued decrease in traditional discipline. This Spring, several schools utilized the Peer Court as a response to a significant school discipline issue.

3.6 Campus Climate - The Coordinator of Special Services is participating in School Climate Team and School Attendance Review Board meetings. The Chronic Absenteeism handbook was updated to include more specific information regarding the collaboration with IEP teams.

3.7 Campus Climate Interventions - Student assignment to consequences other than detention continues to be an effective way to reduce suspensions. As of 5/6, an additional 9 students were assigned to the 90-Minute Drug class and 6 attended. In addition, schools have utilized, Everfi, an online digital content provider, to provide lessons in areas of behavioral and health needs.

3.8 Saturday School - Student assignment to consequences other than detention continues to be an effective way to reduce suspensions. The FUHSD Saturday School program is the main alternative to suspension. As of 5/6/26, 221 students have been assigned and 144 students have attended.

3.9 Attendance - The School Climate Team and the Chronic Absentee Intervention Team continue to meet to look at data and revise interventions to address absenteeism. In 2025-2026, a number of new, positive attendance messages were created and shared districtwide, aiming to increase community understanding of the importance of attendance. Additionally, staff at all five high schools had the opportunity to attend a training to increase understanding of attendance and brainstorm ways to better support student attendance. School participation in the multi-tiered intervention model varies. In general, there was greater engagement and participation in the upper tier interventions: the District Attendance Meeting and School Attendance Review Team meetings (SART). Overall, schools sent out fewer 'Letter 2' which is an early intervention designed to provide both information and personalized outreach.

3.10 Facility Maintenance - District and site facilities managers meet regularly to review elements of routine maintenance and team structure for ongoing support.

3.11 Instructional Technology - Based on the positive feedback from this year's AI PD Series, a district team is planning another series for next year. Additionally we're seeking to take a condensed version to schools next Fall to ensure that all teachers are getting a basic exposure to the core questions and ideas that have been central to our PD series this year.

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

3.1 - The increase in estimated actual expenditures is due to capturing the SEL Curriculum Lead's total compensation which includes summer pay that wasn't budgeted for.

3.2 - The decrease in estimated actual expenditures is due to one of the Wellness Specialists being on leave. The work was still performed by a long-term substitute that was paid for out of a different funding source.

3.5 - The increase in estimated actual expenditures is due the raise of about 3% across all bargaining units.

3.8 - The original budget allocation did not include estimated expenses so actual expenditures are higher than budget.

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

EFFECTIVE

3.1 Students continue to increase the percentage by which they respond positively when asked about their sense of well-being (Metric 3.2). Increase from baseline for all grades: 9th 8%, 10th 9%, 11th 6%, and 12th 5%. 53% of students strongly agree or agree that they are interested in the closed tutorial lessons on these topics (Metric 3.9), a 7% increase from baseline: 2025 = 44%, 2024 = 46%. And 88% of students strongly agree or agree that learning about topics such as anti-racism, sexual harassment and social-emotional learning is important (Metric 3.10), a 4% increase from baseline: 2025 = 82%, 2024 = 84%.

3.2 Students who visit a wellness space at their school site continue to experience, in average, a two-point increase in how they are feeling upon exit from the space (Metric 3.3).

3.3 The trend of data shows that school based therapists have had a reduction in safety planning and crisis intervention needs from the previous year. There are fewer students accessing services but when they do they are involved in more sessions.

3.4 Suspension rates (Metric 3.6) continue to be low across FUHSD with a 0.7% decrease from baseline and 0.5% decrease from 2024-25 for all students and a 1.7% decrease from baseline and from 2024-25 for students who are under-resourced (SED). For LTELs at Cupertino High School, 5.3% have been suspended at least one day, a decline of 7.9%.

3.6 Suspension rates (Metric 3.6) continue to be low across FUHSD with a 0.7% decrease from baseline and 0.5% decrease from 2024-25 for all students. For students with disabilities, at Cupertino High School 2.9% have been suspended at least one day, a decline of 3.7%, and at Fremont High School 4.5% have been suspended at least one day, a decline of 6.2%.

3.7 Suspension rates (Metric 3.6) continue to be low across FUHSD with a 0.7% decrease from baseline and 0.5% decrease from 2024-25 for all students and for expulsion rate the district has maintained from a baseline of 0.01%. For students who are under-resourced (SED) there has been a 1.7% decrease in suspension from baseline with the cohort being too small to report for expulsion.

3.10 All schools have a "good" FIT score with minimal issues.

3.11 Students continue to increase the percentage by which they report meaningful participation at school (Metric 3.1). Increase from baseline for all grades: 9th 8%, 10th 8%, 11th 10%, and 12th 9%.

EMERGING EFFECTIVENESS

3.5 Suspension rates (Metric 3.6) continue to be low across FUHSD with a 0.7% decrease from baseline and 0.5% decrease from 2024-25 for all students, a 13.5% decrease from baseline for students who are American Indian or Alaska Native and 5,1% decrease for students who are Pacific Islander, however a 0.5% increase for students who are unhoused (homeless).

3.8 Overall chronic absenteeism was up very slightly from baseline in FUHSD, 0.4% (Metric 3.5). Students who are under-resourced (SED) decreased 1.5%. For students who are under-resourced (SED) there has been a 1.7% decrease in suspension from baseline (Metric 3.6).

3.9 Overall chronic absenteeism was up very slightly from baseline in FUHSD, 0.4%, with certain groups having significant increase (Metric 3.5). These include American Indian (+14.5%) and Unhoused/Homeless Youth (+0.5%). This was offset by a modest decline for under-resourced (SED) students (1.5%).

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

No changes to the planned goal or target outcomes.

Metric 3.3 Wellness spaces are open at 4 of 5 schools, will open at LHS at the start of 26-27. All schools now utilize the 10-point scale.

Action 3.1 is monitored by Metrics 3.2, 3.9, and 3.10 but will not continue to be supported by LREBG funds for the 2026-27 school year.

Action 3.2 will not continue to be supported by LREBG funds for the 2026-27 school year.

Action 3.7 was updated based on feedback from the Board of Trustees to state "substance use counseling" in place of "drug abuse counseling".

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning	Revised (2025-26 and 2026-27) LREBG Action The Social Emotional Learning Curriculum Lead will continue to guide the implementation of a Social-Emotional Learning four-year plan, student	\$231,732.00	No

Action #	Title	Description	Total Funds	Contributing
		advisories covering mental health and wellness, and provide staff training and support. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) strongly supports the benefits of teaching students social emotional learning (SEL): self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Metrics being used to monitor the action: Metric 3.2, 3.09, and 3.10 LREBG Funds will not be utilized for the 2026-27 school year.		
3.2	Wellness Space	Revised (2025-26 and 2026-27) LREBG Action By August 2026 the FUHSD will have a wellness space at each of its five comprehensive campuses accessible to and inclusive of students in all grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds. Research from CASEL supports a systemic approach to SEL that cultivates responsive relationships, emotionally safe environments, and skills development as protective factors that buffer against mental health risks. Metric being used to monitor the action: Metric 3.8 LREBG Funds supporting this action: \$261,450 for 2025-26. LREGB funds will not be utilized for 2026-27.	\$604,329.79	No
3.3	Mental Health and Wellness Student Support	Support student mental health and wellness through access to School Based Therapists.	\$1,745,781.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Campus Climate	Revised (2025-26) Principally directed to support students who are Long-Term English Learners at Cupertino High School and foster youth or students who are under-resourced (SED) districtwide, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions and engage in professional development.	\$1,768,445.27	Yes
3.5	Campus Climate	Revised (2025-26) Principally directed to support students districtwide who are American Indian or Alaska Native, Pacific Islander and unhoused (homeless) in coordination with performance on the suspension indicator on the dashboard, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions and engage in professional development.	\$449,273.23	No
3.6	Campus Climate	Revised (2025-26) Principally directed to support students with disabilities at Cupertino High School and Fremont High School in coordination with their performance on the suspension indicator on the dashboard, the Campus Climate group will include a representative from Special Services and continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions, engage in professional development, and align practices with IEP compliance and behavior service referrals.	\$165,771.10	No
3.7	Campus Climate Interventions	Revised (2025-26 and 2026-27) Principally directed to support students who are foster youth or under-resourced (SED), while also addressing the needs of students with	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disabilities, maintain the progression of interventions including substance use counseling, anger management and “Strengthening Families” as alternatives to suspension and expulsion.		
3.8	Saturday School	Revised (2025-26) Principally directed to support students who are foster youth or under-resourced (SED), while also addressing the needs of students with disabilities, continue use of the Saturday School program as needed to address absenteeism, insubordination, and disruption.	\$16,939.00	Yes
3.9	Attendance	Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	\$385,742.00	No
3.10	Facility Maintenance	Maintain safe and updated schools through routine maintenance.	\$3,929,097.00	No
3.11	Instructional Technology	Moved from Action 2.5 (2025-26) LREBG Action Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System, Student Data Analytics System, and adapting to Artificial Intelligence within education through professional development and course-alike team coaching to integrate technology and communication tools across content areas. Research consistently highlights that when students feel they are meaningfully participating in school, it has a significant positive impact on their academic achievement, social-emotional development, and overall school climate. Metric being used to monitor the action: Metric 3.1	\$667,442.67	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: \$365,665 for 2025-26, \$305,741 for 2026-27, and \$396,034 for 2027-28. Additional non-personnel elements of the action are being funded annually through LCFF and Local Funds.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the percentage of students who report “Pretty much true” or “Very much true” to “Meaningful participation at school”, parent response to “this school gives students opportunities to ‘make a difference’ by helping other people, the school, or the community”, and staff response to “this school encourages	November 2023 Students: 9th grade 25% 10th grade 27% 11th grade 25% 12th grade 28% October 2024 Parents: 75% Staff: 80%	October 2024 Students: 9th grade 33% 10th grade 33% 11th grade 32% 12th grade 36% Parents: N/A Staff: N/A	October 2025 Students: 9th grade 33% 10th grade 35% 11th grade 35% 12th grade 37% Parents: 86% Staff: 80%	2026 5 percentage point increase for students, parents and staff.	Students: 9th grade +8% 10th grade +8% 11th grade +10% 12th grade +9% Parents: 11% Staff: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities for students to decide things like class activities or rules".					
4.2	Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school keeps me well-informed about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."	November 2023 Students: 9th 50.0% 10th 45.0% 11th 42.0% 12th 42.0% English Learners 56.5% Foster Youth -- Homeless -- Socioeconomically Disadvantaged (SED) 39.9% All Students 45.0% --" indicator that fewer than 11 students participated within the subgroup and data will not be published. October 2024 Parents: 90% Staff: 92%	October 2024 Students: 9th 57.0% 10th 52.0% 11th 47.0% 12th 46.0% English Learners 64.5% Foster Youth -- Homeless -- SED 53.0% All Students 50.5% Parents: N/A Staff: N/A	October 2025 Students: 9th 60.0% 10th 57.0% 11th 52.0% 12th 52.0% English Learners 66.0% Foster Youth -- Homeless 32.0% SED 54.0% All Students 55.0% Parents: 92.0% Staff: 94.0%	2026 5 percentage point increase for students, parents and staff.	Students: 9th +10.0% 10th +12.0% 11th +10.0% 12th +10.0% English Learners +9.5% Foster Youth -- Homeless N/A SED +14.1% All Students +10.0% Parents: +2.0% Staff: +2.0%
4.3	100% of parents whose students participate in special education will affirm parent involvement in the Individualized Education Program (IEP) process.	22-23 100%	23-24 99.50%	24-25 100%	25-26 100%	0%
4.4	Increase to 100% the number of parents/guardians who have an active Infinite	2023-24 % of students with an active parent account	2024-25 % of students with and active parent	2025-26 % of students with and active parent	2026-27 100%	CHS: -6%/+4% FHS: -12%/+4% HHS: -12%/+7% LHS: -7%/+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.	(IC portal/Schoology login): CHS: 85%/60% FHS: 83%/36% HHS: 86%/52% LHS: 91%/65% MVHS: 89%/65%	account (IC portal / Schoology login): CHS: 83%/62% FHS: 73%/38% HHS: 83%/59% LHS: 89%/69% MVHS: 86%/69%	account (IC portal / Schoology login): CHS: 79%/64% FHS: 71%/40% HHS: 74%/59% LHS: 84%/72% MVHS: 84%/69%		MVHS: -5%/+4%
4.5	Moved to 3.9 (as of LCAP 2025) Increase to 100% the percentage of students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented.	April 2024 46%	April 2024 44%	N/A	N/A	N/A
4.6	Moved to 3.10 (as of LCAP 2025) Increase to 100% the percentage of students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning through advisory is important.	April 2024 84%	April 2024 82%	N/A	N/A	N/A

Goal Analysis [2025-26]

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

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

All Actions Implemented As Planned:

4.1 Surveys - CA Healthy Kids Survey administered to students, parents and staff.

4.2 Communication - Our Facebook following, while relatively stable over the past few years, grew by 500 followers in the last 12 months. Instagram has continued to see steady but significant growth — climbing from 385 followers in April 2025 to 573 in April 2026, a 48% increase for the year. The Coordinator of Communications continues to track all social media posts throughout the school year, with a goal of posting an average of four times per week on social media (a total of approximately 160 unique posts during the school year). This goal was met and surpassed, with 184 unique social media posts on Facebook and Instagram by April 27, 2026. We have seen another annual uptick in engagement on Facebook in the last year (April 2025 to March 20, 2026), with our posts garnering more than 783,000 views and more than 10,700 individual interactions. This is an 150% increase in views from the previous 340 days. It includes more than 9,500 reactions, 835 comments and 349 shares of our posts. Our District E-Newsletters continue to see a high readership, ranging from 61% to 73%.

4.3 Parent Education - Over the last several years, the district has significantly increased the opportunities for parent workshops covering a range of topics but primarily focused on relationship development and promotion of wellness. Virtual workshops continue to be well attended and do offer the ability to save recordings for others who cannot attend. However, there is a decline in participation for all workshop opportunities and does create a need to review effectiveness and ongoing viability.

4.4 District Wellness Council - students, parents and staff identified the areas of academic pressure, opportunities to explore different pathways after high school, how to make the week before finals less stressful for students, nutrition, more proactive counseling practices, and improvements to closed tutorials as areas where they wanted to focus their input and guidance in support of student engagement and health.

4.5 Advisory Lessons - Discontinued as of LCAP 2025.

4.6 Student and Staff Voice - All six of the site equity action teams (SEAT) identified equity issues to explore and initiated a process to develop deeper understanding of the systems at play (Map Data) and the perspectives of those most impacted (Street Data). The spring also included processes for recruitment for the 2026-27 school year and discussions about the balance between continuing and deepening the work and allowing new members to uncover other areas of interest.

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

4.6 - There was an increase in estimated actual expenditures compared to the budgeted expenditures due to salary increases of about 2% across all bargaining units.

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

EFFECTIVE:

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

4.2 Our continued strategic efforts to share positive news and useful information about the school district, particularly on social media and via regular district e-newsletters, have once again resulted in an uptick in parent, student, staff and community participation and engagement, demonstrated by several of our metrics (social media followers, individual reactions and interactions on social media, email readership, etc.)

4.3 Data shows that there is a 9.5% increase for English Learners and a 14.1% increase for students who are under-resourced (SED) in responding positively to parents feeling welcome to participate at school and a 2% increase in parents feeling well-informed by school (Metric 4.2).

4.4 District Wellness Council is considered effective as students, parents and staff are attending quarterly meetings and providing the input and guidance for focus areas.

4.5 Discontinued as of LCAP 2025.

4.6 The efforts put forth through the spring represented significant progress with all of the teams conducting interviews and learning about important equity issues more in depth. They studied topics including the experiences of multilingual learners, the disparities in participation in AP/Honors classes by different racial groups, and the integration of students with disabilities and extensive support needs in the social and communal life of the campus.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Surveys	Continue to implement ongoing plan for survey administration including students, parents, and staff.	\$226,654.86	No
4.2	Communication	Continue positive and proactive communication about the District through community and media access to news and stories about FUHSD and supporting Board initiatives (office hours, communication corner on the website, etc.).	\$360,837.00	No
4.3	Parent Education	Revised (2025-26)	\$51,615.30	Yes

Action #	Title	Description	Total Funds	Contributing
		Principally directed to parents of students who are English Learners, foster youth and under-resourced (SED), provide parent education to strengthen the home to school connection.		
4.4	District Wellness Council	Through participation in the District Wellness Council, students, parents and staff provide input and guidance to shape district efforts in support of student engagement and health.	\$226,654.86	No
4.5	Advisory Lessons - Discontinued for 25-26	Discontinued for 25-26 Through participation in regular advisory lessons, students will provide input and guidance to shape district efforts in support of their engagement and health.	\$0.00	
4.6	Student and Staff Voice	New (2025-26) Each Site Equity Action Team (SEAT) will be continuously gathering and analyzing data from a variety of sources in order to influence school priorities and outcomes.	\$93,334.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase the percentage of academic motivation endorsed by students in CS.	November 2023 54%	October 2024 68%	October 2025 73%	2026 67% (FUHSD baseline from November 2023)	+19%
5.2	Increase percentage of students in CS who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	SY 2022-23 0% of Community School students (13) were absent less than 5%. 15.4% students (2) were absent between 5%-10%, 15.4% students (2) were absent between 10%-20%, and	SY 2023-24 38.8% of Community School students (13) were absent less than 5%. 15.4% students (2) were absent between 5%-10%. 8% student (1) were absent	SY 2024-25 0.0% of CS students (9) were absent less than 5%. 11.1% of CS students (1) were absent 5%-10%, 33.3% of CS students (3) were	SY 2025-26 100%	0% of CS students (9) were absent less than 5%. -4.3% of CS students (1) were absent 5%-10%. +17.9 of CS students (3) were absent between 10%-20%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		69.2% students (9) were absent more than 20%.	between 10%-20%. 46% students (6) were absent more than 20%.	absent between 10%-20%. 55.6% of CS students (5) were absent more than 20%.		-13.6 of CS students (5) were absent more than 20%.
5.3	Decrease chronic absenteeism in CS.	SY 22-23 84.6%	SY 23-24 53.8%	SY 24-25 88.9%	SY 2025-26 Absenteeism 0-5%	+4.3%

Goal Analysis [2025-26]

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

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

All Actions Implemented As Planned:

5.1 Staff continue to utilize pro-attendance strategies and are in communication with the larger team and others to implement more strategies to encourage students to attend regularly.

5.2 On March 26, 2026 Community School students attended a field trip to Alcatraz and also participated in a tour of parts of San Francisco. This trip was identified and planned for by students and generated positive attendance.

5.3 Fresh Lifelines for Youth continued to implement their 12-week Law program in fall semester. This provides an opportunity for youth to learn more about the law while building skills to help them navigate their lives. The art teacher continues to provide weekly lessons. In addition, some Community School students visited the Pipe Trades Association and others visited Mission College. Students participate in the planning for field trips.

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

Equity Multiplier funding: Community Day School was identified as receiving Equity Multiplier funds for the 2024-25 school year. While subsequent funding was not received, the balance from 2024-25 continues to be expended for school years 2025-26 and 2026-27 through Goal 5 Actions 1-3.

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

EFFECTIVENESS

5.2 There was a 19% increase in student motivation from baseline (Metric 5.1) as measured by the CA Healthy Kids Survey.

EMERGING EFFECTIVENESS

5.1 Although this year's efforts don't have an impact on last year's numbers, Community School administrators and teachers continue to learn and adapt to meet the needs of the different students who attend. From baseline 0% of students continue to be absent less than 5%, there was a 4.3% decrease in students who were absent between 5-10%, a 17.9% increase in students who were absent 10-20%, but a 13.6% decrease in student who were absent more than 20%.

5.3 Although this year's efforts don't have an impact on last year's numbers, Community School administrators and teachers continue to learn and adapt to meet the needs of the different students who attend. From baseline 0% of students continue to be absent less than 5%, there was a 4.3% decrease in students who were absent between 5-10%, a 17.9% increase in students who were absent 10-20%, but a 13.6% decrease in student who were absent more than 20%. Three students this year, all of whom had extremely poor attendance at their home schools last year, have seen marked improvement in attendance, work completion and school skills. Several students who had acceptable attendance at their home schools last year but challenges with behavioral and organizational issues have maintained attendance and improved behavior and school resilience.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Reinforcement Strategies	CS staff will utilize a wide range of reinforcement strategies at the start of the day/1st period to increase student timely and prepared arrival to school.	\$500.00	No
5.2	Student Engagement	Revised (2025-26) CS staff will research and take student input in order to develop high leverage/high interest field trips to increase student engagement and academic motivation.	\$1,500.00	No
5.3	Classroom Community	Partner with Community-Based Organizations to integrate programs that provide behavioral support and leadership education (such as the FLY (Fresh Lifelines for Youth) Law Program), creative outlets (art and music),	\$28,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and parent outreach to establish and reinforce positive strategies to support academic motivation.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,449,985	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.716%	0.000%	\$0.00	3.716%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Targeted Intervention Need: Students meeting A-G Class of 2023 for All Students was 83.5% while English Learners was 43.9% and students who are under-resourced (SED) was 56.0%; foster youth cohort too small to report. Class of 2024 for All Students was 82.5% (1.0% decrease) while English Learners was	Providing an intervention course, Academic Foundations, focused on the school skills necessary to increase achievement and providing adult support. This additional instruction and form of case management is reasonably calculated to increase A-G completion for students whose achievement is not at the level of their peers. Principally directed to English Learners, foster youth, and students who are under-resourced (SED) who, to a varying degree, attend all school sites in the LEA. This action is also available/may	Revised (2026-27) Increase the percentage of the students who meet A-G requirements by the time they graduate with a focus on a 5-percentage point increase for English Learners (EL), Long-Term English Learners (LTEL), students who are

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	40.2% (3.7% decrease) and students who are under-resourced (SED) was 55.0%% (0.1% decrease); foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	provide benefit to other students based on their individual needs for support.	homeless, students who are Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) and 2.5-percentage points for all other student groups.
1.3	Action: Student Support Need: Students meeting graduation requirements Class of 2023 (number/%) for All Students 2,550/95.5% while Homeless Youth was 17/76.5%, English Learners 270/79.3%, students who are under-resourced (SED) 570/86.8%; foster youth cohort too small to report. Class of 2024 (number/%) for All Students 2552 / 93.8% while Homeless Youth was 28/39.3%, English Learners 244/73.4%, students who are under-resourced (SED) 548/81.0%; foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	The Educational Options School Counselor makes initial contact will all students who are homeless or foster youth. They ensure continued direct contact with the school site school counselor. This additional form of ongoing case management is reasonably calculated to increase the graduation rate for students whose achievement is not at the level of their peers. Principally targeted to foster youth who, to a varying degree, attend all school sites in the LEA. This action is also available/may provide benefit to other students based on their individual needs for support.	By student group, increase to 100% the percentage of students who graduate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	Action: ELA: Targeted Intervention Need: -Students meeting A-G Class of 2023 for All Students was 83.5% while English Learners was 43.9% and students who are under-resourced (SED) was 56.0%; foster youth cohort too small to report. Class of 2024 for All Students was 82.5% while English Learners was 40.2% and students who are under-resourced (SED) was 55.0%%; foster youth cohort too small to report. -Students meeting standard on CAASPP ELA Class of 2023 All Students 81% while English Learners was 17% and students who are under-resourced (SED) 57%; foster youth cohort too small. Class of 2024 All Students 80.7%, English Learners 9.2%, and students who are under-resourced (SED) 49.2%; foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	Intervention specific to academic reading and writing for students who are reading below grade level based on a reading inventory. This additional, highly structured and research-based instruction is reasonably calculated to increase A-G completion and reaching standard on the CAASPP for students whose achievement is not at the level of their peers. Principally targeted to foster youth and students who are socioeconomically disadvantaged who, to a varying degree, attend all school sites in the LEA. This action is also available/may provide benefit to other students based on their individual needs for support.	-Revised (2026-27) Increase the percentage of the students who meet A-G requirements by the time they graduate with a focus on a 5-percentage point increase for English Learners (EL), Long-Term English Learners (LTEL), students who are homeless, students who are Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) and 2.5-percentage points for all other student groups. -By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP) ELA.
2.1	Action: Career Technical Education Need: Students are considered "prepared" on the College/Career Indicator of the CA Dashboard	Ensure that students who are socioeconomically disadvantaged and foster youth are provided access to opportunities for college credit and work-based learning. The industry sectors, pathways and efforts to secure work-based learning contacts through CTE courses and Training for Transitions	By student group, increase to 100% the percentage of students placed in the "prepared" level on the College/Career Indicator.

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Students considered chronic absentee 2022-23 (% of student group): All Students 1,082/10,138 (10.7%), English Learners 241/1,002 (24.1%), students who are under-resourced 433/1,546 (28%); foster youth cohort too small to report. 2023-24 (% of student group): All Students 1056/9764 (10.8%), English Learners 241/998 (24.1%), students who are under-resourced 468/1661 (28.2%); foster youth cohort too small to report. See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide	and create a plan for success. Guidance from an adult in a structured setting with coordination back to the home school is reasonably calculated to decrease chronic absenteeism. Principally directed to students who are socioeconomically disadvantaged and foster youth who are present, to a varying degree, at all schools in the District. This action is also available/may provide benefit to other students based on their individual needs for support.	student groups are over-represented among suspended students.
4.3	Action: Parent Education Need: In response to response to "parents feel welcome to participate at this school" 2023 All Students endorsed 45.0%, English Learners 56.5%, students who are under-resourced 39.9%; foster youth cohort too small to report.. 2024 All Students endorsed 50.5%, English Learners 64.5%, students who are under-resourced 53.0%; foster youth cohort too small to report.	Provide parent education opportunities that address the needs of our student/parent population. Educational opportunities that focus on behavior change, supporting communication with and understanding of teens, and learning more about school processes such as communication systems, guidance and that are provided in languages such as Chinese and Spanish, are reasonably calculated to increase parent feeling welcome to participate in their school/district. Principally directed to students who are English Learners, foster youth, and socioeconomically disadvantaged at all school sites in the District, this action is also available/may provide benefit to other students based on their individual needs for support.	Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school keeps me well-informed about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	See also General Information, Reflections; Engaging Educational Partners; and Goal Analysis. Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	Action: ELD: Targeted Intervention Need: English Learners need continued support with English Language Development and on the 2023 CA Dashboard, 44% of ELs are making progress towards English language proficiency, which is: -Orange on the dashboard -A 7.8% decline from 2021-22 -4.7% less than the state percentage On the 2024 CA Dashboard, 39.2% of ELs are making progress towards English language proficiency, which is: -Orange on the dashboard -A 6.2% decline from 2022-23 -6.5% less than the state percentage	Focus teacher professional development on the incorporation of all 4 language domains in every lesson and address language demands. Instruction featuring this work will occur in ELD and Shelter classes and is reasonably calculated to increase English language proficiency.	Increase to 100% the percentage of English Learners (ELs) who reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$119,743,511	4,449,985	3.716%	0.000%	3.716%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$133,676,506.62	\$3,949,805.26	\$5,150,000.00	\$483,955.00	\$143,260,266.88	\$142,864,564.88	\$395,702.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Retain and support staff	All	No			All Schools	2026-27	\$117,317,444.46	\$0.00	\$110,452,776.46	\$1,641,286.00	\$5,115,000.00	\$108,382.00	\$117,317,444.46	
1	1.2	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$549,581.51	\$0.00	\$187,562.38	\$260,173.13		\$101,846.00	\$549,581.51	
1	1.3	Student Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2026-27	\$226,659.00	\$0.00	\$226,659.00				\$226,659.00	
1	1.4	ELA: Skill Development	All	No			All Schools	2026-27	\$437,516.00	\$0.00	\$184,707.00	\$138,318.00		\$114,491.00	\$437,516.00	
1	1.5	ELA: Instruction	All	No			All Schools	2026-27	\$64,402.00	\$0.00				\$64,402.00	\$64,402.00	
1	1.6	ELA: Targeted Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	\$344,254.15	\$0.00	\$165,771.10	\$178,483.05			\$344,254.15	
1	1.7	ELA: Instruction	All Students with Disabilities	No			All Schools Specific Schools: Homestead	2026-27	\$69,982.00	\$0.00	\$69,982.00				\$69,982.00	
1	1.8	Mathematics: Instruction	All Students with Disabilities	No			All Schools Specific Schools: Homestead and Fremont High Schools	2026-27	\$138,318.00	\$0.00		\$138,318.00			\$138,318.00	
1	1.9	Science: Instruction	All	No			All Schools	2026-27	\$209,230.00	\$0.00		\$209,230.00			\$209,230.00	
1	1.10	ELD: Targeted Intervention	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools Specific Schools: Fremont	2026-27	\$2,232,372.00	\$0.00	\$2,232,372.00				\$2,232,372.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		High School									
1	1.11	LTEL: Targeted Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	\$2,338,665.00	\$0.00	\$2,338,665.00				\$2,338,665.00	
2	2.1	Career Technical Education	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	\$930,209.00	\$0.00	\$197,810.00	\$732,399.00			\$930,209.00	
2	2.2	Multi-Tiered Systems of Support	All	No			All Schools	2026-27	\$312,357.41	\$0.00		\$312,357.41			\$312,357.41	
2	2.3	Access to General Education	Students with Disabilities	No			All Schools	2026-27	\$74,982.00	\$0.00	\$69,982.00	\$5,000.00			\$74,982.00	
2	2.4	Advanced Placement Courses	All	No			All Schools	2026-27	\$7,057,145.27	\$0.00	\$7,057,145.27				\$7,057,145.27	
2	2.5	Instructional Technology - Moved to 3.11 in 2025-26							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Social Emotional Learning	All	No			All Schools	2026-27	\$231,732.00	\$0.00	\$231,732.00				\$231,732.00	
3	3.2	Wellness Space	All	No			All Schools	2026-27	\$604,329.79	\$0.00	\$604,329.79				\$604,329.79	
3	3.3	Mental Health and Wellness Student Support	All	No			All Schools	2026-27	\$1,745,781.00	\$0.00	\$1,745,781.00				\$1,745,781.00	
3	3.4	Campus Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	\$1,768,445.27	\$0.00	\$1,768,445.27				\$1,768,445.27	
3	3.5	Campus Climate	All American Indian or Alaska Native, homeless	No			All Schools	2026-27	\$449,273.23	\$0.00	\$449,273.23				\$449,273.23	
3	3.6	Campus Climate	All Students with Disabilities	No			All Schools Specific Schools: Cupertino High School	2026-27	\$165,771.10	\$0.00	\$165,771.10				\$165,771.10	
3	3.7	Campus Climate Interventions	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
3	3.8	Saturday School	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	\$16,439.00	\$500.00	\$16,939.00				\$16,939.00	
3	3.9	Attendance	All	No			All Schools	2026-27	\$385,742.00	\$0.00	\$385,742.00				\$385,742.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	Facility Maintenance	All	No			All Schools	2026-27	\$3,929,097.00	\$0.00	\$3,929,097.00				\$3,929,097.00	
3	3.11	Instructional Technology	All	No			All Schools	2026-27	\$305,740.67	\$361,702.00	\$326,702.00	\$305,740.67	\$35,000.00		\$667,442.67	
4	4.1	Surveys	All	No			All Schools	2026-27	\$226,654.86	\$0.00	\$226,654.86				\$226,654.86	
4	4.2	Communication	All	No			All Schools	2026-27	\$360,837.00	\$0.00	\$360,837.00				\$360,837.00	
4	4.3	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$51,615.30	\$0.00	\$51,615.30				\$51,615.30	
4	4.4	District Wellness Council	All	No			All Schools	2026-27	\$226,654.86	\$0.00	\$226,654.86				\$226,654.86	
4	4.5	Advisory Lessons - Discontinued for 25-26							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	Student and Staff Voice	All	No			All Schools	2026-27	\$93,334.00	\$0.00				\$93,334.00	\$93,334.00	
5	5.1	Reinforcement Strategies	All	No			Specific Schools: Community School	2026-27	\$0.00	\$500.00		\$500.00			\$500.00	
5	5.2	Student Engagement	All	No			Specific Schools: Community School 9-12	2026-27	\$0.00	\$1,500.00				\$1,500.00	\$1,500.00	
5	5.3	Classroom Community	All	No			Specific Schools: Community School 9-12	2026-27	\$0.00	\$28,000.00		\$28,000.00			\$28,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$119,743,511	4,449,985	3.716%	0.000%	3.716%	\$7,189,339.05	0.000%	6.004 %	Total:	\$7,189,339.05
								LEA-wide Total:	\$2,618,302.05
								Limited Total:	\$4,571,037.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,562.38	
1	1.3	Student Support	Yes	LEA-wide	Foster Youth	All Schools	\$226,659.00	
1	1.6	ELA: Targeted Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$165,771.10	
1	1.10	ELD: Targeted Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Fremont High School	\$2,232,372.00	
1	1.11	LTEL: Targeted Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,338,665.00	
2	2.1	Career Technical Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$197,810.00	
3	3.4	Campus Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,768,445.27	
3	3.7	Campus Climate Interventions	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Saturday School	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$16,939.00	
4	4.3	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,615.30	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$145,151,642.86	\$148,053,724.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Retain and support staff	No	\$121,241,453.06	\$123,225,661.62
1	1.2	Targeted Intervention	Yes	\$372,620.59	\$382,490.32
1	1.3	Student Support	Yes	\$196,509.00	\$349,799.00
1	1.4	ELA: Skill Development	No	\$280,106.00	\$370,866.72
1	1.5	ELA: Instruction	No	\$66,918.00	\$97,114.17
1	1.6	ELA: Targeted Intervention	Yes	\$210,764.81	\$211,448.86
1	1.7	ELA: Instruction	No	\$163,531.00	\$174,591.61
1	1.8	Mathematics: Instruction	No	\$197,656.00	\$220,628.24
1	1.9	Science: Instruction	No	\$206,505.00	\$224,814.00
1	1.10	ELD: Targeted Intervention	Yes	\$1,974,489.00	\$2,062,017.00
1	1.11	LTEL: Targeted Intervention	Yes	\$2,322,237.00	\$2,405,923.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Career Technical Education	Yes	\$835,828.00	\$948,795.93
2	2.2	Multi-Tiered Systems of Support	No	\$162,195.81	\$165,849.76
2	2.3	Access to General Education	No	\$175,119.52	\$170,846.61
2	2.4	Advanced Placement Courses	No	\$6,993,208.68	\$7,138,994.26
2	2.5	Instructional Technology - Moved to 3.11		\$0.00	\$0.00
3	3.1	Social Emotional Learning	No	\$230,858.00	\$260,635.00
3	3.2	Wellness Space	No	\$261,450.00	\$224,189.02
3	3.3	Mental Health and Wellness Student Support	No	\$1,558,767.00	\$1,617,652.00
3	3.4	Campus Climate	Yes	\$1,454,925.68	\$1,328,895.12
3	3.5	Campus Climate	No	\$352,075.16	\$412,830.75
3	3.6	Campus Climate	No	\$152,419.80	\$165,849.76
3	3.7	Campus Climate Interventions	Yes	\$5,000.00	\$5,000.00
3	3.8	Saturday School	Yes	\$11,500.00	\$23,275.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Attendance	No	\$376,674.00	\$385,387.00
3	3.10	Facility Maintenance	No	\$3,744,231.00	\$3,799,847.00
3	3.11	Instructional Technology	No	\$660,820.00	\$693,475.02
4	4.1	Surveys	No	\$194,008.00	\$200,684.64
4	4.2	Communication	No	\$352,399.00	\$362,636.00
4	4.3	Parent Education	Yes	\$60,934.75	\$62,407.10
4	4.4	District Wellness Council	No	\$194,008.00	\$200,684.83
4	4.5	Advisory Lessons - Discontinued for 25-26		\$0.00	\$0.00
4	4.6	Student and Staff Voice	No	\$90,731.00	\$108,735.58
5	5.1	Reinforcement Strategies	No	\$1,000.00	\$1,000.00
5	5.2	Student Engagement	No	\$1,700.00	\$1,700.00
5	5.3	Classroom Community	No	\$49,000.00	\$49,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,369,105	\$6,461,144.02	\$6,821,465.40	(\$360,321.38)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Targeted Intervention	Yes	\$203,689.59	\$186,045.32		
1	1.3	Student Support	Yes	\$196,509.00	\$349,799.00		
1	1.6	ELA: Targeted Intervention	Yes	\$48,569.00	\$211,448.86		
1	1.10	ELD: Targeted Intervention	Yes	\$1,974,489.00	\$2,062,017.00		
1	1.11	LTEL: Targeted Intervention	Yes	\$2,322,237.00	\$2,405,923.00		
2	2.1	Career Technical Education	Yes	\$193,690.00	\$197,055.00		
3	3.4	Campus Climate	Yes	\$1,454,925.68	\$1,328,895.12		
3	3.7	Campus Climate Interventions	Yes	\$5,000.00	\$5,000.00		
3	3.8	Saturday School	Yes	\$11,500.00	\$23,275.00		
4	4.3	Parent Education	Yes	\$50,534.75	\$52,007.10		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$119,157,938	\$4,369,105	0	3.667%	\$6,821,465.40	0.000%	5.725%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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