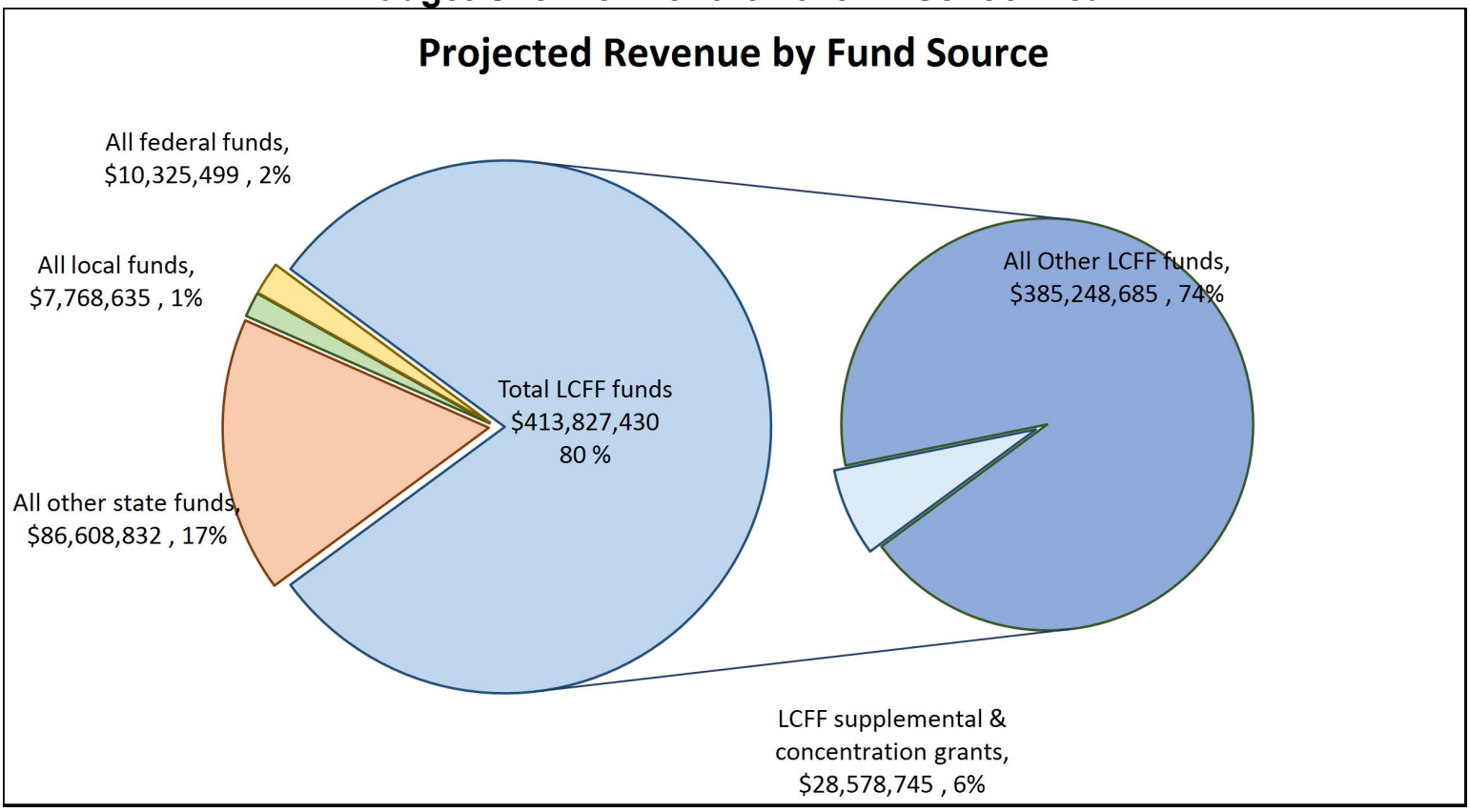
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fremont Unified School District
CDS Code: 01611760000000
School Year: 2026-27
LEA contact information:
Leticia Salinas
Associate Superintendent
lsalinas@fusdk12.net
(510) 657-2350

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

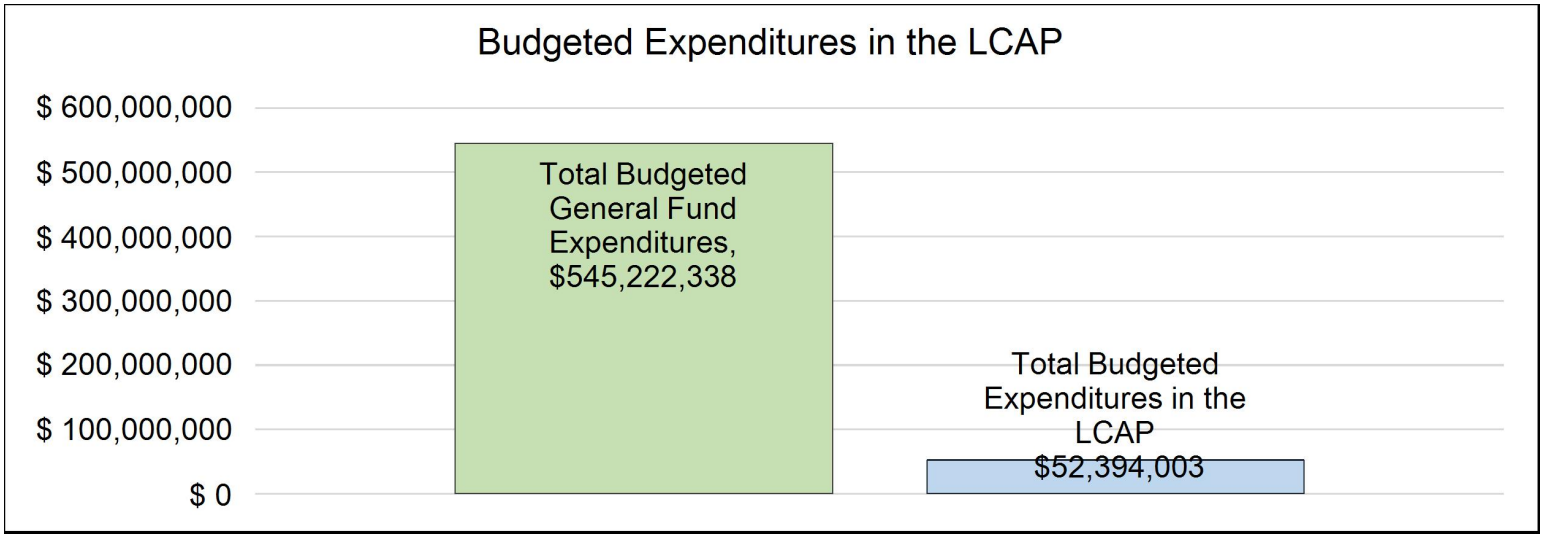


This chart shows the total general purpose revenue Fremont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Unified School District is $518,530,396, of which $413,827,430 is Local Control Funding Formula (LCFF), $86,608,832 is other state funds, $7,768,635 is local funds, and $10,325,499 is federal funds. Of the $413,827,430 in LCFF Funds, $28,578,745 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 Unified 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 Unified School District plans to spend $545,222,338 for the 2026-27 school year. Of that amount, $52,394,003.00 is tied to actions/services in the LCAP and $492,828,335 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

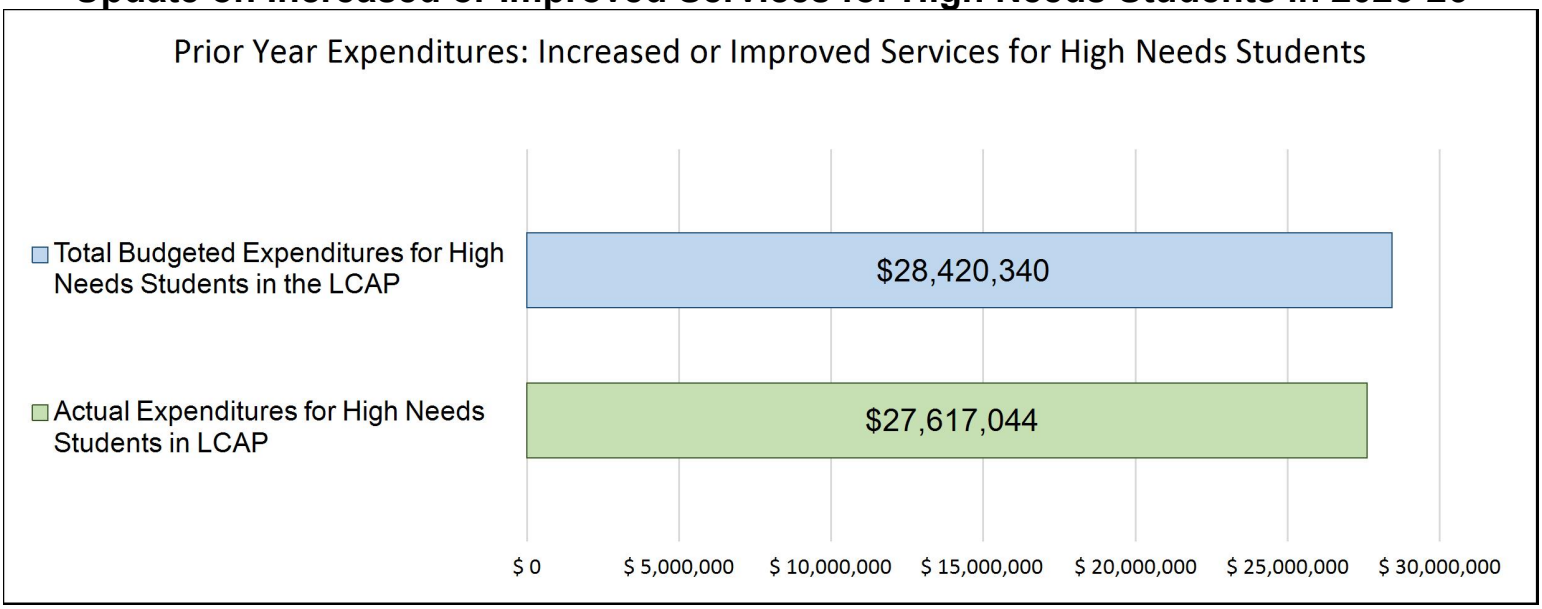
Base operations like teacher salaries, classroom supplies, utilities, etc.

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

In 2026-27, Fremont Unified School District is projecting it will receive $28,578,745 based on the enrollment of Foster Youth, English learner, and low-income students. Fremont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fremont Unified School District plans to spend $29,648,859.00 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



This chart compares what Fremont Unified 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 Unified 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 Unified School District's LCAP budgeted $28,420,340 for planned actions to increase or improve services for high needs students. Fremont Unified School District actually spent $27,617,044 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $803,296 had the following impact on Fremont Unified School District's ability to increase or improve services for high needs students:

Did not impact the overall increased or improved services for high needs students in 2025-26. The unspent dollars will be carried over to 2026-27 to be utilized to enhance increased or improved services for high needs students next school year.

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 Unified School District	Leticia Salinas Associate Superintendent	lsalinas@fusdk12.net (510) 657-2350

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.

The Fremont Unified School District (FUSD) serves 32,740 students with the support of over 3,000 teachers and staff across 42 schools, including 29 elementary schools (TK-5), 5 middle schools (6-8), 5 comprehensive high schools (9-12), 1 continuation high school, and 1 alternative high school. In addition, FUSD offers preschool programs, adult education, and a range of specialized learning opportunities to meet the diverse needs of its students. Located in one of the most desirable communities in California, FUSD is committed to providing a rigorous, innovative, and inclusive education that prepares students for college, career, and global citizenship.

FUSD students come from diverse ethnic and linguistic backgrounds:

- Asian: 64.4%
- Hispanic/Latino: 16.1%
- White: 7%
- Filipino: 4%
- Two or More Races: 4.2%
- African American: 1.7%
- Pacific Islander/Native Hawaiian: 0.5%
- American Indian: 0.5%

FUSD serves a diverse range of student needs:

- English Learners: 16.5%

- Students with Disabilities: 9.9%
- Socioeconomically Disadvantaged: 30.2%
- Homeless Youth: 0.1%
- Foster Youth: 0.1%

Fremont Unified School District (FUSD) is firmly committed to academic excellence, educational equity, and the holistic success of every student. With a graduation rate of 93.6% and 71.2% of students meeting A–G college entrance requirements, FUSD demonstrates strong outcomes in preparing students for postsecondary success. The district continues to expand opportunities for both college and career readiness through robust Career Technical Education (CTE) pathways offered at comprehensive school sites as well as through the Regional Occupational Program. These efforts ensure that students are equipped with the academic knowledge, technical skills, and real-world experiences necessary to thrive in a dynamic global economy.

FUSD prioritizes equitable access to high-quality learning experiences by providing a wide range of supports and opportunities designed to meet the diverse needs of its student population. The district actively promotes multilingualism through well-established Dual Language Immersion programs in Mandarin and Spanish, while also expanding language pathway opportunities across grade levels. Currently, 48.1% of English Learners are making measurable progress toward reclassification, reflecting the district's targeted support and commitment to linguistic development.

Student well-being remains a central focus across the district. Wellness centers at all secondary schools provide essential social-emotional and mental health supports, contributing to a positive and supportive school environment. At the elementary level, the implementation of Positive Behavioral Interventions and Supports (PBIS) fosters safe, inclusive, and respectful learning communities. All middle schools are now entering their second year of PBIS implementation, further strengthening school climate and ensuring comprehensive, wraparound support systems for all students.

Parent involvement is a foundational pillar of the district's commitment to educational equity, student achievement, and shared decision-making. FUSD recognizes that when families are meaningfully engaged as partners in education, students are more likely to thrive academically, socially, and emotionally. To foster this partnership, the district actively cultivates multiple avenues for parent voice and leadership. Representative bodies such as the District English Learner Advisory Committee (DELAC), Special Education District Advisory Committee (SEDAC), School Site Councils (SSCs), community partner committees, and the Local Control Accountability and Advisory Committee (LCAAC) serve as vital forums through which families can provide input, inform priorities, and help shape district policies and programs.

These advisory groups play a critical role in elevating diverse perspectives and ensuring that decision-making processes are inclusive and responsive, particularly for families from historically underrepresented and underserved communities. The district remains committed to expanding outreach, reducing barriers to participation, and strengthening two-way communication with families. Through these ongoing efforts, FUSD continues to build authentic, collaborative partnerships that contribute to stronger schools, more equitable systems, and improved outcomes for all students.

Guided by its mission to Inspire, Educate, and Challenge, FUSD is dedicated to preparing every student with the knowledge, skills, and support necessary to succeed in an ever-evolving world. This commitment is reflected not only in districtwide initiatives, but also in targeted

investments designed to address the needs of specific student populations.

Robertson Continuation High School has been designated as an Equity Multiplier School and receives supplemental funding through the state's Equity Multiplier initiative. This designation is based on key indicators identified by the California Department of Education, including a prior-year student non-stability rate exceeding 25 percent and a socioeconomically disadvantaged student population greater than 70 percent, as documented in the Stability Rate Report. These factors highlight the need for intensified support to address systemic barriers and promote student success.

Through this targeted funding, Robertson Continuation High School is expanding access to comprehensive academic interventions, social-emotional learning supports, and wraparound services tailored to the needs of its students. These resources are intended to reengage students in their educational journeys, strengthen their sense of belonging, and provide pathways toward graduation and postsecondary success. This strategic investment underscores FUSD's unwavering commitment to equity by ensuring that students with the greatest needs receive the focused support and opportunities necessary to achieve their full potential.

Reflections: Annual Performance

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

The California School Dashboard is an online accountability tool that provides insight into how schools and districts across the state are meeting the needs of California's diverse student population. As part of the Local Control Funding Formula (LCFF), the Dashboard is used to measure progress and guide continuous improvement.

The Dashboard assigns one of five color-coded performance levels to key State Indicators: Blue (highest), Green, Yellow, Orange, and Red (lowest). The indicators used to assess Fremont Unified's performance include:

- LCFF Priority 4: English Language Arts, Mathematics, and English Learner Progress
- LCFF Priority 5: Chronic Absenteeism and Graduation Rate
- LCFF Priority 6: Suspension Rate
- LCFF Priority 7: College/Career Indicator

These indicators help FUSD evaluate successes, identify areas for growth, and develop strategies to improve student outcomes.

As part of the annual Local Control Accountability Plan (LCAP) approval process, the FUSD Board of Trustees reviewed the district's Local Indicator Self-Reflection Tool, which was submitted to the state to assess performance on key Local Indicators. These indicators, reported on the 2025 California School Dashboard, evaluate district progress in areas that do not have state-collected performance data. FUSD met the standard on all five Local Indicators, reflecting the district's commitment to providing high-quality instruction, equitable access to resources, and safe, well-maintained school facilities.

The Dashboard continues to include performance results for Science, based on the California Science Test (CAST) administered to students in grades 5, 8, and once in high school. The inclusion of Science performance provides a more comprehensive view of student academic achievement alongside existing English Language Arts and Mathematics results. This continued reporting supports FUSD's focus on STEM

education, inquiry-based learning, and hands-on scientific exploration to prepare students for future careers in science, technology, engineering, and mathematics. The Academic Performance Indicator on the 2025 California School Dashboard reports student achievement in English Language Arts (ELA) and Mathematics, based on the Smarter Balanced Assessments (SBA) administered in grades 3–8 and 11. Science assessment results from the California Science Test (CAST) continue to be included on the Dashboard for informational purposes and are not assigned a performance color for accountability.

2025 California School Dashboard:
FUSD earned a Blue performance level in both ELA and Mathematics, reflecting high academic achievement relative to state and county averages. ELA scores were 64.7 points above standard and were maintained from the prior year. Mathematics scores were 54.5 points above standard, reflecting an increase of 2.8 points. These results indicate continued high performance and academic stability, with evidence of growth in mathematics, supported by a districtwide focus on high-quality instruction, intervention programs, and equitable access to rigorous coursework.

Science performance remained strong, with students earning an average of 67.8 Science Points on the CAST assessment, maintaining performance from the prior year. While Science is not included as an accountability measure, these results provide an additional indicator of student achievement and support the district's continued emphasis on evidence-based teaching strategies, differentiated instruction, and targeted support programs to ensure that all students maintain and exceed academic growth expectations.

Academic Indicators:
While overall performance in English Language Arts and Mathematics remained strong, subgroup data indicate persistent disparities in academic outcomes:

- English Learners scored 14.8 points below standard in ELA and 23.4 points below standard in Mathematics, reflecting continued gaps in academic achievement.
- Long-Term English Learners demonstrated some of the lowest performance levels, scoring 82.1 points below standard in ELA and 142.2 points below standard in Mathematics.
- Students with Disabilities also performed below standard in both content areas, with scores of 64.9 points below standard in ELA and 88.3 points below standard in Mathematics.
- Homeless students demonstrated the greatest level of need, scoring 111.6 points below standard in ELA and 140.3 points below standard in Mathematics.

These results highlight the need for continued targeted support, differentiated instruction, and intervention strategies to ensure equitable academic outcomes across all student groups.

Graduation Rate Indicator:
The Graduation Rate Indicator on the 2025 California School Dashboard reports the percentage of students earning a standard high school diploma. FUSD maintained a high graduation rate of 93.6%, earning a Green performance level, reflecting continued strong student outcomes relative to state and county averages. This represents stable performance from the prior year, demonstrating the district's continued commitment to college and career readiness, academic support systems, and equitable access to high school completion pathways. However, performance varied across student groups:

- Asian (96.0%) and Filipino (96.2%) students achieved the highest graduation rates, both earning Blue performance levels.

- Hispanic (87.6%), Socioeconomically Disadvantaged (89.5%), African American (94.0%), and Two or More Races (91.7%) students demonstrated positive outcomes, earning Green performance levels, with notable gains for African American students.
- English Learners (74.8%) and Long-Term English Learners (80.3%) remained in the Orange performance level, indicating a continued need for targeted support.
- Students with Disabilities (78.6%), White (90.5%), and Homeless (74.5%) students were in the Yellow performance level. While Homeless students experienced a significant increase in graduation rate, outcomes for these groups indicate continued opportunities for improvement.

FUSD continues to expand intervention programs, credit recovery opportunities, and postsecondary counseling services to ensure that all students have the resources needed to successfully graduate and pursue their next steps.

College/Career Indicator:
The College/Career Indicator (CCI) on the 2025 California School Dashboard evaluates the percentage of graduates classified as “Prepared” based on multiple measures, including A-G completion, SBAC performance, Career Technical Education (CTE) pathways, Advanced Placement (AP) exams, and dual enrollment coursework. FUSD earned a Blue performance level, with 71.2% of graduates identified as College and Career Prepared. While this reflects a slight decrease from the prior year, overall performance remains strong relative to state and county averages. However, performance varied among student groups:

- Asian students had the highest preparation rate (87.7%), earning a Blue performance level.
- Filipino (64.6%), Two or More Races (63.8%), Socioeconomically Disadvantaged (50.5%), Hispanic (36.7%), and African American (44.9%) students were in the Green performance level, with notable gains for African American and Hispanic students.
- English Learners (18.9%), Long-Term English Learners (16.4%), Students with Disabilities (18.9%), and White (47.2%) students were in the Orange performance level, indicating a continued need for targeted support and expanded access to college and career pathways.
- Homeless students (11.9%) were in the Yellow performance level, reflecting improvement from the prior year but continued need for support.

FUSD remains committed to broadening college and career pathways for all students by expanding Career Technical Education (CTE) pathways in high-demand industries, increasing access to dual enrollment opportunities in partnership with local colleges, strengthening A-G support systems to ensure more students meet UC/CSU admission requirements, and providing additional Advanced Placement (AP) coursework to encourage rigorous academic experiences. Through these efforts, FUSD seeks to ensure that all students graduate fully prepared for postsecondary success.

English Learner Progress Indicator:
The English Learner Progress Indicator (ELPI) on the 2025 California School Dashboard measures the percentage of current English Learner (EL) students making progress toward English proficiency or maintaining the highest level on the Summative English Language Proficiency Assessments for California (ELPAC). FUSD earned an Orange performance level, with 48.1% of English Learners making progress, reflecting a decline of 3.1% from the previous year. Among student groups:

- English Learners overall (48.1%) received an Orange performance level, reflecting a decrease in the percentage of students making progress toward English proficiency.

- Long-Term English Learners (46.0%) earned a Yellow performance level, demonstrating a slight increase of 1.4%, but continuing to indicate the need for sustained support in language development.

ELPAC results further indicate a decline in the percentage of English Learners progressing at least one proficiency level, alongside an increase in the percentage of students maintaining lower proficiency levels or declining, suggesting a need for intensified instructional focus on language acquisition and academic language development.

Despite these challenges in English proficiency progress, reclassified English Learners (RFEPs) continue to perform at levels comparable to, and in some areas above, their English Only (EO) peers in English Language Arts and Mathematics:

- In ELA, RFEP students scored 69.5 points above standard, while English Only students scored 70.9 points above standard. Current English Learners, however, scored 87.0 points below standard.
- In Mathematics, RFEP students scored 60.5 points above standard, while English Only students scored 58.1 points above standard. Current English Learners were 89.8 points below standard.

To enhance English Learner success, FUSD continues to expand designated and integrated English Language Development (ELD) instruction to accelerate language acquisition, support reclassified English Learners (RFEPs) through monitoring programs to ensure continued academic success after reclassification, strengthen bilingual and Dual Language Immersion programs to foster biliteracy, and increase access to tutoring and intervention supports for students at risk of stagnation in their proficiency levels. FUSD remains committed to ensuring that all English Learners, regardless of proficiency level, receive the support needed to achieve reclassification and thrive academically.

Chronic Absenteeism Indicator:
The Chronic Absenteeism Indicator on the 2025 California School Dashboard measures the percentage of students who missed 10% or more of their enrolled school days, including both excused and unexcused absences. FUSD earned a Green performance level, with a chronic absenteeism rate of 9.6%, reflecting continued improvement from the previous year. While overall district performance improved, several student groups continued to experience disproportionately high rates of absenteeism:

- Foster Youth (45.0%) and Homeless students (45.1%) had the highest rates of chronic absenteeism, with Homeless students experiencing a notable increase from the prior year.
- Pacific Islander (29.7%), Long-Term English Learners (22.0%), and Students with Disabilities (20.1%) were also significantly impacted, with some groups experiencing increases in absenteeism rates.
- African American (22.6%) and Hispanic (21.7%) students remained in the Orange performance level, indicating continued disparities in attendance outcomes.
- English Learners (13.4%) and Socioeconomically Disadvantaged students (16.8%) were in the Yellow performance level and demonstrated improvement from the prior year.
- Asian students had the lowest chronic absenteeism rate (5.5%), earning a Green performance level.

FUSD remains committed to reducing chronic absenteeism through districtwide and school-level initiatives that proactively engage families when attendance concerns arise. The district has expanded intervention supports, including social workers, case management, and wraparound services, to address barriers preventing students from attending school regularly. Additionally, FUSD continues to strengthen school climate initiatives to ensure students feel safe, welcomed, and connected to their school community. Recognizing that some student groups experience disproportionately high rates of absenteeism, the district has implemented targeted support programs to provide additional

resources and interventions where they are most needed. Through ongoing attendance monitoring and intervention efforts, FUSD is focused on reducing absenteeism and ensuring that all students receive equitable access to instruction, fostering improved academic outcomes and student well-being.

Suspension Rate Indicator:
The Suspension Rate Indicator on the 2025 California School Dashboard measures the percentage of students suspended for at least one full day during the school year. FUSD earned a Green performance level, with 2.3% of students suspended at least once, reflecting a slight increase from the previous year but remaining below the statewide average. While overall district performance indicates a relatively low suspension rate, the data continues to highlight areas where additional interventions are needed to support positive behavior and reduce exclusionary discipline practices. Suspension rates varied across student groups:

- Long-Term English Learners (10.8%) and Foster Youth (9.1%) earned a Red performance level, indicating a significant need for targeted behavioral supports and alternative disciplinary approaches.
- African American (6.6%), Hispanic (5.4%), English Learners (4.3%), Pacific Islander (5.5%), Students with Disabilities (5.3%), and Socioeconomically Disadvantaged students (4.6%) were in the Orange performance level, experiencing higher-than-average suspension rates.
- White (3.6%) and Filipino (2.5%) students were in the Yellow performance level, reflecting moderate suspension rates that warrant continued monitoring and intervention.
- Asian students (1.2%) earned a Green performance level, reflecting the lowest suspension rates in the district.

FUSD remains committed to fostering a safe, inclusive, and supportive learning environment by implementing restorative practices, Positive Behavioral Interventions and Supports (PBIS), and expanded counseling services. The district continues efforts to reduce the use of exclusionary discipline practices, particularly for student groups disproportionately impacted by suspensions.

Every Student Succeeds Act Assistance Status and Differentiated Assistance:
FUSD continues to implement targeted support strategies based on the 2025 California School Dashboard and federal assistance designations. At this time, the district has no schools identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI). Robertson High School is identified for Targeted Support and Improvement (TSI) and serves as the district's Equity Multiplier (EM) school under ESSA.
At the district level, FUSD continues to qualify for Differentiated Assistance (DA) due to the performance of Long-Term English Learners (LTELs) and Homeless students in multiple state indicators, including English Language Arts, Mathematics, and Suspension Rate. The district continues to address this designation within its Local Control and Accountability Plan (LCAP) by ensuring that actions focus on improving outcomes for these student groups across identified areas of need.

Equity Multiplier:
At the school level, Robertson High School (Continuation) is identified for Targeted Support and Improvement (TSI) and serves as the district's Equity Multiplier (EM) school under ESSA. The school serves a high-need student population, with 81.7% of students identified as Socioeconomically Disadvantaged and 23.1% identified as English Learners.
Dashboard data indicate that while Robertson High School demonstrates strengths in graduation outcomes, with a 86.4% graduation rate (Green), several key areas remain in need of significant improvement. Academic performance indicators show Red performance levels in both English Language Arts (75.8 points below standard) and Mathematics (203.0 points below standard, with a notable decline), alongside a

Red performance level in the College/Career Indicator, with only 3.9% of students identified as prepared . English Learner Progress also declined, with 50.9% of students making progress, resulting in an Orange performance level.
Additional indicators show mixed progress, with Suspension Rate at 11.6% (Yellow), reflecting improvement from the prior year, and Science performance at 43.9 Science Points (Yellow), indicating moderate achievement with recent gains.

To address these performance disparities, the district will allocate Equity Multiplier funding to Robertson High School and support the development of an Equity Multiplier Focus Goal within the LCAP. This goal will prioritize improving academic achievement in English Language Arts and Mathematics, increasing college and career readiness outcomes, and strengthening English Learner progress. In alignment with federal TSI requirements, Robertson High School will continue to implement a School Plan for Student Achievement (SPSA) that includes targeted, data-driven interventions designed to improve outcomes for students experiencing the greatest disparities.

A 2024-25 thru 2026-27 LCAP Required Actions Appendix, with associated reference to goals and actions, is located at the end of the LCAP that identifies:

- Any school within FUSD that received the lowest performance level on one or more State Indicators on the 2023 Dashboard;
- Any student group within FUSD that received the lowest performance level on one or more State Indicators on the 2023 Dashboard; and
- Any student group within a school within FUSD that received the lowest performance level on one or more State Indicators on the 2023 Dashboard.

Fremont Unified School District has a remaining balance of $7,438,352 in the Learning Recovery Emergency Block Grant (LREGB) funds. Based on the Needs Assessment that was conducted with our community partners, the identified area of support is address the social emotional needs of our students. Research has indicated that integrating social emotional learning directly improves academic achievement, enhances classroom inclusivity and reduces behavioral disruptions and provides critical coping strategies. Addressing the social-emotional needs of students is foundational for improving overall outcomes for students. Furthermore, it is essential for unduplicated and students of color to address the social emotional needs to negate systematic bias, race-based stress and foster a sense of belonging. Culturally responsive emotional support is proven to reduce disproportionate discipline rates and significantly improve academic achievement and long term graduation outcomes. Hence, the LREBG funds will support Goal 2 Action 10 within the Local Control Accountability Plan (LCAP). The metrics that align to goal 2 action 10 is the metric 2.10 which aligns to school connectiveness as measured by the School Connectiveness Indicator within the California Healthy Kids Survey (CHKS). Pursuant to Educational Code Section 32526(c)(2)(A-F), funds received for the LREBG shall only be expended for specific identified areas. One of the areas for allowable use is section C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. As a result, Fremont Unified School District is using the remaining LREBG funds to support social emotional learning via counselors.

Reflections: Technical Assistance

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

Fremont Unified School District (FUSD) is actively engaged in the Differentiated Assistance (DA) process in partnership with the Alameda County Office of Education (ACOE) to address areas of identified need reflected in the 2025 California School Dashboard. Specifically, Long-

Term English Learners (LTELs) and students experiencing homelessness (unhoused youth) were identified for support due to Red performance indicators in English Language Arts (ELA), Mathematics, Suspension Rates, and Chronic Absenteeism. In response, the district has committed to a focused and collaborative improvement effort aimed at strengthening student outcomes across these key areas.

Through an ongoing, structured partnership with ACOE, FUSD is engaged in a continuous cycle of inquiry that includes analyzing student achievement data, evaluating the effectiveness of current programs, strengthening instructional practices, and implementing targeted, evidence-based interventions. This work is grounded in a systems-level approach that emphasizes coherence, accountability, and alignment with state priorities.
To support both LTELs and students experiencing homelessness, the district has leveraged multiple leadership structures, including Instructional Services meetings, All Principals meetings, and individualized consultations with site administrators. These forums have facilitated alignment between existing programs and newly identified strategies designed to address opportunity gaps and improve student performance. A key area of focus this past year has been the evaluation of English 3D, a designated intervention course for LTELs aimed at accelerating English language development. As a result of this evaluation, the district developed a new course specifically designed to better meet the needs of LTEL students, alongside expanded implementation of Summit K12 to support language acquisition and progress monitoring. In addition to academic interventions, the district continues to closely monitor suspension data for LTEL students. While the LTEL cohort experienced a suspension rate of 10.8%, reflecting a slight decrease, reducing exclusionary discipline remains a priority. FUSD is strengthening its implementation of social-emotional learning (SEL) supports, culturally responsive practices, and restorative approaches to discipline. As part of this effort, the district is expanding Positive Behavioral Interventions and Supports (PBIS) implementation at the middle school level to foster more inclusive and supportive school environments.

Looking ahead, FUSD is taking deliberate steps to improve outcomes for LTEL students. These efforts include expanding professional learning opportunities for teachers to ensure that instruction across all content areas is accessible and responsive to the needs of English Learners. The district will continue to build educator capacity in the use of Summit K12 to support individualized language development and targeted progress monitoring. Additionally, strengthened collaboration between the Special Education Department and State and Federal Programs has resulted in more coordinated support for dually identified students. This collaboration, coupled with targeted professional development for case managers and Individualized Education Program (IEP) teams, has contributed to increased reclassification rates among these students. For students experiencing homelessness, FUSD continues to implement a comprehensive outreach and support model centered on connection and responsiveness. Each school site designates staff members to serve as mentors who act as primary points of contact for students, providing direct, on-campus support. These mentors play a critical role in identifying student needs, coordinating with district office staff, and maintaining consistent engagement through a “check and connect” approach. This model supports both academic access and attendance, particularly in addressing chronic absenteeism. Moving forward, the district will continue to prioritize access to academic intervention services and strengthen case management practices for this student group.

Chronic absenteeism remains a significant area of concern for both LTEL students and students experiencing homelessness, with both groups identified at the Red performance level. In response, the district is prioritizing targeted interventions, increased monitoring, and enhanced support systems aimed at improving attendance, engagement, and overall student success. For LTEL students in particular, efforts will also focus on increased academic support and intentional case management to accelerate progress toward reclassification. Through its continued partnership with ACOE, FUSD remains committed to aligning instructional practices, student supports, and school climate initiatives with county guidance and state expectations. The district will maintain a focus on continuous improvement by regularly monitoring progress, refining strategies, and ensuring that LCAP actions explicitly address DA requirements. This ongoing work reflects

FUSD’s commitment to achieving meaningful, measurable, and sustained improvements for Long-Term English Learners and students experiencing homelessness.

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.

Fremont Unified School District does not have any schools that are eligible for Comprehensive Support and Improvement (CSI) for the 2026-2027 school year.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) serves as an essential forum through which parents and guardians of Multilingual Learners provide input, guidance, and recommendations to district administration and the Board of Education regarding the enhancement of programs, services, and policies supporting Multilingual Learners and their families. The committee is composed of duly elected representatives from each English Learner Advisory Committee (ELAC) at Fremont Unified School District (FUSD) schools with an enrollment of 21 or more English Learners. Throughout the 2025–2026 school year, DELAC convened on a regular basis to review data related to Multilingual Learner achievement, progress, and identified areas of need. Meeting agendas included in-depth discussions of the English Learner (EL) program, the districtwide needs assessment, instructional curriculum, professional development initiatives, reclassification processes, and analyses of Multilingual Learner data, including attendance trends. Interpretation services were consistently provided to ensure equitable access and meaningful participation for families across the district's diverse school communities. At the February 9, 2026 and April 6, 2026 meetings, DELAC members offered input and feedback to inform the development of the 2026–2027 Local Control and Accountability Plan (LCAP). Additionally, during the May meeting, DELAC reviewed the draft 2026–2027 LCAP and contributed further clarifying questions and recommendations to support the refinement of the plan.

Educational Partner(s)	Process for Engagement
Indian Parent Committee (IPC)	The Indian Parent Committee (IPC) functions as a collaborative advisory body within the Native American Studies Program (NASP). Comprised of parents, guardians, and students, the IPC is committed to supporting and improving educational outcomes for Native American students. During the 2025–2026 school year, meetings were held with a focus on key areas including academic progress, cultural inclusion, student engagement, and district initiatives. The IPC's continued partnership with Fremont Unified School District (FUSD) is intended to promote equitable access to resources, culturally responsive educational opportunities, and comprehensive support for students' academic and social-emotional development. The IPC meeting held on April 23, 2026, was specifically dedicated to gathering input to inform the development of the 2026–2027 Local Control and Accountability Plan (LCAP). During this meeting, those members who attended were provided an opportunity to share feedback and perspectives. In addition, an online platform was made available to allow IPC members to submit further input through May 8, 2026, ensuring broader participation and continued engagement in the LCAP development process.
Migrant Education Committee	The Migrant Education Parent Advisory Committee (PAC) is composed of parents and guardians of migrant students who convene regularly to provide guidance and recommendations to district leadership regarding programs and services designed to address the unique educational needs of migrant children. The committee serves as an important voice in shaping supports that promote student success and equitable access to opportunities. Throughout the 2025–2026 school year, PAC meetings have focused on key topics such as high school and college readiness, effective navigation of district resources, and strategies to expand access to educational opportunities. Meetings are conducted virtually to maximize accessibility and participation for all families. At the May 7, 2026 meeting, input was formally gathered from participating families to inform planning for the upcoming school year. During this session, parents and guardians provided valuable feedback regarding the types of services and supports they would like to see implemented to better meet the academic and developmental needs of their students.

Educational Partner(s)	Process for Engagement
Input from families of unduplicated students via Survey	Fremont Unified School District (FUSD) administered its annual Local Control and Accountability Plan (LCAP) Parent/Guardian Survey via an online platform to gather meaningful input from families, with a targeted focus on those of unduplicated students. The survey was made available in English, Spanish, and Chinese to ensure accessibility and broad participation across the district's diverse community. The survey solicited feedback in key areas including academic support, school climate, social-emotional services, and family engagement. It was distributed to families of unduplicated students and remained open for a three-week period, closing on February 5, 2026. Analysis of the survey results indicated a strong alignment in perceptions across student groups and school sites. At the same time, responses identified areas for continued growth and investment, including enhanced support for English Learner programs, expanded resources for students in foster care, increased socio-economic supports, and improved services for students with disabilities.
Local Control Accountability and Advisory Committee (LCAAC)	The Local Control and Accountability Advisory Committee (LCAAC) convened regularly throughout the school year to provide input, guidance, and oversight in the development and review of the implementation of the Local Control and Accountability Plan (LCAP). The committee's core responsibilities include reviewing the LCAP, monitoring progress on the implementation of actions and services, analyzing relevant data metrics, and examining educational partner survey results to ensure that supplemental funds are effectively and equitably supporting unduplicated students. The LCAAC is composed of a diverse group of educational partners, including parents, students, community members, labor representatives, and district staff. Parent and community representatives are appointed by the Fremont Unified School District (FUSD) Board of Trustees, with representation from all five attendance areas. Labor partners—including FUDTA, CSEA, SEIU, and FSMA—actively participate by contributing their perspectives and advocating for their respective constituencies. The committee also includes representation from teachers, certificated staff, classified staff, and administrators, all of whom provide critical input and engage

Educational Partner(s)	Process for Engagement
	in the review of LCAP components and priorities. Students are appointed by the Students United for Representation to the Fremont Unified School District Board of Education (SURFBoardE) to ensure representation across the five school district attendance areas. During the 2025–2026 school year, the LCAAC focused on reviewing districtwide data indicators, monitoring the effectiveness and progress of actions and services designed to support unduplicated students, and analyzing educational partner feedback to inform the LCAP development process. The committee's final meeting of the year is scheduled for May 19, 2026, at which time members will review the draft LCAP and provide additional feedback to support its refinement. The LCAAC met on the following dates: November 5, 2025; January 13, 2026; February 10, 2026; April 21, 2026; and May 19, 2026.
Special Education Local Plan Area (SELPA)	As part of its Comprehensive Coordinated Early Intervening Services (CCEIS) efforts, Fremont Unified School District (FUSD) collaborates closely with the Mission Valley Special Education Local Plan Area (SELPA) Director to ensure that special education services are thoughtfully integrated within the Local Control and Accountability Plan (LCAP). This collaboration is aligned with the SELPA's mission to support students with disabilities in achieving strong academic and functional outcomes through coordinated, high-quality services and supports. On April 24, 2026, FUSD met with and consulted the Mission Valley SELPA Director to review components of the LCAP and to solicit targeted input. This consultation provided an opportunity to align district initiatives with regional priorities and to ensure that the needs of students with disabilities are comprehensively addressed within the LCAP framework.
FUSD All Principal Meetings	School principals participate in monthly "All Principals" meetings held at the district office, where they engage in districtwide initiatives and collaborative planning efforts. During the February 19, 2026 meeting, principals provided input and feedback to inform the development of the Local Control and Accountability Plan (LCAP).
Students United for Representation to the Fremont Unified School District Board of Education (SURFBoardE)	Students United for Representation to the Fremont Unified School District Board of Education (SURFBoardE) is a student-led organization composed of fifteen elected representatives from across

Educational Partner(s)	Process for Engagement
	Fremont Unified School District (FUSD). This includes three representatives from each comprehensive high school—American, Irvington, Kennedy, Mission San Jose, and Washington—as well as one representative from each middle school. SURFBoardE serves as a vital liaison between the broader student body and the FUSD Board of Education, ensuring that student perspectives are meaningfully incorporated into district decision-making processes. In addition to selecting student representatives for participation on various district committees, SURFBoardE plays an integral role in elevating student voice across key initiatives. Notably, two SURFBoardE representatives serve on the Local Control and Accountability Advisory Committee (LCAAC), where they contribute student-centered perspectives to discussions related to the development and refinement of the Local Control and Accountability Plan (LCAP). During the 2025–2026 school year, these student representatives actively participated in LCAAC meetings, providing input aligned with the experiences and priorities of the student body. The LCAAC convened on November 5, 2025; January 13, 2026; February 10, 2026; April 21, 2026; and May 19, 2026, during which student voice was incorporated into the advisory process supporting the LCAP.
Community Partners at Robertson High School an Equity Multiplier (EM) School	Robertson High School engaged students, staff, and families in a comprehensive and collaborative process to inform the development of its School Plan for Student Achievement (SPSA) and Equity Multiplier (EM) focus goal. Input was systematically gathered through School Site Council (SSC) meetings, staff meetings and direct student engagement opportunities, ensuring that multiple perspectives were incorporated into the planning process. Educational partners identified several priority areas for targeted support, including course completion, post-secondary readiness, and student mental health and well-being. This feedback directly informed the development of site-level SPSA actions and contributed to the alignment of the districtwide Equity Multiplier goal, ensuring coherence with California School Dashboard indicators as well as locally identified priorities.

Educational Partner(s)	Process for Engagement
	On March 5, 2026, the School Site Council, in conjunction with the English Learner Advisory Committee (ELAC), conducted a comprehensive review of relevant data, including course completion rates, attendance trends, intervention effectiveness, and graduation projections. Based on this analysis, the committee recommended the continuation and strengthening of supports related to mental health services and targeted academic interventions to further promote student success.

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

Fremont Unified School District (FUSD) undertook a deliberate, comprehensive, and inclusive engagement process to inform the development of its Local Control and Accountability Plan (LCAP). The district prioritized meaningful consultation with a diverse cross-section of educational partners to ensure that the plan reflects the needs, priorities, and perspectives of the community it serves.

Input was systematically gathered from a broad range of stakeholder groups, including the District English Learner Advisory Committee (DELAC), the Indian Parent Council (IPC), the Migrant Education Parent Advisory Committee (PAC), the Local Control and Accountability Committee, and families of unduplicated students through a districtwide survey. In addition, through the Local Control and Accountability Committee, the district engaged teachers, principals, administrators, classified staff, local bargaining units, parents, and students in structured dialogue and feedback processes. This multi-layered approach ensured that the LCAP development process was both representative and responsive to varied educational experiences and priorities.

As part of the district's receipt of Equity Multiplier funds, the Robertson High School community played an active role in identifying and articulating a targeted focus goal designed to address the specific and unique needs of its student population. This site-based collaboration further strengthened the district's commitment to equity-centered planning.

The LCAP development process incorporated multiple outreach strategies to maximize participation and gather actionable input on the most effective use of supplemental funds to support unduplicated students. FUSD's unduplicated pupil percentage has increased to 39.47%, underscoring the importance of strategically allocating resources. Accordingly, the district remains focused on equipping multilingual learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness with the resources, services, and supports necessary to access a well-rounded educational experience and to meet or exceed academic standards.
Based on the feedback collected from educational partners, the LCAP reflects targeted investments aligned with the district's Multi-Tiered System of Supports (MTSS) framework. These investments are designed to provide layered academic, behavioral, and social-emotional supports.

District English Learner Advisory Committee (DELAC):
DELAC recommended a comprehensive, multi-faceted approach to strengthen support for unduplicated students, particularly multilingual learners. Key recommendations include:

- Expanding resources and training opportunities for parents and families to better support multilingual learner (MLL) students at home
- Newcomers would benefit from increased exposure to the language through before- and after-school programs, including TK.
- Support center at the school for new families. Provide parents with the US school system, homework expectations and academic expectations. (especially for the middle school)
- Provide descriptions of concepts and terminology in both English and the student's native language. Additionally, such booklets could help parents support their children and explain the material to them.
- Increasing access to multilingual library materials that reflect the full range of languages spoken within the district
- Strengthening support systems for college and career readiness, including assistance with college applications
- Expanding the role of community liaisons to improve communication, outreach, and engagement with families
- Provide classroom translation devices (e.g., Pocketalk-type tools) so teachers do not need to use personal phones, ensuring privacy and supporting multiple languages.
- Offer multilingual parent support and school system explanations, not limited to Spanish and Mandarin to better support families speaking less common languages.
- Fund Newcomer Pathways
- Fund and Expand Bilingual Community Liaisons to increase parent engagement and family connectedness to school
- Fund social-emotional and mental health support
- Fund Technology access at home to those in need (Device and Internet)
- Fund Language Learning Platforms (Summit K12)
- Offer intensive academic support programs during long breaks such as summer and spring vacations to help students strengthen their English learning.
- Targeted ELD services and additional language development opportunities, through small-group individualized instruction.
- Intentional outreach to families to gather input and better understand students' backgrounds and needs.

Indian Parent Committee (IPC):
On April 23, 2026 a meeting was dedicated to get input from the Native American Studies Program families. The meeting consisted of reviewing the current LCAP, reviewing CA Dashboard data and feedback on the development of the 26-27 LCAP. During the meeting, there was no additional feedback given. The IPC had access to an online platform to get input and the portal was open through May 8, 2026 in which families had the opportunity to provide any ideas after the meeting on the development of the LCAP. In conclusion, no additional feedback was provided but we also have an IPC parent member that is also a member of the LCAAC.

Migrant Education Program (MEP):
At the May 7, 2026 meeting, input was formally gathered from participating families to inform planning for the upcoming school year. During this session, parents and guardians provided valuable feedback regarding the types of services and supports they would like to see implemented to better meet the academic and developmental needs of their students.

- Mental Health support
- Provide workshops for parents and their students on topics such as personal growth and self esteem.
- Support with FAFSA
- Provide afterschool programs

LCAP Survey:

Additional Instruction & Tutoring: Parents emphasized the need for after-school English classes, extra tutoring, and structured support programs to reinforce learning.

- Teacher Training & Resources: Many responses highlighted the importance of better training for teachers and aides on how to support English learners effectively.
- Small Group & One-on-One Support: Parents requested small group instruction or personalized tutoring to help students with early language development as well as more complex reading comprehension.
- Bilingual & Peer Support: Suggestions included bilingual mentors, student buddy systems, and access to translation tools to help students gain language proficiency.
- Classroom Strategies & Assessment: Recommendations for more reading and writing exercises, progress tracking, and frequent assessments to monitor student growth.
- Basic Needs Support: Parents emphasized the importance of providing food, clothing, hygiene items, and academic resources to foster students.
- Academic Support & Stability: Suggestions included homework help, tutoring, after-school programs, job training, and assistance with college readiness to ensure long-term success.
- Regular Check-ins & Monitoring: Many responses highlighted the need for frequent check-ins with foster students to assess their well-being and provide tailored support.
- Emotional & Mental Health Support: Parents suggested counseling services, training for staff on trauma-informed practices, and safe spaces to support students who may have experienced hardship.
- Mentorship & Peer Support: Several responses recommended peer mentoring, buddy programs, and ambassadors to help foster students navigate school life more effectively.
- Parent workshops on MTSS work
- In school support with ELD teachers and out of school support after school
- Support for unhoused students with mentors

Local Control and Accountability Advisory Committee (LCAAC):
The Local Control and Accountability Advisory Committee (LCAAC) is intentionally structured to reflect broad and balanced representation from across the Fremont Unified School District (FUSD) community. Committee membership includes parents, students, community members, labor partners, and district staff, ensuring that a wide range of perspectives informs the development of the Local Control and Accountability Plan (LCAP).
Parent and community representatives are appointed by the FUSD Board of Trustees, with parent members selected to ensure representation from all five attendance areas within the district. Labor partners designate their own representatives, reflecting the district's commitment to collaborative engagement with employee groups. Each labor organization, including certificated staff represented by the Fremont Unified District Teachers Association (FUDTA), classified staff represented by the California School Employees Association (CSEA) and the Service Employees International Union (SEIU), and management represented by the Fremont School Management Association (FSMA) actively contributes to the committee's work by presenting and advocating for the perspectives and priorities of their respective constituencies. Student voice is a critical component of the LCAAC's work. The committee includes two student representatives from SURFBoardE, a student leadership body whose members are selected by their peers to represent the broader student population. In alignment with districtwide practices, all FUSD committees incorporate student representation to ensure that student perspectives meaningfully inform decision-making processes. In its advisory role, the LCAAC engages in a comprehensive review of multiple data sources, including districtwide survey results, input and recommendations from other stakeholder committees, key performance metrics, and

local assessment data. Through this analysis, the committee provides informed feedback and guidance that directly supports the development and refinement of the 2026–2027 LCAP.

Mission Valley SELPA:
On April 24, 2026, FUSD met with and consulted the Mission Valley SELPA Director to review components of the LCAP and to solicit targeted input. This consultation provided an opportunity to align district initiatives with regional priorities and to ensure that the needs of students with disabilities are comprehensively addressed within the LCAP. Input includes:

- Continued efforts to align work with disproportionately work
- Additional professional development support for staff via two TOSAs
- Continued effort in professional development for site leaders

FUSD Principals:
All Principal Meeting Input/ School site administrators played a critical role in informing the development of the LCAP by contributing insights grounded in site level data and direct operational experience. Drawing on current local assessment results, longitudinal performance trends, and the day to day realities observed within their schools and attendance areas, principals and administrative teams were asked to provide targeted feedback on the strategies, programs, and resources necessary to effectively support unduplicated students. This input process was designed to elevate site specific needs while identifying districtwide patterns impacting multilingual learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. Administrators considered academic performance indicators, attendance and engagement data, and socio-emotional and behavioral trends to ensure that recommendations were both data informed and responsive to student needs.

Through this structured consultation, principals identified priority areas for investment, including instructional supports, intervention systems, staffing, professional learning, and student services. Their feedback contributed to a more comprehensive understanding of how supplemental and concentration funds can be strategically allocated to strengthen outcomes, reduce disparities, and enhance access to a rigorous and well-rounded educational experience for all unduplicated students. Supplemental supports via the MTSS model include:

- Release days for collaboration, walk throughs, data analysis to develop actions plans to address unduplicated needs
- Sections for intervention
- PBIS hours and professional development to support implementation
- Family Engagement/Community Liaisons
- Before/ After school intervention
- Mental health support
- Intervention teachers
- Behaviorists
- District PD to support unduplicated students
- Parent workshops
- Structured Literacy support
- Support for LTELS
- Intervention teachers/sections
- Instructional paras
- ELD teachers

Robertson High School, an Equity Multiplier School:
In alignment with state requirements for Equity Multiplier (EM) schools, Robertson High School engaged in a comprehensive and data driven needs assessment process to inform the development of its School Plan for Student Achievement (SPSA) and to guide the alignment of a districtwide Equity Multiplier goal within the LCAP. This process was intentionally designed to ensure meaningful participation from a broad range of educational partners, including students, families, teachers, and support staff. Through structured engagement opportunities: community member meetings, data reviews, and School Site Council meetings,the school community identified several critical areas of need. Key priorities included improving course completion rates, strengthening graduation readiness, and reducing suspension rates, particularly among student groups experiencing disparities. These priorities were grounded in an analysis of academic performance data, engagement indicators, and discipline trends.In response, Robertson High School identified and implemented targeted strategies and actions, including expanded push-in academic interventions to support students within the classroom setting, increased access to comprehensive mental health and social-emotional supports, and enhanced opportunities for students to engage in college and career readiness pathways. These actions reflect a coordinated effort to address both academic and non-academic barriers to student success. Their work is centered on reducing disproportionate suspension rates and increasing College and Career Readiness, with a particular emphasis on improving outcomes for Latino students, Multilingual Learners, and socioeconomically disadvantaged student groups. Collectively, these efforts and recommendations reinforce the District’s commitment to advancing equity, access, and student-centered practices through targeted, data-informed planning and strategic resource allocation within the Local Control and Accountability Plan (LCAP).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve outcomes for unduplicated students by targeting resources to provide research based interventions that address the needs of students and identified areas of disproportionality.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is focused on providing resources that will target assistance focused in the areas of:

- Coaching for staff to address and support Tier 1 instruction
- Transportation and mentorship for students experiencing housing insecurity
- Connecting families of Multilingual Learners with bilingual and culturally responsive staff to support navigating the U.S. school system
- Equipping students with access to technology for use at home
- Direct intervention provided during the day to support Tier 2 and Tier 3 instruction

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Allocation and distribution of Chromebooks and network hotspots to unduplicated students.	100% (source: FUSD Instructional Services)	100% (source: FUSD Instructional Services) (Baseline established in 2024-25)	100% (source: FUSD Instructional Services)	100% of requests received by unduplicated students provided with technology support.	+/-0%
1.2	End-of-Year i-Ready Reading Diagnostic proficiency rates within	2023-24: i-Ready Reading Diagnostic	2024-25: i-Ready Spring	2025-26: i-Ready Winter*	i-Ready Reading Diagnostic	i-Ready Reading Diagnostic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dual Language Immersion programs.	• Blacow Elementary (52.3%), Dual Immersion (51.5%) • Bringhurst Elementary (83.5%), Dual Immersion (92.3%) • Hopkins Middle School (81.4%), Spanish Dual Immersion (68.5%), Mandarin Dual Immersion (92.2%) (source: Curriculum Associates)	Reading Diagnostic • Blacow Elementary (52.0%), Dual Immersion (50.2%) • Bringhurst Elementary (80.4%), Dual Immersion (88.9%) • Hopkins Middle School (84.2%), Spanish Dual Immersion (81.0%), Mandarin Dual Immersion (80.3%) (source: Curriculum Associates)	Reading Diagnostic • Blacow Elementary (36.6%), Dual Immersion (34.7%) • Bringhurst Elementary (72.3%), Dual Immersion (82.0%) • Hopkins Middle School (82.2%), Spanish and Mandarin Dual Immersion (73.0%) (source: Aeries Analytics) *Effective 2025-26, the FUSD local assessment calendar has changed to where spring testing focues on CAASPP exams	• Blacow Elementary (57.3%), Dual Immersion (56.5%) • Bringhurst Elementary (88.5%), Dual Immersion (97.3%) • Hopkins Middle School (86.4%), Spanish Dual Immersion (73.5%), Mandarin Dual Immersion (97.2%)	• Blacow Elementary (*%), Dual Immersion (*%) • Bringhurst Elementary (*%), Dual Immersion (*%) • Hopkins Middle School (*%), Spanish and Mandarin Dual Immersion (*%) *Differences from baseline values cannot be calculated, as local assessment administration timelines shifted from a Spring to a Winter diagnostic, resulting in non-comparable data across years. Refer to the description of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and the last i-Ready Diagnostic administered to all grade levels took place during the Winter.		effectiveness for Action 1.2 for additional information.
1.3	California School Dashboard: English Learner Progress Indicator & Reclassified Fluent English Proficient (RFEP) rate.	2022-23: English Learner Progress Indicator (51.9% making progress) • Blacow Elementary (56.6% making progress) • Brier Elementary (61.4% making progress) • Bringhurst Elementary (39.4% making progress) • Cabrillo Elementary (56.8% making progress) • Durham Elementary (63.3% making progress) • Glenmoor Elementary (48.8% making progress) • Maloney Elementary	2023-24: English Learner Progress Indicator (51.2% making progress) • Blacow Elementary (35.7% making progress) • Brier Elementary (53.4% making progress) • Bringhurst Elementary (61.7% making progress) • Cabrillo Elementary (57.5% making progress) • Durham Elementary (54.9% making progress)	2024-25: English Learner Progress Indicator (48.1% making progress) • Blacow Elementary (43.7% making progress) • Brier Elementary (46.6% making progress) • Bringhurst Elementary (45.5% making progress) • Cabrillo Elementary (54.8% making progress) • Durham Elementary (36.5% making progress)	English Learner Progress Indicator (56.9% making progress) • Blacow Elementary (61.6% making progress) • Brier Elementary (66.4% making progress) • Bringhurst Elementary (44.4% making progress) • Cabrillo Elementary (61.8% making progress) • Durham Elementary (68.3% making progress) • Glenmoor Elementa	English Learner Progress Indicator (-3.8% making progress) • Blacow Elementary (-12.9% making progress) • Brier Elementary (-14.8% making progress) • Bringhurst Elementary (+6.1% making progress) • Cabrillo Elementary (-2.0% making progress) • Durham Elementary (-26.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(45.4% making progress) (source: California School Dashboard) 2023-24: RFEP Rate (13%) • Blacow Elementary (6%) • Brier Elementary (9%) • Bringhurst Elementary (12%) • Cabrillo Elementary (12%) • Durham Elementary (16%) • Glenmoor Elementary (6%) • Maloney Elementary (7%) (source: FUSD Federal and State Programs)	• Glenmoor Elementary (51.4% making progress) • Maloney Elementary (57.7% making progress) (source: 2024 California School Dashboard) 2024-25: RFEP Rate (13%) • Blacow Elementary (5%) • Brier Elementary (7%) • Bringhurst Elementary (23%) • Cabrillo Elementary (3%) • Durham Elementary (10%) • Glenmoor Elementary (9%) • Maloney Elementary (13%)	• Glenmoor Elementary (48.5% making progress) • Maloney Elementary (55.8% making progress) (source: 2025 California School Dashboard) 2025-26: RFEP Rate (15%) • Blacow Elementary (11%) • Brier Elementary (6%) • Bringhurst Elementary (20%) • Cabrillo Elementary (9%) • Durham Elementary (7%) • Glenmoor Elementary (11%) • Maloney Elementary (14%)	ry (53.8% making progress) • Maloney Elementary (50.4% making progress) RFEP Rate (18%) • Blacow Elementary (11%) • Brier Elementary (14%) • Bringhurst Elementary (17%) • Cabrillo Elementary (17%) • Durham Elementary (21%) • Glenmoor Elementary (11%) • Maloney Elementary (12%)	making progress) • Glenmoor Elementary (-0.3% making progress) • Maloney Elementary (+10.4% making progress) RFEP Rate (+2%) • Blacow Elementary (+5%) • Brier Elementary (-3%) • Bringhurst Elementary (+8%) • Cabrillo Elementary (-3%) • Durham Elementary (-9%) • Glenmoor Elementary (+5%) • Maloney Elementary (+7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(source: FUSD Federal and State Programs)	(source: FUSD Federal and State Programs)		
1.4	Number of translations (translation log), SSS logs for appt requiring language assistance, Fed&State consultation log	2023-24: Student Support Services received and provided language support to 3,908 translation requests. (100% of services provided to families of English Learners.)	2024-25: Student Support Services received and provided language support to 2,512 translation requests.(100% of services provided to families of English Learners.)	2025-26: Student Support Services received and provided language support to 3,240 translation requests.(100% of services provided to families of English Learners.)	Receive and provide language support to 4,500 translation requests.(100% of services provided to families of English Learners.)	-668 translation requests
1.5	Percentage of Special Education staff, working as interns or under a STSP, that accepted support from the Peer Assistance and Review (PAR) program	2023-24: 14.3% of program invitations accepted (This metric will be updated to include data disaggregated for unduplicated student groups effective 2025-26) (source: PAR Joint Panel 2023-24 Annual Report)	2024-25 19.2% of program invitations accepted -This metric will be updated to include data disaggregated for unduplicated student groups effective 2025-26(source: PAR Joint Panel 2024-25 Annual Report)	2025-26 8.1% of program invitations accepted (source: PAR Joint Panel 2025-26 End-of-Year Report)	50.0% of program invitations accepted	-6.2 percentage points of program invitations accepted
1.6	Percentage of staff responses that indicated professional development had some or high impact on their ability to better serve English Learners, Homeless students, Foster Students, Socioeconomically	2023-24: All Students (93.3%) • English Learners (90.7%) • Foster (82.2%) • Homeless (82.2%) • Socioeconomically	2024-25 All Students (96.5%) • English Learners (96.4%) • Foster (90.7%) • Homeless (90.7%)	2025-26 All Students (97.2%) • English Learners (96.2%) • Foster (92.9%) • Homeless (92.9%)	All Students (100%) • English Learners (100%) • Foster (100%) • Homeless (100%)	All Students (+3.9 percentage points) • English Learners (+5.5 percentage points) • Foster (+10.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged students, and Students with Disabilities.	Disadvantaged (85.7%) • Students with Disabilities (86.1%) (source: FUSD 2023-24 PD Evaluation Form)	• Socioeconomically Disadvantaged (93.6%) • Students with Disabilities (93.2%) (source: FUSD 2024-25 PD Evaluation Form)	• Socioeconomically Disadvantaged (93.3%) • Students with Disabilities (94.2%) (source: FUSD 2025-26 PD Evaluation Form)	• Socioeconomically Disadvantaged (100%) • Students with Disabilities (100%)	percentage points) • Homeless (+10.7 percentage points) • Socioeconomically Disadvantaged (+7.6 percentage points) • Students with Disabilities (+8.1 percentage points)
1.7	Percentage of combined four- and five-year cohort meeting UC/CSU requirements at Kennedy High School	2022-23: Kennedy High School (51.9%, corrected January 2025) • English Learners (14.8%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (45.8%)	2023-24: Kennedy High School (49.5%) • English Learners (16.9%) • Long Term English Learners (20.7%**) • Foster (*) • Homeless (*) • Socioeconomically Disadvant	2024-25: Kennedy High School (47.8%) • English Learners (18.9%) • Long Term English Learners (25.0%) • Foster (*) • Homeless (*) • Socioeconomically Disadvant	Kennedy High School (65.9%) • English Learners (24.8%) • Long Term English Learners (30.7%**) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (55.8%)	Kennedy High School (-4.1%) • English Learners (+4.1%) • Long Term English Learners (+4.3%**) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (-6.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students with Disabilities (7.1%) (source: 2023 California School Dashboard Additional Reports and Data) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	aged (36.8%) • Students with Disabilities (20.8%) (source: 2024 California School Dashboard Additional Reports and Data) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	aged (39.4%) • Students with Disabilities (20.0%) (source: 2025 California School Dashboard Additional Reports and Data) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• Students with Disabilities (17.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Students with Disabilities (+12.9%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.
1.8	The number of students served with supplemental	2024-25: 81 students	2024-25: 81 students	2025-26: 74 students	86 students	-8.6% (-7 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	transportation will be tracked. Increased attendance rate will be tracked.		(Baseline established in 2024-25)	(source: MKV Assistance Tracking as of April 2026)		
1.9	Students have access to Common Core State Standards (CCSS) aligned instructional materials	2023-24: 100% (source: FUSD Instructional Services)	2024-25: 100% (source: FUSD Instructional Services)	2025-26: 100% (source: FUSD Instructional Services)	100%	+/-0%
1.10	Percentage of teachers appropriately assigned & fully credentialed	2021-22: 88.20% (source: 2022-23 School Accountability Report Card) (New metric added in the 2025-26 LCAP)	2022-23: 88.88% (source: 2023-24 School Accountability Report Card) (New metric added in the 2025-26 LCAP)	2023-24: 88.37% (source: 2023-24 School Accountability Report Card)	90% (New metric added in the 2025-26 LCAP)	+0.17% (New metric added in the 2025-26 LCAP)
1.11	Percentage of Long-Term English Learners demonstrating progress towards English language acquisition at Walters Middle School and Kennedy High School.	2023-24: • Walters Middle School (42.9% making progress) • Kennedy High School (40.3% making progress) (source: 2024 California School Dashboard) (Baseline established in 2024-25) (New metric added in the 2025-26 LCAP)	2023-24: • Walters Middle School (42.9% making progress) • Kennedy High School (40.3% making progress) (source: 2024 California School Dashboard) (Baseline	2024-25: • Walters Middle School (44.8% making progress) • Kennedy High School (34.9% making progress) (source: 2025 California School Dashboard)	50% (New metric added in the 2025-26 LCAP)	Walters Middle School (+1.9 percentage points making progress) • Kennedy High School (-5.4 percentage points making progress) (Baseline established in 2024-25) (New metric added

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			established in 2024-25) (New metric added in the 2025-26 LCAP)			in the 2025-26 LCAP)
1.12	Decrease the percentage of English Learners who maintained an ELPI level of 1, 2L, 2H, 3L, 3H or decreased at least one ELPI level.	2022-23: • Maintained ELPI levels 1, 2L, 2H, 3L, 3H (29.6%) • Decreased at least one ELPI level (18.3%) (source: 2023 California School Dashboard) (New metric added in the 2025-26 LCAP)	2023-24: • Maintained ELPI levels 1, 2L, 2H, 3L, 3H (31.5%) • Decreased at least one ELPI level (16.7%) (source: 2024 California School Dashboard) (New metric added in the 2025-26 LCAP)	2024-25: • Maintained ELPI levels 1, 2L, 2H, 3L, 3H (32.5%) • Decreased at least one ELPI level (19.3%) (source: 2025 California School Dashboard)	• Maintained ELPI levels 1, 2L, 2H, 3L, 3H (15%) • Decreased at least one ELPI level (0%) (New metric added in the 2025-26 LCAP)	• Maintained ELPI levels 1, 2L, 2H, 3L, 3H (+2.9 percentage points) • Decreased at least one ELPI level (+1.0 percentage points) (New metric added in the 2025-26 LCAP)

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.

Action 1.1 – In order to support equitable access to instructional technology during FUSD's centralized Credit Recovery Summer School program, 40 Chromebooks were purchased and distributed to students from across the district's six secondary sites during the 2024–25 school year. Since summer school was held at a single host campus, not necessarily the home school of all attendees, additional devices were made available for students to take home as needed for homework and online learning. This action ensured that unduplicated students (including low-income students, English learners, and foster youth) had continued access to digital learning tools outside of the classroom. Providing this level of support aligns with Goal 1 by removing barriers to engagement and targeting resources to students most affected by disproportionality.

Action 1.2 – The supplemental funds dedicated to the dual immersion programs at Blacow, Bringhurst and Hopkins were used to improve teaching and learning. Supplemental programs for both programs were purchased to support literacy skills in Spanish and Mandarin. These programs allow for teachers to identify specific standards in which students need additional support and allow for meaningful differentiation. Additionally, these programs allow for staff to use the student, grade and program level data to identify areas of need to inform our practice. Release days were provided to our immersion staff in order to analyze data and develop plans to support students with becoming biliterate and bilingual. The primary Spanish Dual Immersion staff was trained on the Science of Reading in Spanish and the materials were also purchased to support this evidence based framework on supporting our dual immersion students with the structure of the Spanish language. This multisensory approach is designed to teach reading, writing and spelling to ensure that students have strong foundational skills that will transcend and transfer with English. The Mandarin Immersion Program (MIP) has continued to grow which has resulted in new staff being added this school year. Alignment and training was provided to ensure that students in the MIP continue to make growth both in Mandarin and English. Additional tools were purchased that align with the various needs of the programs which include technology devices that will be used in the classroom to enhance instruction.

Action 1.3 –This school year eight elementary school sites that have a large population of multilingual learners had ELD Specialists in the capacity of full or half time. The ELD Specialists provided direct support to multilingual learners, specifically newcomers, students making progress towards English acquisition and those students who have been identified as at risk of becoming long term English learners. Their job is to support newcomers and at risk of becoming LTEL through their work of providing targeted and specific English Language Development based on the unique needs of these subset populations within the MLL umbrella. Supplemental curriculum was purchased to support the various needs of newcomers so that not only are they receiving support in foundational skills but also addressing the new school environment they are in but also learning about how the school system is designed in the United States. The ELD Specialists also received training and materials that are specifically designed for students who are at risk of becoming LTEL's. This allows them to address the areas of need of academic reading and writing through their direct services. The ELD Specialists received monthly training on how to implement the curriculum they are using effectively to improve the outcomes. At the secondary level, sections were also allocated to address the needs of newcomers and LTEL's as supplemental courses that are not part of the core instructional program. Similarly to what occurred at the elementary level the two courses are used to address the needs of newcomers and long term English learners. These two courses vary as both have specific focuses to support newcomers and LTEL's at the secondary level.

Action 1.4 – Bilingual and culturally responsive staff are available at both school sites and the district level to effectively meet the diverse needs of our community and communicate with families in their primary language. For example, bilingual community liaisons are at sites with significant Spanish or Farsi speaking populations to strengthen home to school connections through consistent, two-way communication and support. At the district level, bilingual staff further assist families in navigating the school system and accessing needed resources. This coordinated approach ensures that families feel heard, supported, and empowered through communication in the language most comfortable to them. Additionally, bilingual and culturally responsive staff will support the school sites with school events, meetings and other means to ensure that effectively communication is occurring with our multilingual families.

Action 1.5 – At the start of the school year, the PAR Joint Panel conducted targeted outreach to 86 newly hired educators serving as interns or on Short-Term Staffing Permits (STSPs) to offer support services. Three Referred Teachers (RTs) participated in PAR and worked collaboratively with the Consulting Teacher (CT) to develop and implement growth plans aligned with the California Standards for the Teaching Profession. In contrast to the prior year, the CT position remained stable throughout the year, allowing for consistent coaching and

sustained support for participating educators. Voluntary Teacher (VT) engagement remained strong, with four educators requesting support during the year. The PAR program continued to provide differentiated assistance through Consulting Teacher support, Specialist Mentor coaching, and opportunities for release time to engage in collaboration and observation of effective instructional practices in master classrooms. Allocated funds were used to support CT compensation, Specialist Mentor coaching hours, and release time for participating educators. The PAR Panel maintained regular communication with Specialists to ensure timely submission of timecards and continued monthly budget reviews to monitor expenditures and align resources with educator needs. In addition, the Panel engaged in ongoing discussions to identify educators with specialized goals, including those focused on supporting English Learners (EL) and Long-Term English Learners (LTEL) student populations.

Action 1.6 – The Special Education Coaches provided classroom support and coaching for teachers and paraeducators. New this year was an EN/II-focused coach. Coaches supported additional initiatives from federal and state programs and Curriculum and Instruction (LTEL professional development, structured literacy, and UDL barrier removal). Intensive Instruction teachers and interns were provided with professional development using a “make-and-take” model. Special Education Coaches also offered valuable insight and educator voice for MTSS initiatives at the district level, as well as for curriculum adoptions and implementations.

Action 1.7 – To support equitable access to credit recovery, acceleration, and expanded course offerings, during the 2024–25 school year Kennedy High School received an additional 4.76 FTE instructional sections beyond what is typically allocated to FUSD’s traditional high schools. This additional staffing supported the school’s 4x4 block schedule, which allowed students to take up to eight courses per year, compared to the six-course maximum on a traditional schedule. The expanded schedule increased opportunities for unduplicated students to recover credits, accelerate academically, and access a broader range of coursework, addressing disproportionality in credit attainment and graduation outcomes.

Action 1.8 – The district continues to see an increase in the number of unhoused students across the district. In response, Youth Mentors at each school site meet monthly with students to review academic progress and address any additional needs. During the year, unhoused high school students were provided with opportunities to participate in two field trips to local colleges, which included campus tours and overviews of available programs. In addition, Community Closets were established at Grimmer and Millard. These closets are stocked with new and donated clothing, household items, and nonperishable food. Transportation is available upon request to ensure families can access these resources. The district also collaborates closely with the Family Resource Center (FRC) and other community partners to provide comprehensive support and services for students experiencing homelessness.

Action 1.9 – An online supplemental program was adopted to support Long-Term English Learners (LTELs) through the development of individualized learning plans aligned to students’ needs across the four language domains: listening, speaking, reading, and writing. This was in addition to students receiving designated ELD during the school day. This tool enables more targeted instruction and progress monitoring to accelerate language development. Staff was trained on how to use the tool and how to drive instruction. Assessments are embedded in the platform that allows us to see how students are making progress in the four language domains as well as practice ELPAC tests. Targeted professional learning was provided to the staff at Kennedy, Walters, Robertson, and Centerville. Each of the departments within the schools were given release time to examine both the content they teach and instructional practices, with a focus on strengthening supports for LTELs. This work emphasized aligning content instruction with language development strategies to more effectively meet the needs of multilingual learners. Staff had ongoing training throughout the school year in order to improve the academic outcomes for long term English learners. Lastly, as a system we were laser focus on supporting our dual identified students who are multilingual learners with

specific learning needs. In collaboration with the Department of Federal and State Programs and the Special Education Department there was targeted training and support for teachers who work this student population. Training was provided on the Unique Learning System (ULS) so that educators can meet the needs of our students. This has resulted in having more dual identified students meeting the reclassification criterion to change their status to Reclassified Fluent English Proficient.

Action 1.10 – Multilingual Learner (MLL) students will have access to technology devices in the classrooms that enhance instruction through multimodal teaching and learning opportunities. These devices will support engagement across listening, speaking, reading, and writing. These tools enable teachers to deliver more interactive and responsive lessons tailored to students' language development needs. In addition, MLL students will have access to summer enrichment opportunities designed to support continued English language development while expanding their learning experiences. Through programs such as Ohlone for Kids, students can engage in a variety of academic and enrichment offerings that promote both language growth and broader educational exploration.

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.

Action 1.1 – FUSD has recently become a 1:1 Chromebook district, which meant that the full amount allocated for Action 1.1 was not expended. These funds were instead used to support unduplicated students in accessing credit recovery coursework, which took place online.

Action 1.2 – Procured and deployed technology devices to strengthen and expand student access to essential digital tools, thereby enhancing teaching, learning, and overall instructional capacity. Additionally, the District expanded student participation in the Spanish Immersion Program.

Action 1.3 – A material variance has been identified, attributable to the overestimation of projected salary expenditures and the underutilization of allocated staffing at certain school sites. Specifically, not all sites hired sufficient personnel to implement the planned supplemental English Language Development (ELD) courses, resulting in lower than anticipated expenditures in this area.

Action 1.5 – Funds allocated to this action were largely expended or encumbered in alignment with planned program implementation. Expenditures supported Consulting Teacher (CT) compensation, Specialist Mentor coaching, and release time for participating educators to engage in collaboration and observation of effective instructional practices. As of the current reporting period, the majority of remaining funds are attributable to timing differences in expenditures and services scheduled later in the year. In contrast to the prior year, stable staffing in the CT position allowed for more consistent implementation and more aligned use of budgeted resources. Ongoing monitoring by the PAR Panel ensured that expenditures remained responsive to educator needs and program priorities. At the time of publication, the final component of annual stipends had not been distributed yet.

Action 1.6 - Actual costs associated with this action were higher than initially projected, resulting in having higher funding expensed than originally planned.

Action 1.7 - The original allocation of funds to support this action was estimated too high compared to actuals required.

Action 1.8 – The implementation costs for the program were higher than the original projected expenses due to the increased number of unhoused students so more mentors and resources were needed.

Action 1.9 – In alignment with Differentiated Assistance priorities, the district strategically leveraged these funds in conjunction with resources associated with Differentiated Assistance to implement targeted supplemental supports for identified student groups.

Action 1.10 – A significant portion of this work will occur during the summer months, when students have increased access to extended learning programs. As a result, the district anticipates that additional funds will be expended prior to the close of the fiscal year as these services are implemented.

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

Action 1.1 – The purchase and distribution of 40 Chromebooks during FUSD's centralized Credit Recovery Summer School program proved effective in ensuring equitable access to digital tools, especially for unduplicated students (low-income students, English learners, and foster youth). Holding summer school at a single site posed a logistical challenge, but the proactive allocation of take-home devices allowed students to continue their learning outside the classroom. This action successfully aligned with the goal of removing barriers to engagement by providing necessary resources to those most in need. This action was effective, as measured with Metric 1.1, as the 40 Chromebooks that were purchased were distributed to 40 unduplicated students. Effectiveness for this action is measured by Metric(s) 1.1.

Action 1.2 – The variance observed is attributable to the timing of the assessment administration within the instructional calendar, as well as the additional instructional time provided prior to assessment windows. As a result, fluctuations in outcomes are expected due to differences in when data is collected relative to the amount of instruction students have received. This calendar-based variation is a known factor that can influence performance trends across reporting periods. Because local assessment administration timelines shifted from a Spring to a Winter diagnostic, prior-year baseline comparisons are not directly comparable and differences from baseline values cannot be calculated. As a result, current-year Fall-to-Winter growth is being provided to describe student progress within the 2025–26 school year. Across the three schools, Fall-to-Winter i-Ready Reading Diagnostic results show growth in the combined percentage of students placed at Mid/Above Grade Level or Early On Grade Level. Blacow increased from 28% to 36%, Lila Bringhurst increased from 57% to 73%, and William Hopkins increased from 77% to 82%. Effectiveness for this action is measured by Metric(s) 1.2.

Action 1.3 – This action was partially effective. During the 2025–26 school year, the action provided intensive monthly targeted support focused on teaching and learning across school sites. Metric 1.3 shows mixed outcomes. While some sites demonstrated increases in reclassification outcomes, other sites showed declines or minimal improvement, and overall ELPI results declined. In addition, RFEP data were calculated on May 14, 2026, and remain incomplete because additional students may still reclassify as Fluent English Proficient before the end of the instructional year. As a result, current RFEP results should be interpreted as preliminary rather than final. There were differing site-level outcomes for Long-Term English Learners, with improvement at Walters Middle School and a decline at Kennedy High School. These mixed results indicate that the action had uneven implementation and impact across sites, likely influenced by site-specific implementation conditions, student needs, and baseline performance levels. Based on the combination of overall ELPI declines, preliminary RFEP data, and mixed LTEL progress results, this action is considered partially effective, with a need for continued monitoring and more targeted site-level support. Effectiveness for this action is measured by Metric(s) 1.3 and 1.11.

Action 1.4 – This action had an increase in the number of translation services completed in 2025-26 in comparison to the year prior in 2024-25, however remained lower than the baseline. The district considers the action to remain effective as 100% of all translation requests were completed. The number of translation requests is associated with the nubmer of multilingual families that are in need of this service, and those number fluxtuate year over year. Student Support Services received and provided language support for 3,240 translation requests in 2025–26, which is 668 fewer requests than the 2023–24 baseline of 3,908 and below the target of 4,500 requests; however, the Year 2 outcome also reflects an increase from the 2024–25 outcome of 2,512 requests, indicating that the volume of language access support increased from the prior year. These results should also be understood within the broader context of declining district enrollment, which may affect the overall number of families requesting translation and interpretation support. Effectiveness was determined by reviewing both the number of requests served and whether requests received were fulfilled. In 2025–26, 100% of received translation requests were provided language support to families of English Learners, demonstrating that the district maintained access to requested language assistance even though total request volume remained below baseline. Bilingual community liaisons and staff continued to provide culturally and linguistically appropriate assistance in languages including Spanish, Farsi, and Mandarin, supporting family participation in IEP meetings, disciplinary hearings, academic planning, and other school-based services. Because all received requests were fulfilled and the number of requests served increased from the prior year, the action is considered effective in reducing language access barriers for families who requested support. Continued monitoring will help determine whether changes in request volume reflect shifts in family need, outreach, enrollment, use of translated communication tools, or data collection practices. Effectiveness for this action is measured by Metric(s) 1.4.

Action 1.5 – Action 1.5 – This action was partially effective in supporting eligible educators through the Peer Assistance and Review (PAR) program. Effectiveness was measured using Metric 1.5, which tracks the percentage of Special Education staff working as interns or under Short-Term Staff Permits (STSPs) who accepted support from PAR. The Year 2 outcome was 8.1%, representing a decline of 6.2 percentage points from the 2023–24 baseline of 14.3%. Although the percentage of invitations accepted declined, 100% of eligible Special Education interns and STSP staff were invited to participate in PAR support. Participation in this component of the program is voluntary, and acceptance rates may vary from year to year based on staffing patterns, the number of eligible staff, individual educator needs, and the availability of other site-based or department-based support structures. In 2025–26, the invitation pool differed from prior years, and some newly hired staff may have accessed support through departmental mentoring, job-alike groups, site-based support, or other professional networks rather than accepting formal PAR support. The action is considered partially effective because the district fully implemented the invitation process and continued to provide coaching and mentoring structures for participating educators; however, the percentage of eligible staff accepting PAR support declined from baseline. Moving forward, the district will continue inviting all eligible staff to participate and will monitor participation trends to better understand barriers to participation and opportunities to increase voluntary engagement in PAR support. Effectiveness for this action is measured by Metric(s) 1.5.

Action 1.6 – Progress under Goal 1.6 was effective. Educators who received training from the coach expressed that they were prepared to support students with disabilities, as reflected in the Staff Professional Development Survey. A total of 94.9% of participants indicated that sessions prepared them to support students with disabilities. The Special Education Coach successfully delivered structured literacy training to Special Education and general education teachers and supported science instruction in SDC elementary classrooms. Collaboration with the Secondary ELD Coach also addressed LTEL-specific training needs. The first cohort of teachers to attend Intensive Instruction-specific release day training reported high levels of satisfaction. When rating the quality of resources provided, the overall average was 4.81 on a 1–5 scale. Effectiveness for this action is measured by Metric(s)1.6.

Action 1.7 – This action was partially effective. Effectiveness was measured using Metric 1.7, which tracks the percentage of the combined four- and five-year cohort meeting UC/CSU requirements at Kennedy High School. Results were mixed across student groups. Overall, Kennedy High School declined by 4.1 percentage points from baseline, and Socioeconomically Disadvantaged students declined by 6.4 percentage points, indicating that the action did not yet result in broad improvement across all student groups. However, English Learners increased by 4.1 percentage points, Long-Term English Learners increased by 4.3 percentage points from the 2023–24 established baseline, and Students with Disabilities increased by 12.9 percentage points, suggesting that expanded course access and the 4x4 block schedule may have supported improved UC/CSU completion outcomes for several targeted student groups. The allocation of 4.76 additional FTE instructional sections allowed Kennedy High School to offer a broader and more flexible course load, providing students with increased opportunities to recover credits, accelerate academic progress, and access a wider range of courses aligned to graduation and postsecondary readiness. Given the overall decline and the decline for Socioeconomically Disadvantaged students, balanced against improvement for English Learners, Long-Term English Learners, and Students with Disabilities, the action is considered partially effective and will require continued monitoring and more targeted support to address subgroup disparities in UC/CSU requirement completion. Effectiveness for this action is measured by Metric(s) 1.7.

Action 1.8 – This action was partially effective. Effectiveness was measured partially by the number of students served with supplemental transportation, resources, and mentorship for unhoused youth. In 2025–26, 74 students were served, which is 7 fewer students than the 2024–25 baseline of 81 students and below the Year 3 target of 86 students. This decline occurred while the total number of students identified as homeless in FUSD increased from 218 in 2024–25 to 270 in 2025–26, indicating that the action reached a smaller proportion of the identified homeless student population than in the prior year. At the same time, the action continued to provide direct support to unhoused students through Youth Mentor check-ins, supplemental transportation, access to Community Closets, and opportunities such as college field trips that expanded students' exposure to postsecondary options. Because the number of students served declined despite an increase in the overall homeless student population, the action is considered partially effective rather than fully effective. Continued monitoring is needed to determine whether the decline reflects changes in student need or requests for transportation and mentorship, referral and identification patterns, or barriers to accessing available supports. Effectiveness for this action is measured by Metric(s) 1.8.

Action 1.9 – This action was not yet effective in producing the intended English Learner progress outcomes. Staff engaged districtwide in professional development and coaching focused on strengthening instruction for Multilingual Learners and Long-Term English Learners, particularly in academic reading, writing, and language development; however, the available outcome data do not yet show the expected improvement. Districtwide English Learner Progress Indicator results declined from baseline, and most identified sites showed decreases in the percentage of English Learners making progress, indicating that the professional learning and instructional support have not yet translated into consistent gains in English language acquisition across sites. Reclassification data show some positive movement overall, with the districtwide RFEP rate increasing; however, the 2025–26 reclassification rates were calculated on May 14, 2026, and remain incomplete because additional students may still reclassify as Fluent English Proficient before the end of the instructional year. In addition, the percentage of English Learners who maintained lower or mid-level ELPI levels increased, and the percentage who decreased at least one ELPI level also increased, indicating that students are not yet making the expected progress toward English proficiency. Based on the overall ELPI decline, mixed site-level RFEP results, incomplete Year 2 reclassification data, and increases in students maintaining or decreasing ELPI levels, this action is not yet effective and will require continued refinement of professional development, stronger site-level implementation monitoring, and more targeted instructional support for Long-Term English Learners. Effectiveness for this action is measured by Metric(s) 1.3 and 1.12.

Action 1.10 – This action was not yet effective in producing the intended English Learner progress outcomes. Schools with the highest unduplicated pupil percentages received supplemental technology tools to support learning, and Multilingual Learners are planned to have access to summer expanded learning opportunities at the conclusion of the school year; however, the available outcome data do not yet show that these supports have resulted in expected gains in English language acquisition. Districtwide English Learner Progress Indicator results declined from baseline, and site-level results were mixed, with several schools showing decreases in the percentage of English Learners making progress. In addition, the percentage of English Learners who maintained ELPI levels 1, 2L, 2H, 3L, or 3H increased, and the percentage of English Learners who decreased at least one ELPI level also increased, indicating that students are not yet making the expected progress toward English proficiency. Reclassification data show some positive movement overall, but the 2025–26 reclassification rates were calculated on May 14, 2026, and remain incomplete because additional students may still reclassify as Fluent English Proficient before the end of the instructional year. Because the summer expanded learning component had not yet occurred at the time of reporting, the full impact of this action cannot yet be determined; however, based on current ELPI results and the increase in students maintaining or decreasing ELPI levels, the action is not yet effective and will require continued monitoring, stronger alignment between expanded learning supports and identified English Learner needs, and additional analysis after summer programming is completed. Effectiveness for this action is measured by Metric(s) 1.3 and 1.12.

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.

Action 1.1 – This action will be adjusted to reflect the District's continued implementation of 1:1 Chromebook deployment across schools. While device access has expanded, a continued need remains to support equitable access to wi-fi and internet connectivity for students and families

Action 1.2 – This action will be expanded to include an additional Mandarin Immersion program strand at a new school site, as well as increased Spanish Immersion class offerings to support continued program growth and student access. Given mixed site-level outcomes, the district will continue monitoring Dual Immersion results by site and program strand to identify where additional instructional support, intervention, or program alignment may be needed.

Action 1.3 – This action will be expanded through the addition of ELD Specialist services at an additional school site to strengthen support for English Learners. Given mixed site-level ELPI and reclassification outcomes, the district will continue using school-level data to identify where English Learners are not making expected progress and to align ELD Specialist support to identified student needs, including newcomers, Long-Term English Learners, and students approaching reclassification.

Action 1.4 – No major changes are planned for this action. The district will continue providing bilingual and culturally responsive language access support for multilingual families. Although the number of translation requests remains below baseline, the Year 2 outcome increased from the prior year, and 100% of received translation requests were provided language support. The district will continue monitoring request volume, language needs, outreach, and data collection practices to ensure families of English Learners continue to receive timely access to translation and interpretation support.

Action 1.5 – This action will continue in 2026–27. Although no major programmatic changes are planned, the district will strengthen monitoring of participation patterns and barriers to voluntary acceptance of Peer Assistance and Review (PAR) support among interns, staff

serving under Short-Term Staff Permits (STSPs), and Voluntary Teachers (VTs). The district will continue reviewing invitation, acceptance, Referred Teacher (RT), VT, and Specialist Mentor support data to better understand how PAR support is reaching educators serving unduplicated student groups and to determine whether additional outreach or communication is needed to increase voluntary participation.

Action 1.6 – This action will include additional professional development and instructional support for Special Education teachers through the continued use of two Teachers on Special Assignment (TOSAs).

Action 1.7 – This action will continue in 2026–27. Although no major programmatic changes are planned, the district will strengthen monitoring of subgroup outcomes at Kennedy High School to better understand differences in UC/CSU requirement completion. Given mixed results across student groups, the district will continue reviewing student group data, course access patterns, credit recovery opportunities, and progress toward A-G completion to identify barriers for groups showing declines, particularly Socioeconomically Disadvantaged students, while maintaining expanded course access through the 4x4 block schedule.

Action 1.8 – This action will continue in 2026–27. Although no major programmatic changes are planned, the district will strengthen monitoring of referral, participation, and service-use patterns for unhoused students. Given that the number of students served declined while the total number of students identified as homeless increased, the district will review whether the decline reflects changes in student need, referral patterns, access barriers, or data collection practices, and will adjust outreach and coordination as needed to better connect eligible students with transportation, mentorship, and resource supports.

Action 1.9 – This action will be refined to provide more targeted instructional support and professional learning opportunities for secondary teachers. Given overall ELPI declines and mixed outcomes for Long-Term English Learners, the district will focus professional learning more directly on academic reading, writing, language development, and progress toward reclassification. Support will be aligned to identified secondary student needs so that teachers are better equipped to scaffold rigorous content, strengthen academic language, and address barriers that prevent Long-Term English Learners from making expected progress toward English proficiency.

Action 1.10 – In addition to continuing current services, this action will include an increased focus on writing instruction and writing development strategies. Given that students are not yet making expected ELPI progress, expanded learning opportunities will be more intentionally aligned to English language development needs, including academic vocabulary, structured writing, and opportunities for students to practice reading, writing, listening, and speaking in smaller-group settings. This refinement is intended to better support students in maintaining or increasing ELPI levels and progressing toward reclassification.

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	Access to Technology	Equip unduplicated students with access to technology to use at home	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Dual Immersion Programs	Achieve proficiency in English and the target language for multilingual learners and low income students in the Dual Immersion Programs	$250,000.00	Yes
1.3	Address the needs of newcomers and Long Term English Learners (LTEL)	Assist in addressing the variety needs of multilingual learners through staffing of ELD Specialists to support newcomers and at risk of becoming Longer Term English Learners at the elementary level.	$1,224,772.00	Yes
1.4	Support multilingual families	Connect multilingual families' access to bilingual, culturally responsive staff to support them with navigating the school system	$2,081,260.00	Yes
1.5	Peer Assistance and Review	Professional mentoring on instruction and case management support through Peer Assistance Review to support special education educators who are new to the profession	$30,000.00	Yes
1.6	Special Education Coaching	Provide coaching and resources to directly support the academic instruction of unduplicated students with special needs	$379,242.00	Yes
1.7	Kennedy and Robertson High Schools	Block schedule for Kennedy and provide a supplemental assistant principal at Kennedy and Robertson. These supports will target unduplicated students with additional support via the 4x4 block and support the smallest comprehensive high school with the largest unduplicated student population.	$805,123.00	Yes
1.8	Unhoused transportation and mentorship	Target assistance for unhoused youth by providing resources, transportation and mentorship	$335,129.00	Yes
1.9	LTEL support	Provide direct support in the areas of academic reading and writing for Long Term English Learners (LTEL's)	$324,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Expanded learning opportunities for EL	Expanded learning opportunities for multilingual learners	$107,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Expand an effective Multi-Tiered System of Supports (MTSS) to eliminate barriers to improve academic, behavioral, and emotional wellness outcomes for students.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 2 is focused on fortifying and expanding the FUSD MTSS model. The activities focus on :

- Professional development to address Tier 1 instruction
- Certificated staff to support the implementation of targeted meetings to support the MTSS model
- Support for wellness centers to address unduplicated student needs in real time
- Expansion of PBIS to deepen support for socioemotional learning and climate
- Socioemotional counseling support
- Time for school staff to review and make data driven decisions in regards to supporting unduplicated students via the MTSS framework and model

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	i-Ready Reading and Mathematics Diagnostic Data	2023-24: i-Ready Reading Diagnostic • English Learners (26.3%) • Foster (*) • Homeless (25.0%)	2024-25: i-Ready Spring Reading Diagnostic • English Learners (22.0%) • Foster (*)	2025-26: i-Ready Winter** Reading Diagnostic • English Learners (14.5%) • Long-Term	i-Ready Reading Diagnostic • English Learners (31.3%) • Long-Term English	i-Ready Reading Diagnostic • English Learners (*%) • Long-Term English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Socioeconomically Disadvantaged (43.3%) • Students with Disabilities (26.2%) i-Ready Mathematics Diagnostic • English Learners (16.4%) • Foster (*) • Homeless (17.5%) • Socioeconomically Disadvantaged (20.5%) • Students with Disabilities (12.0%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• Homeless (15.4%) • Socioeconomically Disadvantaged (45.7%) • Students with Disabilities (24.1%) i-Ready Spring Mathematics Diagnostic • English Learners (29.3%) • Foster (*) • Homeless (9.5%) • Socioeconomically Disadvantaged (43.4%) • Students with Disabilities (26.3%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11	English Learners (4.9%) • Foster (18.2%) • Homeless (16.4%) • Socioeconomically Disadvantaged (39.5%) • Students with Disabilities (20.1%) i-Ready Winter** Mathematics Diagnostic • English Learners (18.3%) • Long-Term English Learners (13.7%) • Foster (*%) • Homeless (6.4%) • Socioeconomically Disadvantaged (31.3%)	Learners (9.9%) • Foster (*) • Homeless (30.0%) • Socioeconomically Disadvantaged (48.3%) • Students with Disabilities (31.2%) i-Ready Mathematics Diagnostic • English Learners (21.4%) • Long-Term English Learners (9.9%) • Foster (*) • Homeless (22.5%) • Socioeconomically Disadvantaged (25.5%) • Students with Disabilities (17.0%)	Learners (*%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (*%) • Students with Disabilities (*%) i-Ready Mathematics Diagnostic • English Learners (*%) • Long-Term English Learners (*%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (*%) • Students with Disabilities (*%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			members is suppressed.	• Students with Disabilities (17.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Aeries Analytics) **Effective 2025-26, the FUSD local assessment calendar has changed to where spring testing focues on CAASPP exams and the last i-Ready Diagnostic administered to all grade levels took place during the Winter.	*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	*Differences from baseline values cannot be calculated, as local assessment administration timelines shifted from a Spring to a Winter diagnostic, resulting in non-comparable data across years. Refer to the description of effectiveness for Action 2.1 for additional information.
2.2	Percentage of staff responses that indicated professional development had some or high impact on their ability to better serve student groups.	2023-24: All Students (93.3%) • English Learners (90.7%) • Foster (82.2%) • Homeless (82.2%) • Socioeconomically	2024-25 All Students (96.5%) • English Learners (96.4%) • Foster (90.7%) • Homeless (90.7%)	2025-26 All Students (97.2%) • English Learners (96.2%) • Foster (92.9%) • Homeless (92.9%)	All Students (100%) • English Learners (100%) • Foster (100%) • Homeless (100%)	All Students (+3.9%) • English Learners (+5.5%) • Foster (+10.7%) • Homeless (+10.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged (85.7%) • Students with Disabilities (86.1%) (source: FUSD 2023-24 PD Evaluation Form)	• Socioeconomically Disadvantaged (93.6%) • Students with Disabilities (93.2%) (source: FUSD 2024-25 PD Evaluation Form)	• Socioeconomically Disadvantaged (93.3%) • Students with Disabilities (94.2%) (source: FUSD 2025-26 PD Evaluation Form)	• Socioeconomically Disadvantaged (100%) • Students with Disabilities (100%)	• Socioeconomically Disadvantaged (+7.6%) • Students with Disabilities (+8.1%)
2.3	Percentage of assessed students at Blacow and Brier scoring at or above grade level within the Reading Comprehension domain of their Spring i-Ready Reading Diagnostic.	2023-24: i-Ready Spring Reading Diagnostic: Reading Comprehension Domain • Blacow Elementary (50%) • Brier Elementary (53%) (source: Curriculum Associates)	2024-25: i-Ready Spring Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (47%) • English Learners (20%**) • Foster (*) • Homeless (*%) • Students with Disabilities (31%**) Brier Elementary (46%) • English Learners (23%**) • Foster (*)	2025-26: i-Ready Winter** Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (37%) • English Learners (11%) • Foster (*%) • Homeless (*%) • Students with Disabilities (23%) Brier Elementary (36%) • English Learners (18%)	i-Ready Spring Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (55%) • English Learners (25%) • Foster (*) • Homeless (*%) • Students with Disabilities (36%) Brier Elementary (58%) • English Learners (28%) • Foster (*)	i-Ready Spring Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (*%) • English Learners (*%) • Foster (*%) • Homeless (*%) • Students with Disabilities (*%) Brier Elementary (*%) • English Learners (*%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Homeless (*%) • Students with Disabilities (22%**) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **Baseline for individual student groups established in 2024-25.	• Foster (*%) • Homeless (*%) • Students with Disabilities (10%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **Effective 2025-26, the FUSD local assessment calendar has changed to where spring testing focues on CAASPP exams and the last i-Ready Diagnostic administered to all grade levels took place during the Winter.	• Homeless (*%) • Students with Disabilities (27%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• Foster (*%) • Homeless (*%) • Students with Disabilities (*%) *Differences from baseline values cannot be calculated, as local assessment administration timelines shifted from a Spring to a Winter diagnostic, resulting in non-comparable data across years. Refer to the description of effectiveness for Action 2.3 for additional information.
2.4	Supply supplementary core content programs in math to extend learning	2023-24: i-Ready Mathematics Diagnostic	2024-25: i-Ready Spring Mathematics Diagnostic	2025-26: i-Ready Winter** Mathematics Diagnostic	i-Ready Mathematics Diagnostic	i-Ready Mathematics Diagnostic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities beyond the school day.	• English Learners (16.4%) • Foster (*) • Homeless (17.5%) • Socioeconomically Disadvantaged (20.5%) • Students with Disabilities (12.0%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• English Learners (29.3%) • Foster (*) • Homeless (9.5%) • Socioeconomically Disadvantaged (43.4%) • Students with Disabilities (26.3%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• English Learners (18.3%) • Long-Term English Learners (8.7%) • Foster (*%) • Homeless (6.4%) • Socioeconomically Disadvantaged (31.3%) • Students with Disabilities (17.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Aeries Analytics) **Effective 2025-26, the FUSD local assessment calendar has changed to where spring testing	• English Learners (21.4%) • Long-Term English Learners (13.7%) • Foster (*) • Homeless (22.5%) • Socioeconomically Disadvantaged (25.5%) • Students with Disabilities (17.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• English Learners (*%) • Long-Term English Learners (*%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (*%) • Students with Disabilities (*%) *Differences from baseline values cannot be calculated, as local assessment administration timelines shifted from a Spring to a Winter diagnostic, resulting in non-comparable data across years. Refer to the description of effectiveness for Action 2.4 for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				focues on CAASPP exams and the last i-Ready Diagnostic administered to all grade levels took place during the Winter.		additional information.
2.5	CAASPP assessment performance, relative to the standard, for grades 3-8 and 11. & Percentage of students scoring at or above grade level on their Spring i-Ready Reading and Mathematics Diagnostics.	2022-23: English Language Arts SBAC (70.4 points above standard) • English Learners (11 points below standard) • Long Term English Learners (N/A**) • Foster (*) • Homeless (98.9 points below standard) • Socioeconomically Disadvantaged (5.8 points below standard) • Students with Disabilities (57.4 points below standard)	2023-24: English Language Arts SBAC (64.5 points above standard) • English Learners (17.0 points below standard) • Long Term English Learners (84.0 points below standard**) • Foster (*) • Homeless (90.3 points below standard) • Socioeconomically Disadvant	2024-25: English Language Arts SBAC (64.7 points above standard) • English Learners (14.8 points below standard) • Long-Term English Learners (82.1 points below standard) • Foster (*) • Homeless (111.6 points below standard) • Socioeconomically Disadvant aged (5.6	English Language Arts SBAC (75.0 points above standard) • English Learners (2.0 points below standard) • Long Term English Learners (69.0 points below standard**) • Foster (*) • Homeless (5.0 points below standard) • Socioeconomically Disadvant aged (3.2	English Language Arts SBAC (-5.7 points) • English Learners (-3.8 points) • Long Term English Learners (+1.9 points**) • Foster (*) • Homeless (-12.7 points) • Socioeconomically Disadvant aged (+0.2 points) • Students with Disabilities (-7.5 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics SBAC (54.9 points above standard) • English Learners (22.6 points below standard) • Foster (*) • Homeless (141.8 points below standard) • Socioeconomically Disadvantaged (40.8 points below standard) • Students with Disabilities (84.7 points below standard) (source: 2023 California School Dashboard) 2023-24: i-Ready Reading Diagnostic • English Learners (26.3%) • Foster (*) • Homeless (25.0%) • Socioeconomically	aged (10.7 points below standard) • Students with Disabilities (61.8 points below standard) Mathematics SBAC (51.8 points above standard) • English Learners (26.8 points below standard) • Long Term English Learners (138.5 points below standard) • Foster (*) • Homeless (138.5 points below standard) • Socioeconomically	points below standard) • Students with Disabilities (64.9 points below standard) Mathematics SBAC (54.5 points above standard) • English Learners (23.4 points below standard) • Long-Term English Learners (142.2 points below standard) • Foster (*) • Homeless (140.3 points below standard) • Socioeconomically Disadvantaged	points above standard) • Students with Disabilities (5.0 points below standard) Mathematics SBAC (60.0 points above standard) • English Learners (13.6 points below standard) • Long Term English Learners (123.5 points below standard**) • Foster (*) • Homeless (25 points below standard) • Socioeconomically Disadvantaged (25	Mathematics SBAC (-0.4 points) • English Learners (-0.8 points) • Long Term English Learners (-3.7 points**) • Foster (*) • Homeless (+1.5 points) • Socioeconomically Disadvantaged (+7.3 points) • Students with Disabilities (-3.6 points) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 2025 California School Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged (43.3%) • Students with Disabilities (26.2%) i-Ready Mathematics Diagnostic • English Learners (16.4%) • Foster (*) • Homeless (17.5%) • Socioeconomically Disadvantaged (20.5%) • Students with Disabilities (12.0%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new	Disadvantaged (41.3 points below standard) • Students with Disabilities (86.7 points below standard) (source: 2024 California School Dashboard) 2024-25: i-Ready Spring Reading Diagnostic • English Learners (22.0%) • Foster (*) • Homeless (15.4%) • Socioeconomically Disadvantaged (45.7%) • Students with Disabilities (24.1%)	(33.5 points below standard) • Students with Disabilities (88.3 points below standard) 2025-26: i-Ready Winter** Reading Diagnostic • English Learners (14.5%) • Long-Term English Learners (4.9%) • Foster (18.2%) • Homeless (16.4%) • Socioeconomically Disadvantaged (39.5%) • Students with Disabilities (20.1%)	points below standard) • Students with Disabilities (25 points below standard) i-Ready Reading Diagnostic • English Learners (31.3%) • Long-Term English Learners (9.9%) • Foster (*) • Homeless (30.0%) • Socioeconomically Disadvantaged (48.3%) • Students with Disabilities (31.2%) i-Ready Mathematics Diagnostic	**LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052 i-Ready Reading Diagnostic • English Learners (***%) • Long-Term English Learners (***%) • Foster (***%) • Homeless (***%) • Socioeconomically Disadvantaged (***%) • Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		monitoring requirements under Education Code §52052.	i-Ready Spring Mathematics Diagnostic • English Learners (29.3%) • Foster (*) • Homeless (9.5%) • Socioeconomically Disadvantaged (43.4%) • Students with Disabilities (26.3%) (source: Curriculum Associates) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established	i-Ready Winter** Mathematics Diagnostic • English Learners (18.3%) • Long-Term English Learners (8.7%) • Foster (*%) • Homeless (6.4%) • Socioeconomically Disadvantaged (31.3%) • Students with Disabilities (17.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 2025 California School Dashboard) **Effective 2025-26, the FUSD local	• English Learners (21.4%) • Long-Term English Learners (13.7%) • Foster (*) • Homeless (22.5%) • Socioeconomically Disadvantaged (25.5%) • Students with Disabilities (17.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after	Disabilities (***%) i-Ready Mathematics Diagnostic • English Learners (***%) • Long-Term English Learners (***%) • Foster (***%) • Homeless (***%) • Socioeconomically Disadvantaged (***%) • Students with Disabilities (***%) ***Differences from baseline values cannot be calculated, as local assessment administration timelines shifted from a Spring to a Winter diagnostic, resulting in non-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	assessment calendar has changed to where spring testing focues on CAASPP exams and the last i-Ready Diagnostic administered to all grade levels took place during the Winter.	the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	comparable data across years. Refer to the description of effectiveness for Action 2.5 for additional information.
2.6	Improved Intervention Outcomes	2023-24: • Mastered 3+ new phonics skills (70%) • Increased by 2+ reading levels (39%) • Demonstrated consistent understanding based on grade level standards (27%) (source: FUSD 2023-24 Intervention Cycle Progress Monitoring)	2024-25: Cycle1 • Mastered 2+ new phonics skills (79.6%) • Increased by 2+ reading levels (41.8%) • Increased level of math proficiency (96.9%) Cycle 2 • Mastered 2+ new phonics skills (85.1%) • Increased 1+	2025-26: Cycle1 • Mastered 2+ new phonics skills (91.3%) • Increased by 2+ reading levels (2.3%) • Increased level of math proficiency (89.0%) Cycle 2 • Mastered 2+ new phonics skills (89.9%) • Increased 1+	• Mastered 3+ new phonics skills (80%) • Increased by 2+ reading levels (49%) • Demonstrated consistent understanding based on grade level standards (37%)	Cycle1 • Mastered 2+ new phonics skills (+11.7%) • Increased by 2+ reading levels (-39.5%) • Increased level of math proficiency (-7.9%) Cycle 2 • Mastered 2+ new phonics skills (+4.8%) • Increased 1+ fluency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			fluency levels (27.3%) • Increased 1+ narrative retell levels (31.5%) • Increased 1+ comprehension levels (38.8%) • Increased level of math proficiency (89.9%) Cycle 3 • Mastered 2+ new phonics skills (84.0%) • Increased 1+ fluency levels (20.7%) • Increased 1+ narrative retell levels (56.8%)	fluency levels (74.5%) • Increased 1+ narrative retell levels (*%) • Increased 1+ comprehension levels (*%) • Increased level of math proficiency (93.7%) Cycle 3 • Mastered 2+ new phonics skills (84.7%) • Increased 1+ fluency levels (53.9%) • Increased 1+ narrative retell levels (*%)		levels (+47.2%) • Increased 1+ narrative retell levels (*%) • Increased 1+ comprehension levels (*%) • Increased level of math proficiency (+3.8%) Cycle 3 • Mastered 2+ new phonics skills (+0.7%) • Increased 1+ fluency levels (+33.2%) • Increased 1+ narrative retell levels (*%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Increased 1+ comprehension levels (38.4%) • Increased level of math proficiency (90.2%) (source: FUSD 2024-25 Intervention Cycle Progress Monitoring)	• Increased 1+ comprehension levels (*%) • Increased level of math proficiency (92.3%) (source: FUSD 2025-26 Intervention Cycle Progress Monitoring) *Narrative retell and comprehension progress monitoring data were not collected during the 2025–26 intervention cycles; therefore, year-over-year comparisons for those measures are not available.		• Increased 1+ comprehension levels (*%) • Increased level of math proficiency (+2.1%) *Narrative retell and comprehension progress monitoring data were not collected during the 2025–26 intervention cycles; therefore, year-over-year comparisons for those measures are not available. (Baseline re-established in 2024-25 due to the redesign of intervention cycle progress monitoring now disaggregated to measure various domains of reading skills)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Number of elementary school sites tracking PBIS Major Office Discipline Referrals as part of MTSS implementation and suspension rates disaggregated by student group	2023-24: • 5 pilot elementary schools 2022-23: All Student Suspension Rate (1.7%) • English Learners (2.4%) • Long-Term English Learners (N/A**) • Foster (15.2%) • Homeless (7.8%) • Socioeconomically Disadvantaged (4.2%) • Students with Disabilities (6.1%) (source: 2023 California School Dashboard) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new	2024-25: • 29 elementary schools 2023-24: All Student Suspension Rate (2.1%) • English Learners (3.1%) • Long-Term English Learners (11.0%**) • Foster (9.1%) • Homeless (7.3%) • Socioeconomically Disadvantaged (4.5%) • Students with Disabilities (5.3%) (source: 2024 California School Dashboard) **LTEL data was disaggregated from the overall	2025-26: • 29 elementary schools 2024-25: All Student Suspension Rate (2.3%) • English Learners (4.3%) • Long-Term English Learners (10.8%**) • Foster (9.1%) • Homeless (6.7%) • Socioeconomically Disadvantaged (4.6%) • Students with Disabilities (5.3%) (source: 2025 California School Dashboard) **LTEL data was disaggregated from the overall	29 elementary schools All Student Suspension Rate (1.1%) • English Learners (1.8%) • Long Term English Learners (4.5%**) • Foster (4.5%) • Homeless (4.5%) • Socioeconomically Disadvantaged (3.3%) • Students with Disabilities (4.5%) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was	+24 elementary schools All Student Suspension Rate (+0.6%) • English Learners (+1.9%) • Long-Term English Learners (-0.2%**) • Foster (-6.1%) • Homeless (-1.1%) • Socioeconomically Disadvantaged (+0.4%) • Students with Disabilities (-0.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		monitoring requirements under Education Code §52052.	English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	
2.8	Percentage of sites with established wellness centers	2024-25: 100% • 11 out of 11 secondary sites	2024-25: 100% • 11 out of 11 secondary sites (Baseline established in 2024-25)	2025-26: 100% • 11 out of 11 secondary sites	100%	+/- 0% (Baseline established in 2024-25)
2.9	Number of major PBIS referrals reported and suspension rates by student group	2024-25: Total Major PBIS Referrals (947) (source: PBIS Tracking as of May 2025) 2022-23: All Student Suspension Rate (1.7%) • English Learners (2.4%) • Long Term English	2024-25: Total Major PBIS Referrals (947) (source: PBIS Tracking as of May 2025) (Baseline established in 2024-25) 2023-24: All Student Suspension Rate (2.1%)	2025-26: Total Major PBIS Referrals • We are not collecting this data this year at the district level. 2024-25: All Student	Total Major PBIS Referrals (473) All Student Suspension Rate (1.1%) • English Learners (1.8%) • Long Term English Learners (4.5%**)	Total Major PBIS Referrals • We are not collecting this data this year at the district level. All Student Suspension Rate (+0.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners (N/A**) • Foster (15.2%) • Homeless (7.8%) • Socioeconomically Disadvantaged (4.2%) • Students with Disabilities (6.1%) (source: 2023 California School Dashboard) (This metric has been updated to include data disaggregated by unduplicated student group.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• English Learners (3.1%) • Long Term English Learners (11.0%**) • Foster (9.1%) • Homeless (7.3%) • Socioeconomically Disadvantaged (4.5%) • Students with Disabilities (5.3%) (source: 2024 California School Dashboard) (This metric has been updated to include data disaggregated by unduplicated student group.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–	Suspension Rate (2.3%) • English Learners (4.3%) • Long Term English Learners (10.8%) • Foster (9.1%) • Homeless (6.7%) • Socioeconomically Disadvantaged (4.6%) • Students with Disabilities (5.3%) (source: 2025 California School Dashboard)	• Foster (4.5%) • Homeless (4.5%) • Socioeconomically Disadvantaged (3.3%) • Students with Disabilities (4.5%) (This metric has been updated to include data disaggregated by unduplicated student group.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements	• English Learners (+1.9%) • Long Term English Learners (-0.2%**) • Foster (-6.1%) • Homeless (-1.1%) • Socioeconomically Disadvantaged (+0.4%) • Students with Disabilities (-0.8%) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.		under Education Code §52052.	under Education Code §52052.
2.10	Percentage of California Healthy Kids Survey (CHKS) respondants reporting "Yes, most of the time" or "Yes, all of the time" within the School Connectedness survey key indicator.	2023-24: CHKS School Connectedness Key Indicator Grade 5 (74%) • African American (62%) • Asian (76%) • Latino (70%) • White (70%) • Mixed Races (69%) • American Indian (79%) • Other (76%) Grade 7 (61%) • African American (50%) • Asian (63%) • Latino (50%) • White (60%) • Mixed Races (58%)	2024-25: CHKS School Connectedness Key Indicator Grade 5 (77%) • African American (84%) • Asian (79%) • Latino (69%) • White (79%) • Mixed Races (71%) • American Indian (74%) • Other (78%) Grade 7 (63%) • African American (56%)	2025-26: CHKS School Connectedness Key Indicator Grade 5 (77%) • African American (74%) • Asian (79%) • Latino (70%) • White (77%) • Mixed Races (76%) • American Indian (82%) • Other (73%) Grade 7 (65%) • African American (51%)	CHKS School Connectedness Key Indicator Grade 5 (89%) • African American (77%) • Asian (91%) • Latino (85%) • White (85%) • Mixed Races (84%) • American Indian (94%) • Other (91%) Grade 7 (76%) • African American (65%)	CHKS School Connectedness Key Indicator Grade 5 (+3%) • African American (+12%) • Asian (+3%) • Latino (+/- 0%) • White (+7%) • Mixed Races (+7%) • American Indian (+3%) • Other (-3%) Grade 7 (+4%) • African American (+1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• American Indian (63%) • Other (62%) Grade 9 (54%) • African American (43%) • Asian (59%) • Latino (43%) • White (49%) • Mixed Races (49%) • American Indian (53%) • Other (49%) Grade 11 (50%) • African American (38%) • Asian (51%) • Latino (49%) • White (43%) • Mixed Races (47%) • American Indian (67%) • Other (51%) (source: CalSCHLS 2023-24 CHKS Main Report)	• Asian (66%) • Latino (50%) • White (56%) • Mixed Races (61%) • American Indian (63%) • Other (63%) • English Learners (61%) • Long Term English Learners (66%) Grade 9 (56%) • African American (49%) • Asian (59%) • Latino (46%) • White (55%) • Mixed Races (51%)	• Asian (68%) • Latino (53%) • White (59%) • Mixed Races (65%) • American Indian (68%) • Other (63%) • English Learners (63%) • Long Term English Learners (69%) Grade 9 (62%) • African American (47%) • Asian (66%) • Latino (51%) • White (58%) • Mixed Races (62%)	• Asian (78%) • Latino (65%) • White (75%) • Mixed Races (73%) • American Indian (78%) • Other (77%) • English Learners (76%) • Long Term English Learners (81%) Grade 9 (69%) • African American (58%) • Asian (74%) • Latino (58%) • White (64%) • Mixed Races (64%)	• Asian (+5%) • Latino (+3%) • White (-1%) • Mixed Races (+7%) • American Indian (+5%) • Other (+1%) • English Learners (+2%) • Long Term English Learners (+3%) Grade 9 (+8%) • African American (+4%) • Asian (+7%) • Latino (+8%) • White (+9%) • Mixed Races (+13%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• American Indian (64%) • Other (58%) • English Learners (53%) • Long Term English Learners (52%) Grade 11 (55%) • African American (38%) • Asian (59%) • Latino (44%) • White (50%) • Mixed Races (52%) • American Indian (58%) • Other (45%) • English Learners (58%) • Long Term English	• American Indian (66%) • Other (53%) • English Learners (53%) • Long Term English Learners (52%) Grade 11 (55%) • African American (50%) • Asian (57%) • Latino (46%) • White (55%) • Mixed Races (55%) • American Indian (58%) • Other (45%) • English Learners (52%) • Long Term English	• American Indian (68%) • Other (64%) • English Learners (68%) • Long Term English Learners (67%) Grade 11 (65%) • African American (53%) • Asian (66%) • Latino (64%) • White (58%) • Mixed Races (62%) • American Indian (82%) • Other (66%) • English Learners (73%) • Long Term English	• American Indian (+13%) • Other (+4%) • English Learners (+/-0 %) • Long Term English Learners (+/- 0%) Grade 11 (+5%) • African American (+12%) • Asian (+6%) • Latino (-3%) • White (+12%) • Mixed Races (+8%) • American Indian (-9%) • Other (-6%) • English Learners (-6%) • Long Term English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners (47%) (This metric was updated in 2025-26 to reflect survey responses disaggregated by student program group. Due to privacy concerns, data for Foster/Homeless student groups with fewer than 11 members is suppressed. (source: CalSCHLS 2024-25 CHKS Main Report)	Learners (43%) (source: CalSCHLS 2025-26 CHKS Main Report) (Due to privacy concerns, data for Foster/Homeless student groups with fewer than 11 members is suppressed.	Learners (62%)	Learners (-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.

Action 2.1 – In Fremont Unified School District, first teaching is not just a step in the learning process; it is the most powerful opportunity to ensure all students, regardless of background, are able to access and engage with rigorous, grade-level content. When first teaching is clear, intentional, and inclusive, it minimizes the need for remediation by proactively addressing diverse learning needs from the start. This includes the use of evidence-based instructional practices, culturally responsive pedagogy, scaffolds for multilingual learners and students with disabilities, and checks for understanding that inform real-time adjustments. Goal 2.1 focuses on providing release time for teachers to engage in discussion, provide input on district pedagogy and materials, and participate in professional learning. During the current LCAP cycle, FUSD has reviewed the timing and instructional usefulness of its local i-Ready assessment calendar. In 2024–25, and in prior years within the current LCAP cycle, feedback from teachers, students, and site leaders indicated that the end-of-year assessment period was especially challenging due to the overlap of i-Ready diagnostics, CAASPP state summative assessments, semester finals, Advanced Placement exams, and other culminating course requirements. While the Spring i-Ready Diagnostic provided a valuable end-of-year

measure of student progress, the May assessment window left little remaining instructional time for staff to use the results formatively. As a result, the district prioritized Advanced Placement exams, course finals, required state summative assessments, and other end-of-year academic obligations during the spring and shifted the required i-Ready administration timeline to emphasize Fall and Winter diagnostics for grade levels most impacted by competing end-of-year testing demands. This change preserves the value of local assessment data while allowing Winter results to more meaningfully inform instructional planning, intervention, and progress monitoring during the school year. This change preserves the value of local assessment data while allowing Winter results to more meaningfully inform instructional planning, intervention, and progress monitoring during the school year. This assessment calendar adjustment represents a modification to the implementation of the district's local progress monitoring system and affects the interpretation of multiple Goal 2 actions that use i-Ready data to evaluate Tier 1 instruction, literacy support, extended learning, data analysis, and intervention outcomes. Because the assessment window changed, prior-year Spring-to-Spring comparisons are not directly comparable; therefore, current-year Fall-to-Winter growth is used where appropriate to describe student progress.

Action 2.2 – Six TOSAs are included in LCAP funding for the 2026–27 school year: Secondary Science, Secondary Math, Special Education Resource, Special Education ESN/II, and two MTSS Literacy (elementary) positions.

Action 2.3 – Blacow, Cabrillo, Brier, and Vallejo Mill partnered with the Always Dream Foundation to expand access to books and literacy for TK and Kindergarten students and their families. Through this partnership, students received a tablet and access to EPIC, an online library application offering a wide range of books at all reading levels. Students engaged in listening to stories and independently exploring texts that matched their reading abilities. Families were also supported with a Book Coach, helping them navigate and fully utilize this supplemental reading program in a way that meaningfully engages both the child and the adult.

Action 2.4 – Provided targeted supplemental instructional materials and expanded opportunities for extended learning time to support student achievement in both reading and mathematics. These efforts included access to additional resources during the instructional day, such as intervention blocks, small group instruction, and differentiated supports, as well as opportunities beyond the school day, including after-school programs, tutoring, and enrichment sessions. The goal of these expanded supports is to reinforce core instruction, address individual learning needs, and accelerate progress for students requiring additional academic assistance, while also promoting skill development and confidence in literacy and numeracy.

Action 2.5 – Provided dedicated time and structured support for staff to engage in the systematic analysis of schoolwide and student-level data to inform instructional decision-making. This included opportunities for collaborative data review during professional learning communities (PLCs), staff meetings, and targeted planning sessions. Through these processes, educators were able to identify trends, monitor student progress, and refine instructional strategies to better meet the needs of unduplicated students. These efforts strengthened the district's capacity to use data to drive continuous improvement, ensuring that resources and supports are aligned to promote academic proficiency, close achievement gaps, and improve outcomes for multilingual learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness.

Action 2.6 – At the elementary level, intervention teachers supported FUSD's Multi-Tiered System of Supports (MTSS) by delivering targeted Tier 2 and Tier 3 instruction to identified students. Students were selected based on timely analysis of local and state assessment data to ensure interventions were aligned with core instruction. The program is structured around four intervention cycles, each lasting 6–7 weeks, and focuses on targeted instruction in either priority or foundational standards. These cycles address student needs in English Language Arts

and mathematics. In ELA, the emphasis was on phonemic awareness and reading comprehension, while in mathematics, instruction focused on essential standards in grades 1–5 to promote grade-level proficiency. The following number of students received Tier 2 and Tier 3 support during the first three intervention cycles. Additionally, instructional paras were deployed at elementary sites to support literacy, English language acquisition and mathematics. These instructional paras were able to support teachers with providing targeted and intensive support for students who needed additional assistance. The District continued implementation of the 5-Star Students app/program across all middle and high schools to strengthen attendance monitoring, academic support, and school-home communication. The platform provided students, families, and staff with real-time access to student progress and a recognition system designed to promote positive school culture and improve student outcomes. In addition to the districtwide 5-Star implementation, each high school expanded targeted intervention support in English and mathematics to address student learning needs and accelerate academic growth. Schools implemented additional intervention sections and support classes during the school day to provide students with focused instruction, small-group support, credit recovery opportunities, and skill development aligned to grade-level standards. These intervention sections were designed to support students performing below grade level, English learners, and students needing additional academic assistance to successfully meet graduation and college-readiness requirements. The expanded intervention opportunities allowed schools to provide more individualized support and timely academic interventions to improve student achievement outcomes in core subject areas.

Action 2.7 – Throughout the 2025–26 school year, FUSD MTSS Liaisons participated in four in-person collaborative sessions at the district office alongside their site administrators. These sessions focused on strengthening Tier 1 support and aligning with FUSD's definition of MTSS. The kickoff meeting established a common foundation, while follow-up sessions provided time to analyze school-specific data, address barriers to student success, and share best practices. All sessions focused on removing barriers to student success and were facilitated by Lesson Cast and UDL 3.0 co-author Nicole Tucker-Smith. Topics included barriers to engagement, barriers to comprehension, barriers to work completion, and barriers to assessment.

Action 2.8 – Wellness Centers are open throughout the school day at all secondary schools and are staffed by certified Wellness Coaches. Students are able to visit when they need time to take a wellness break. Wellness Coaches are trained to triage student needs, provide wellness education such as coping strategies, connect students to resources, and make referrals to counseling services. Wellness Coaches also coordinate wellness activities during lunch and after school.

Action 2.9 – This year, elementary principals were provided two days of professional development to strengthen their ability to lead and sustain PBIS implementation at their sites. Many elementary schools have applied for PBIS Recognition, which acknowledges schools for both fidelity of implementation and achievement of desired outcomes at the Bronze, Silver, Gold, and Platinum levels. The application process included student and staff interviews, school walkthroughs, and completion of the Tiered Fidelity Inventory (TFI). All elementary schools have established behavior tracking systems and incentive structures, and many are actively implementing Tier 2 and Tier 3 strategies to further support student behavior and ensure a positive school climate.

Action 2.10 – Fremont Unified School District has full-time school counselors at every school site, including a 1.0 FTE counselor at each elementary school and teams of three to five counselors at each secondary school. Counselors deliver classroom presentations on topics such as emotional regulation, conflict resolution, goal setting, and college and career readiness. In addition, they provide individualized support for students facing academic challenges, mental health concerns, or personal struggles through one-on-one counseling, small group interventions, and crisis response.

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.

Action 2.1 – The planned and actual expenditures have a slight discrepancy; however, additional funds are expected to be utilized based on Tier 1 supports that will take place in June as teachers participate in paid implementation training to better support unduplicated students.

Action 2.4 – Expenditures for this action were lower than originally planned. This variance is primarily attributable to the purchase of fewer licenses than budgeted, resulting from the exclusion of upper level mathematics course sections from the implementation scope. This current school year was the first of a two year license with IXL and Lexia.

Action 2.5 - We planned for sites to provide release days to analyze unduplicated student, grade and department level data to develop action plans to support learning. Not all of the sites were able to fully implement this due to limited substitutes and time. Due to these reasons, we did not expend all of the projected planned expenditures for this action.

Action 2.7 - At the time of writing of this report, the full cost of identified stipends to support this action were yet to be expensed.

Action 2.8 – Lower expenditures in this action reflect the prioritization of schools with higher concentrations of unduplicated students, while services at other school sites were supported through alternative grant funding sources.

Action 2.10 – In response to an increased need for student social-emotional supports, the district expanded counselor staffing by allocating additional positions to this funding source. Specifically, counselor positions were transitioned into the LCAP to ensure that counseling supports are clearly aligned to supplemental services provided for students and to improve transparency regarding the funding source used to sustain these positions. This realignment strengthens the long-term stability of counseling services, supports continuity of care for students requiring social-emotional and academic support, and helps clarify the distinction between LCFF-funded supplemental supports and staffing supported through the district's unrestricted general fund.

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

Action 2.1 – This action was partially effective. This action supported teacher collaboration, professional learning, and strengthened Tier 1 instruction by providing structured release time for educators to reflect on first teaching practices, engage with evidence-based strategies, and help shape the district's instructional direction. However, effectiveness was limited by mixed student outcome data and by a change in the local assessment calendar. Beginning in 2025–26, FUSD shifted the final required i-Ready administration from Spring to Winter to reduce overlap with CAASPP, Advanced Placement exams, finals, and other end-of-year academic obligations. As a result, current-year i-Ready Reading and Mathematics results are not directly comparable to prior-year Spring diagnostic results, and differences from baseline cannot be calculated in the same way. Within the 2025–26 school year, Fall-to-Winter i-Ready data showed positive mid-year growth, with the district increasing from 59% to 65% in Reading and from 50% to 60% in Mathematics for students placed at Mid/Above Grade Level or Early On Grade Level. At the same time, CAASPP/SBAC ELA and Mathematics results showed mixed outcomes, with several student groups continuing to decline or remain below desired performance levels, indicating that improvements in Tier 1 instruction have not yet produced consistent academic gains across all student groups. Because the action supported meaningful professional collaboration and showed positive within-year local assessment growth, but comparable year-over-year i-Ready data are unavailable and state assessment results show continued subgroup disparities, the action is considered partially effective. Continued implementation will need to focus on

strengthening site-level use of collaboration time, connecting professional learning more directly to instructional changes, and monitoring student group outcomes to ensure Tier 1 supports are improving academic performance for unduplicated students. Effectiveness for this action is measured by Metric(s) 2.1 and 2.5.

Action 2.2 – This action was effective. Instructional coaching is a proven lever for improving teaching quality, and this goal has supported teacher growth and instructional consistency across the district. Coaches help translate district initiatives into daily practice and respond to site-specific needs. Instructional coaching continues to be an effective tool to build instructional consistency and teacher capacity across school sites. Disaggregated professional development evaluation data shows improvements across all unduplicated student groups. For example, between 2023–24 and 2024–25, staff reporting moderate or high impact of coaching on their ability to support English Learners increased from 90.7% to 96.4%, and for homeless and foster youth from 82.2% to 90.7%. These gains suggest that embedded coaching is strengthening instructional quality for these student populations. As measured by Metric 2.2, the action is considered effective. These ratings continue even with new sessions offered, such as professional development for structured literacy leads, who reported an average effectiveness score of 4.87 on a 1–5 scale. Effectiveness for this action is measured by Metric(s) 2.2.

Action 2.3 – This action was partially effective. The early literacy initiative continued to support TK and Kindergarten students and families through tablets, access to a digital library, and family Book Coach support designed to build reading routines at home and strengthen early literacy development. However, effectiveness must be interpreted with caution because local assessment administration timelines shifted from a Spring to a Winter diagnostic in 2025–26, making prior-year baseline comparisons not directly comparable and preventing differences from baseline from being calculated in the same way. Current-year Fall-to-Winter i-Ready Reading Diagnostic results show positive mid-year movement in the combined percentage of students placed at Mid/Above Grade Level or Early On Grade Level, with Blacow increasing from 28% to 36% and Brier increasing from 26% to 39%. At the same time, the available Winter Reading Comprehension domain results show that Blacow and Brier remain below the prior Spring baseline and below the Year 3 target, and available subgroup results indicate continued disparities for English Learners and Students with Disabilities. Because the action supported meaningful family engagement and demonstrated positive within-year growth, but comparable year-over-year data are unavailable and student outcomes remain below desired levels, the action is considered partially effective. Continued implementation will need to focus on strengthening the connection between home literacy supports and reading comprehension outcomes, monitoring subgroup progress, and identifying additional supports for student groups showing lower performance. Effectiveness for this action is measured by Metric(s) 2.3.

Action 2.4 – This action was partially effective. Supplemental materials and extended learning opportunities provided students, particularly those needing additional time to master standards, with academic support beyond the regular instructional program. Usage data indicate that these resources were actively used, with 53% of FUSD teachers active in IXL Math, 43% of student IXL usage occurring after school hours, and approximately 31% to 33% of elementary students active in Lexia Core5 on a weekly average. However, effectiveness must be interpreted with caution because local assessment administration timelines shifted from a Spring to a Winter diagnostic in 2025–26, making prior-year baseline comparisons not directly comparable and preventing differences from baseline from being calculated in the same way. Current-year Fall-to-Winter i-Ready Mathematics results show positive mid-year movement, with the district increasing from 50% to 60% in the combined percentage of students placed at Mid/Above Grade Level or Early On Grade Level, representing a 10 percentage point increase. At the same time, the available Winter Mathematics Diagnostic results show continued disparities across student groups, with lower performance among English Learners, Long-Term English Learners, Homeless students, and Students with Disabilities. Because the action provided access to supplemental learning tools, showed meaningful after-school usage, and demonstrated positive within-year Mathematics growth, but comparable year-over-year data are unavailable and subgroup disparities remain, the action is considered partially effective.

Continued implementation will need to focus on strengthening the connection between supplemental program use and targeted student needs, monitoring participation and progress by student group where available, and ensuring expanded learning supports are aligned to students who need the most additional academic support. Effectiveness for this action is measured by Metric(s) 2.4.

Action 2.5 – This action was partially effective. Staff were provided time to review school and student data, identify instructional needs, refine intervention strategies, and engage in more focused collaboration through grade-level teams and Instructional Leadership Teams. This supported more intentional conversations about student achievement, intervention effectiveness, and equitable access to academic support. However, effectiveness was limited by mixed outcome data and by the shift in local assessment administration timelines. Beginning in 2025–26, FUSD shifted the final required i-Ready administration from Spring to Winter to reduce overlap with CAASPP, Advanced Placement exams, finals, and other end-of-year academic obligations. As a result, prior-year i-Ready baseline comparisons are not directly comparable, and differences from baseline cannot be calculated in the same way. Within the 2025–26 school year, Fall-to-Winter i-Ready results showed positive mid-year growth, with the district increasing from 59% to 65% in Reading and from 50% to 60% in Mathematics for students placed at Mid/Above Grade Level or Early On Grade Level. At the same time, CAASPP/SBAC results showed mixed outcomes across student groups. Overall ELA performance declined from baseline, and several student groups, including English Learners, Homeless students, and Students with Disabilities, showed declines in ELA. Mathematics results were also mixed, with improvement for Socioeconomically Disadvantaged students and Homeless students, but declines for English Learners, Long-Term English Learners, and Students with Disabilities. Because the action supported meaningful data analysis and showed positive within-year local assessment growth, but comparable year-over-year i-Ready data are unavailable and state assessment results show continued subgroup disparities, the action is considered partially effective. Continued implementation will focus on strengthening the use of data analysis time to identify subgroup needs, adjust instruction earlier in the year, and align interventions more directly to student groups showing declining or inconsistent outcomes. Effectiveness for this action is measured by Metric(s) 2.5.

Action 2.6 – This action was effective. While there were measured decrease in Cycle 1 intervention for a single domain, data gathered across ELA and mathematics in multiple domains across other cycle show positive growth. In addition to the districtwide 5-Star implementation, each high school expanded targeted intervention support in English and mathematics to address student learning needs and accelerate academic growth. Schools implemented additional intervention sections and support classes during the school day to provide students with focused instruction, small-group support, credit recovery opportunities, and skill development aligned to grade-level standards. These intervention sections were designed to support students performing below grade level, English learners, and students needing additional academic assistance to successfully meet graduation and college-readiness requirements. The expanded intervention opportunities allowed schools to provide more individualized support and timely academic interventions to improve student achievement outcomes in core subject areas. Effectiveness for this action is measured by Metric(s) 2.6.

Action 2.7 – This action was partially effective. MTSS Liaison sessions supported implementation by providing site teams with shared resources, recorded training materials, and hands-on activities that liaisons could bring back to their school sites; however, effectiveness was determined by reviewing both implementation progress and student outcome data. In 2025–26, all 29 elementary schools continued tracking PBIS Major Office Discipline Referrals, maintaining the expanded implementation established in 2024–25. At the same time, suspension outcome data show mixed results. The overall suspension rate increased from 2.1% in 2023–24 to 2.3% in 2024–25, and suspension rates increased for English Learners and Socioeconomically Disadvantaged students, indicating that implementation has not yet resulted in improved behavioral outcomes for all student groups. However, suspension rates declined for Homeless students and Students with Disabilities, and Long-Term English Learners showed a slight decrease from the established baseline year, suggesting some positive

movement for specific student groups. Because the action maintained systemwide implementation and produced some subgroup improvements, but overall suspension rates and rates for several student groups increased, the action is considered partially effective. Continued implementation will need to strengthen site-level use of PBIS referral data, improve consistency of MTSS practices across schools, and focus more directly on student groups showing increased suspension rates. Effectiveness for this action is measured by Metric(s) 2.7 and 2.9.

Action 2.8 – This action was partially effective. Wellness Centers continued to provide students with safe, calming spaces and consistent support during the school day, and implementation remained stable at 100%, with established Wellness Centers at all 11 secondary sites in 2025–26. This demonstrates that the district maintained full secondary site access to wellness supports, activities, and check-in systems intended to support student engagement, emotional regulation, and monitoring of wellness trends. At the same time, related suspension outcome data show mixed results across student groups. The overall suspension rate increased from 2.1% in 2023–24 to 2.3% in 2024–25, and suspension rates increased for English Learners and Socioeconomically Disadvantaged students, indicating that broader student behavior and school climate outcomes remain uneven across groups. However, suspension rates decreased for Homeless students, Students with Disabilities, and Long-Term English Learners, suggesting some positive movement for specific student groups. Because the action maintained full implementation across all secondary sites and continued providing direct wellness access to students, it is considered partially effective; however, the mixed suspension outcomes indicate a need for continued monitoring of how Wellness Center supports are accessed by student group and how these supports connect with broader MTSS, PBIS, and school climate strategies for groups experiencing increased suspension rates. Effectiveness for this action is measured by Metric(s) 2.8 and 2.9.

Action 2.9 – This action was partially effective. Full participation of all middle schools in PBIS Tier 1 training and continued elementary implementation show that the district strengthened systemwide PBIS structures, including common behavior expectations, behavior tracking, and tiered supports intended to improve school climate and reduce exclusionary discipline. However, effectiveness was limited by mixed student outcome data and incomplete current-year PBIS referral data, as total major PBIS referrals were not collected at the district level in 2025–26. Suspension data show uneven results across student groups. The overall suspension rate increased from 2.1% in 2023–24 to 2.3% in 2024–25, and rates increased for English Learners and Socioeconomically Disadvantaged students, indicating that PBIS implementation has not yet produced consistent reductions in exclusionary discipline for all groups. At the same time, suspension rates decreased for Long-Term English Learners, Homeless students, and Students with Disabilities, while Foster Youth remained unchanged, suggesting some positive movement for specific student groups. Because the action demonstrated strong implementation of PBIS structures and some subgroup improvement, but overall suspension rates and rates for English Learners and Socioeconomically Disadvantaged students increased, the action is considered partially effective. Continued implementation will need to focus on strengthening fidelity of Tier 1 practices, expanding targeted Tier 2 and Tier 3 supports, improving district-level PBIS referral data collection, and using disaggregated discipline data to address student groups experiencing increased suspension rates. Effectiveness for this action is measured by Metric(s) 2.9.

Action 2.10 – This action was effective. Full-time counselors continued to support the whole child by providing academic guidance, mental health support, social-emotional support, crisis response, and student connection services at every school site. Their availability across the district helps ensure equitable access to consistent counseling support for students. California Healthy Kids Survey results generally show improvement in school connectedness across grade spans, suggesting that counseling and related school climate supports are contributing to stronger student connection overall. These results should also be interpreted within the context of CHKS being a voluntary survey, with grade-level response rates varying from year to year. As the district has improved outreach regarding the purpose and importance of CHKS,

participation has increased, particularly at the middle and high school levels, which may provide a more representative picture of student perceptions over time. At the same time, the district acknowledges that 11th-grade English Learners and Long-Term English Learners showed declines, indicating that connectedness gains were not consistent across all student groups. Because the data show broad improvement across grade spans but also identify continued disparities for 11th-grade EL and LTEL students, the action is considered effective, with a need for continued monitoring and more targeted counseling, outreach, and school connectedness supports for student groups reporting lower or declining levels of connection. Effectiveness for this action is measured by Metric(s) 2.10.

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.

Action 2.1 – This action will be refined in 2026–27 by strengthening the quality and consistency of collaboration time, particularly at school sites where student outcomes show continued declines or uneven progress across student groups. Some sites may require additional support in facilitating high-impact collaboration so that teacher release time is more directly connected to instructional planning, analysis of student work, and adjustments to Tier 1 instruction. Research-based practices indicate that embedded coaching support, including real-time feedback and lesson modeling, can strengthen implementation and instructional effectiveness. The district will continue building upon classroom walkthrough processes to support implementation of the Multi-Tiered System of Supports (MTSS) framework and to better identify where additional coaching, instructional support, or site-level follow-up is needed for student groups not yet demonstrating expected academic progress.

Action 2.2 – With the expiration of Expanded Learning Opportunities Program and Educator Effectiveness Block Grant (EEBG) funding, Multi-Tiered System of Supports (MTSS) Coach staffing will decrease by 1.0 full-time equivalent (FTE).

Action 2.3 – For the 2026–27 school year, implementation will continue at Cabrillo, Brier, and Blacow, where increased student engagement and strong positive feedback from teachers have been observed. At this time, Vallejo Mill will not be included due to financial constraints. Given mixed reading outcomes and continued disparities for some student groups, the district will continue monitoring student engagement, family participation, and reading progress at participating sites to better understand how early literacy supports are translating into student outcomes. Implementation will focus on strengthening alignment between the supplemental literacy resources provided through this action and the reading needs identified through local assessment data, particularly for student groups not yet demonstrating expected progress.

Action 2.4 – The District is planning a K–5 mathematics curriculum adoption for Spring 2027. It is anticipated that the selected curriculum will include integrated online instructional support components, which may reduce or eliminate the need to renew IXL Math licenses for grades K–5. As a result, any future renewal of IXL Math would likely be limited to high school students and would be associated with reduced costs, as supplemental instructional supports may already be embedded within the adopted curriculum.

Action 2.5 –The District will continue to prioritize structured collaboration and data analysis time to strengthen instructional practices and improve outcomes for unduplicated students. During the upcoming year, sites will again be provided opportunities for release days and collaborative planning time focused on analyzing student, grade-level, department, and subgroup data to inform targeted instructional action plans and interventions through the MTSS framework

Action 2.6 – There continues to be a need to support students with unfinished learning in the areas of English Language Arts and mathematics based on student outcome data. For the upcoming year, two school sites will increase intervention support from 0.25 FTE to 1.0 FTE, while one site will decrease from 1.0 FTE to 0.25 FTE due to changes in unduplicated pupil counts. Additionally, one high-need elementary school site will add an additional 0.5 FTE to strengthen Tier 2 and Tier 3 intervention supports. Based on work conducted through the California Integrated Supports and Improvement System (CIM), the District will also prioritize supports for student groups that have historically been overidentified for special education services. This represents a refinement in the District's approach to providing Tier 2 and Tier 3 intervention services at elementary school sites.

Action 2.7 – This action will no longer be funded in 2026–27, as the MTSS Liaison structure has been in place for multiple years and the district is shifting implementation support to other existing systems. School administrators will continue to support MTSS implementation through site leadership structures, training for instructional staff, classroom walkthroughs focused on fidelity of Tier 1 instruction, and release days for data analysis and action planning. Given mixed behavioral and suspension outcomes across student groups, this shift is intended to embed MTSS practices more directly into site-level leadership, instructional monitoring, and data-driven decision-making rather than maintaining a separate liaison-funded model. The district will continue to use discipline, referral, and student outcome data to identify sites and student groups needing additional support and to guide implementation of Tier 1, Tier 2, and Tier 3 practices.

Action 2.8 – No major changes are planned for this action in 2026–27. The district will continue maintaining Wellness Centers at secondary school sites to provide students with access to safe, supportive spaces during the school day. Given mixed behavioral and suspension outcomes across student groups, the district will continue monitoring Wellness Center use, student needs, and related school climate data to better understand how these supports are accessed by different student groups and how they connect with broader MTSS, PBIS, and counseling supports. This continued monitoring will help determine whether additional outreach, coordination, or site-level adjustments are needed for student groups experiencing declining outcomes.

Action 2.9 – Fremont Unified School District will continue to strengthen and sustain PBIS implementation across school sites during the 2026–27 school year, with an increased focus on Tier 2 and Tier 3 practices. Elementary schools have expressed the need for additional professional development related to Tier 2 and Tier 3 PBIS supports, and will continue refining Tier 1 systems, behavior tracking processes, and positive reinforcement structures while building capacity for more targeted interventions. The district will also continue supporting schools pursuing PBIS Recognition through ongoing coaching, site-based reflection, and fidelity monitoring. At the secondary level, middle schools will continue implementing Tier 2 behavioral supports and interventions, which schools have identified as valuable for improving student engagement, strengthening relationships, and proactively addressing behavioral concerns before they escalate. Given mixed suspension outcomes and continued disparities for some student groups, ongoing professional learning and collaboration will focus on strengthening consistent implementation of tiered behavioral supports and using discipline and referral data to identify students and student groups needing additional behavioral, social-emotional, and academic intervention.

Action 2.10 – Counseling services will continue to be funded in 2026–27 to support students' social-emotional and academic needs. To ensure the long-term sustainability of these services, counselor positions have been transitioned to this funding source, strengthening the continuity and stability of support provided to students across school sites. Given generally improved school connectedness results across grade spans, but declines for 11th-grade English Learners and Long-Term English Learners, the district will continue monitoring student connectedness data by grade level and student group to identify where additional outreach, counseling support, or school climate strategies

may be needed. This continued monitoring will help ensure that counseling services remain responsive to student groups reporting lower or declining levels of connection.

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	Tier 1 Instruction	Support staff with the implementation of district adopted curriculum to provide students with guaranteed and viable Tier 1 instruction	$225,680.00	Yes
2.2	Instructional Coaches	Cultivate instructional coaching relationships with classroom teachers to support effective tier 1 & 2 instruction	$690,437.00	Yes
2.3	Fostering Literacy	Foster literacy to improve reading skills for unduplicated students	$466,266.00	Yes
2.4	Extended Learning Opportunities	Supply supplementary core content programs to extend learning opportunities beyond the school day	$1,500,000.00	Yes
2.5	Unduplicated Student Proficiency	Analyze school and student data to support academic proficiency of ucp students	$1,163,356.00	Yes
2.6	Unduplicated Unfinished Learning	Aid in supporting ucp students with unfinished learning through tier 2 and 3 academic supports	$5,241,864.00	Yes
2.7	MTSS Liaisons	Provide MTSS Liaisons to support the implementation at each school site to improve academic, behavioral and socioemotional outcomes for UCP students	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Wellness Centers	Establish and provide staffing for wellness centers to support students with socio-emotional needs	$531,593.00	Yes
2.9	PBIS	Promote positive behavior through the usage of PBIS and behaviorists	$1,470,725.00	Yes
2.10	School Counselors	Strengthen access to socioemotional supports and the well being of students via counselors	$14,010,172.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Align P-12 systems to help increase post secondary preparation and attainment.	Focus 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)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 is focused on aligning resources within our P-12 system to increase post secondary preparation for our unduplicated students.
Activities include:

- Case management and monitoring of newcomer students to support post secondary options
- Expanded options for unduplicated student to access opportunities to ensure a-g and graduation
- Career and job fair prioritizing unduplicated students to connect them with real world options after graduation
- Increasing college readiness rates for underrepresented and unduplicated students through AP preparation and information sessions
- Dual enrollment program
- Increased on campus access to therapeutic services for unduplicated students
- Access to partnership with STEM programs for unduplicated students
- Access to college visits, vocational and apprenticeship programs for unduplicated

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of staff responses that indicated professional development had some or high impact on their	2023-24: Impact on All Students (93.3%)	2024-25: All Students (96.5%)	2025-26 All Students (97.2%)	Impact on All Students (100%) • English Learners (100%)	All Students (+3.9%) • English Learners (+5.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ability to better serve identified student groups.	• English Learners (90.7%) • Foster (82.2%) • Homeless (82.2%) • Socioeconomically Disadvantaged (85.7%) • Students with Disabilities (86.1%) (source: FUSD 2023-24 PD Evaluation Form)	• English Learners (96.4%) • Foster (90.7%) • Homeless (90.7%) • Socioeconomically Disadvantaged (93.6%) • Students with Disabilities (93.2%) (source: FUSD 2024-25 PD Evaluation Form)	• English Learners (96.2%) • Foster (92.9%) • Homeless (92.9%) • Socioeconomically Disadvantaged (93.3%) • Students with Disabilities (94.2%) (source: FUSD 2025-26 PD Evaluation Form)	• Foster (100%) • Homeless (100%) • Socioeconomically Disadvantaged (100%) • Students with Disabilities (100%)	• Foster (+10.7%) • Homeless (+10.7%) • Socioeconomically Disadvantaged (+7.6%) • Students with Disabilities (+8.1%)
3.2	Career Faire Attendees	2023-24: 500 student participants 32 local employer participants (source: FUSD Secondary Education Department)	2024-25: 600 student participants 36 local employer participants (source: FUSD Secondary Education Department)	2025-26: 600 student participants 46 local employer participants (source: FUSD Secondary Education Department)	700 student participants 50 local employer participants	+100 students +14 local employer participants
3.3	Percentage of students who received a high school diploma within four or five years of entering ninth grade.	2022-23: Overall (92.8%) • English Learners (77.3%) • Long Term English Learners (N/A**)	2023-24: Overall (93.5%) • English Learners (75.1%) • Long Term English	2024-25: Overall (93.6%) • English Learners (74.8%) • Long-Term English	Overall (95.8%) • English Learners (80.3%) • Long Term English Learners (85.6%**)	Overall (+0.8%) • English Learners (-2.5%) • Long Term English Learners (-2.3%**)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Foster (*) • Homeless (65.9%) • Socioeconomically Disadvantaged (87.0%) • Students with Disabilities (72.5%) (source: California School Dashboard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	Learners (82.6%**) • Foster (*) • Homeless (62.2%) • Socioeconomically Disadvantaged (88.5%) • Students with Disabilities (77.4%) (source: 2024 California School Dashboard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring	Learners (80.3%) • Foster (*) • Homeless (74.5%) • Socioeconomically Disadvantaged (89.5%) • Students with Disabilities (78.6%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 2025 California School Dashboard)	• Foster (*) • Homeless (68.9%) • Socioeconomically Disadvantaged (90.0%) • Students with Disabilities (75.5%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Foster (*) • Homeless (+8.6%) • Socioeconomically Disadvantaged (+2.5%) • Students with Disabilities (+6.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			requirements under Education Code §52052.			
3.4	Percentage of high school graduates who are prepared for college or a career. & Percentage of combined four- and five-year cohort meeting UC/CSU requirements. & Percentage of combined four- and five-year cohort who completed at least one Career Technical Education (CTE) Pathway	2022-23: College Career Indicator (72.4% prepared) • English Learners (19.6% prepared) • Long Term English Learners (N/A**) • Foster (*) • Homeless (8.3% prepared) • Socioeconomically Disadvantaged (45% prepared) • Students with Disabilities (15.9% prepared) (source: 2023 California School Dashboard) 2022-23: Meeting UC/CSU Requirements (69.2%)	2023-24: College Career Indicator (72.6% prepared) • English Learners (20.7% prepared) • Long Term English Learners (23.3% prepared**) • Foster (*) • Homeless (13.9% prepared) • Socioeconomically Disadvantaged (46.6% prepared) • Students with Disabilities (20.9% prepared) (source: 2024 California School Dashboard)	2024-25: College Career Indicator (71.2% prepared) • English Learners (18.9% prepared) • Long-Term English Learners (16.4% prepared) • Foster (*) • Homeless (11.9% prepared) • Socioeconomically Disadvantaged (50.5% prepared) • Students with Disabilities (18.9% prepared) *Due to privacy concerns, data for student groups with fewer than 11	College Career Indicator (75.0% prepared) • English Learners (35.0% prepared) • Long Term English Leaners (38.3%**) • Foster (*) • Homeless (35.0% prepared) • Socioeconomically Disadvantaged (55% prepared) • Students with Disabilities (35% prepared) Meeting UC/CSU Requirements (74.2%)	College Career Indicator (-1.2% prepared) • English Learners (-0.7% prepared) • Long Term English Learners (-6.9%**) • Foster (*) • Homeless (+3.6% prepared) • Socioeconomically Disadvantaged (+5.5% prepared) • Students with Disabilities (+3.0% prepared) Meeting UC/CSU Requirements (-5.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• English Learners (21.6%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (12.2%) • Socioeconomically Disadvantaged (42.5%) • Students with Disabilities (16.7%) (source: 2023 California School Dashboard Additional Reports and Data) 2022-23: CTE Pathway Completion (16.6%) • English Learners (15.6%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (17.1%) • Socioeconomically	2023-24: Meeting UC/CSU Requirements (67.1%) • English Learners (21.7%) • Long Term English Learners (25.8%**) • Foster (*) • Homeless (5.4%) • Socioeconomically Disadvantaged (42.3%) • Students with Disabilities (17.1%) (source: 2024 California School Dashboard Additional Reports and Data) 2023-24: CTE Pathway Completion (20.0%)	members is suppressed. (source: 2025 California School Dashboard) 2024-25: Meeting UC/CSU Requirements (63.6%) • English Learners (15.6%) • Long-Term English Learners (17.1%) • Foster (*) • Homeless (4.3%) • Socioeconomically Disadvantaged (42.0%) • Students with Disabilities (16.9%) 2024-25: CTE Pathway Completion (20.1%)	• English Learners (26.6%) • Long Term English Learners (30.8%**) • Foster (*) • Homeless (17.2%) • Socioeconomically Disadvantaged (47.5%) • Students with Disabilities (21.7%) CTE Pathway Completion (21.6%) • English Learners (20.6%) • Long Term English Learners (25.5%**) • Foster (*) • Homeless (22.1%) • Socioeconomically	• English Learners (-6.0%) • Long-Term English Learners (-8.7%**) • Foster (*) • Homeless (-7.9%) • Socioeconomically Disadvantaged (-0.5%) • Students with Disabilities (+0.2%) CTE Pathway Completion (+3.5%) • English Learners (+3.0%) • Long-Term English Learners (+8.1%**) • Foster (*) • Homeless (+6.3%) • Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged (21.1%) • Students with Disabilities (21.0%) (source: 2023 California School Dashboard Additional Reports and Data) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• English Learners (18.5%) • Long Term English Learners (23.5%**) • Foster (*) • Homeless (16.2%) • Socioeconomically Disadvantaged (23.7%) • Students with Disabilities (23.3%) (source: 2024 California School Dashboard Additional Reports and Data) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first	• English Learners (18.6%) • Long-Term English Learners (31.6%) • Foster (*) • Homeless (23.4%) • Socioeconomically Disadvantaged (24.0%) • Students with Disabilities (27.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 2025 California School Dashboard Additional Reports and Data)	Disadvantaged (26.1%) • Students with Disabilities (26.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	Disadvantaged (+2.9%) • Students with Disabilities (+6.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.			
3.5	Percentage of tested students who met or exceeded both Evidence-Based Reading and Writing (EBRW) and Mathematics grade-level benchmarks on the Preliminary Scholastic Aptitude Test (PSAT).	2023-24: All Students (71%) • English Learners (3%) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (38%) • Students with Disabilities (8%) (source: Illuminate DnA) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	2024-25: All Students (65.8%) • English Learners (*) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (16.5%) • Students with Disabilities (*) (source: Aeries) *Due to privacy concerns, data for student groups with fewer than 11	2025-26: All Students (59.3%) • English Learners (*) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (15.3%) • Students with Disabilities (*) (source: Aeries) *Due to privacy concerns, data for student groups with fewer than 11 members is	All Students (76%) • English Learners (18%) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (53%) • Students with Disabilities (23%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	All Students (-11.7%) • English Learners (*) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (-22.7%) • Students with Disabilities (*) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			members is suppressed.	suppressed.		
3.6	Unduplicated student group representation in College Connections Program (CPP) enrollment.	2023-24: • English Learners (0%), LTEL (N/A**), & RFEP (10%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (20%) • Students with Disabilities (0%) (source: Infinite Campus) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052.	2024-25: • English Learners (2.9%), LTEL (2.9%**), RFEP (50.0%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (23.5%) • Students with Disabilities (0%) (source: Aeries) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–	2025-26: • English Learners (3.3%), LTEL (3.3%), RFEP (46.7%), IFEP (10.0%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (46.7%) • Students with Disabilities (0%) (source: Aeries) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• English Learners (20%), LTEL (20%**), RFEP (20%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (30%) • Students with Disabilities (10%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update	• English Learners (+3.3%), LTEL (+0.4%**), RFEP (+36.7%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (+26.7%) • Students with Disabilities (+/-0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24 school year. This update reflects new monitoring requirements under Education Code §52052.		reflects new monitoring requirements under Education Code §52052.	reflects new monitoring requirements under Education Code §52052.
3.7	Percentage of surveyed students that indicate PrismsVR helped them better understand and master math concepts.	2023-24: 37% Always 59% Sometimes 4% Never (source: FUSD Curriculum & Instruction Department)	2024-25: 78%* (source: FUSD Curriculum & Instruction Department) *Survey redesigned in 2024-25. This percentage is analogous to those that previously responded with either Always or Sometimes.	2025-26: Program phasing out. Licensing expired and funding not obtained due to budget cuts.	100%	Program phasing out. Licensing expired and funding not obtained due to budget cuts.
3.8	MFT data to measure access for direct services. HUME, City of Fremont, and Stepping Stones logs and data to measure access and success	2024-25: 100% caseload utilization achieved by March 2025. • Baseline established in 2024-25 (source: 2024-25 Service Partners Logs)	2024-25: 100% caseload utilization achieved by March 2025. -Baseline established in 2024-25 (source: 2024-25 Service Partners Logs)	2025-26: 100% caseload utilization achieved by March 2025 Hume: Total students served: 137 EBAC: Total students served-151 • Centerville (30)	100% caseload utilization achieved annually by the end of December.	+/-0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Hopkins (21) • Horner (21) • Thornton (22) • Kennedy (26) • Robertson (34) YFS: Total students served: 46 • Walters (21) • Washington (25) (source: SSS Service Logs as of April 2026) (This metric currently reports provider and site-level service access data. Student group-level disaggregation was planned but was not available for 2025–26 due to service partner data collection and privacy limitations.)		
3.9	Number of unduplicated students enrolled, and	2024-25:	2024-25:	2025-26: MESA Students	• Walters Middle	• Walters Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	their passage rate, in science and mathematics courses at Walters Middle School and Kennedy High School.	• Walters Middle School (20 students) • Kennedy High School (20 students) (Baseline established in 2024-25)	• Walters Middle School (20 students) • Kennedy High School (20 students) (Baseline established in 2024-25)	• Walters Middle School (0 students) • Kennedy High School (68 students)	School (21 students) • Kennedy High School (21 students)	School (-20 students) • Kennedy High School (+48 students)
3.10	Number of COST meetings	2023-24: 1,890 COST Meetings • 1,191 Elementary Meetings • 352 Middle School Meetings • 347 High School Meetings (source: FUSD Student Support Services) (This metric has been updated to include data disaggregated by unduplicated student group.)	2024-25: 1,031 COST Meetings • 623 Elementary Meetings • 225 Middle School Meetings • 183 High School Meetings (source: FUSD Student Support Services) (This metric has been updated to include data disaggregated by unduplicated student group.)	2025-26: 1,686 COST Meetings • 935 Elementary Meetings • 388 Middle School Meetings • 363 High School Meetings (source: FUSD Student Support Services)	2,078 COST Meetings • 1,310 Elementary Meetings • 387 Middle School Meetings • 381 High School Meetings (This metric has been updated to include data disaggregated by unduplicated student group.)	• -204 COST Meetings • -256 Elementary Meetings • +36 Middle School Meetings • +16 High School Meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	This work will be measured by the participation lists of students attending the visits and also the College Readiness indicator for unduplicated students.	This is a partially new metric and a baseline will be established in 2025-26. Data will be available in the next LCAP update. 2022-23: College/Career Indicator All Students (72.4% prepared) • English Learners (19.6% prepared) • Long Term English Learners (N/A**) • Foster (*) • Homeless (8.3% prepared) • Socioeconomically Disadvantaged (45% prepared) • Students with Disabilities (15.9% prepared) (source: 2023 California School Dashboard) *Due to privacy	2024-25: FUSD did not implement college, vocational and trade visits for unduplicated students. 2023-24: College Career Indicator (72.6% prepared) • English Learners (20.7% prepared) • Long Term English Learners (23.3% prepared**) • Foster (*) • Homeless (13.9% prepared) • Socioeconomically Disadvantaged (46.6% prepared) • Students with Disabilitie	2025-26: FUSD did not implement college, vocational and trade visits for unduplicated students. 2024-25: College Career Indicator (71.2% prepared) • English Learners (18.9% prepared) • Long-Term English Learners (16.4% prepared) • Foster (*) • Homeless (11.9% prepared) • Socioeconomically Disadvantaged (50.5% prepared) • Students with Disabilities (18.9% prepared)	Increase from baseline, to be established in 2025-26, by 5%. College Career Indicator (75.0% prepared) • English Learners (35.0% prepared**) • Long Term English Leaners (38.3% • Foster (*) • Homeless (35.0% prepared) • Socioeconomically Disadvantaged (55% prepared) • Students with Disabilities (35% prepared) *Due to privacy concerns, data for student groups	College Career Indicator (-1.2% prepared) • English Learners (-0.7% prepared) • Long Term English Learners (-6.9%**) • Foster (*) • Homeless (+3.6% prepared) • Socioeconomically Disadvantaged (+5.5% prepared) • Students with Disabilities (+3.0% prepared) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	s (20.9% prepared) (source: 2024 California School Dashboard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	(source: 2025 California School Dashboard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.
3.12	Percentage of areas related to English Language Development within Priority 2 of the Local Indicator Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation	2023-24: 100% (source: 2023 Local Indicator Self-Reflection Tool)	2023-24: 100% (source: 2024 Local Indicator Self-Reflection Tool)	2025-26: 100% (source: 2025 Local Indicator Self-Reflection Tool)	100%	+/-0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Sustainability)					
3.13	Percentage of assessed pupils who passed an Advanced Placement (AP) examination with a score of 3 or higher.	2022-23: Overall (83.6%) • African American (54.8%) • Asian (84.3%) • Hispanic (68.1%) • White (81.6%) • Two or More Races (77.9%) (source: 2023 CollegeBoard AP Score Reports)	2023-24: Overall (86.8%) • African American (81.5%) • Asian (86.8%) • Hispanic (79.3%) • White (85.0%) • Two or More Races (84.7%) (source: 2024 CollegeBoard AP Score Reports)	2024-25: Overall (88.5%) • African American (80.0%) • Asian (88.5%) • Hispanic (79.0%) • White (83.1%) • Two or More Races (90.3%) (source: 2025 CollegeBoard AP Score Reports)	Overall (88.6%) • African American (59.8%) • Asian (89.3%) • Hispanic (73.1%) • White (86.6%) • Two or More Races (82.9%)	Overall (+4.9%) • African American (+25.2%) • Asian (+4.2%) • Hispanic (+10.9%) • White (+1.5%) • Two or More Races (+12.4%)
3.14	Percentage of students demonstrating readiness or conditional readiness for college level English and Mathematics coursework (Early Assessment Program – EAP)	2022-23: English Language Arts (78.3%) • English Learners (15.3%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (18.2%) • Socioeconomically Disadvantaged (55.4%)	2023-24: English Language Arts (73.8%) • English Learners (16.3%) • Long Term English Learners (10.6%**) • Foster (*) • Homeless (19.3%) • Socioeconomically Disadvant	2024-25: English Language Arts (73.7%) • English Learners (15.2%) • Long-Term English Learners (12.6%) • Foster (*) • Homeless (14.1%) • Socioeconomically Disadvant	English Language Arts (83.3%) • English Learners (20.3%) • Long Term English Learners (15.6%**) • Foster (*) • Homeless (23.2%) • Socioeconomically Disadvantaged (60.4%)	English Language Arts (-4.6%) • English Learners (-0.1%) • Long Term English Learners (+2.0%**) • Foster (*) • Homeless (-4.1%) • Socioeconomically Disadvantaged (-6.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students with Disabilities (19.2%) • African American (37.2%) • Hispanic (49.1%) Mathematics (64.0%) • English Learners (9.1%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (9.1%) • Socioeconomically Disadvantaged (31.3%) • Students with Disabilities (8.9%) • African American (18.6%) • Hispanic (17.7%) (source: 2023 Test Results for California's Assessments) *Due to privacy concerns, data for	aged (47.5%) • Students with Disabilities (24.1%) • African American (43.4%) • Hispanic (37.3%) Mathematics (69.0%) • English Learners (20.1%) • Long Term English Learners (6.7%**) • Foster (*) • Homeless (7.2%) • Socioeconomically Disadvantaged (37.9%) • Students with Disabilities (20.2%) • African American (27.6%)	aged (48.6%) • Students with Disabilities (22.1%) • African American (37.2%) • Hispanic (37.6%) Mathematics (68.9%) • English Learners (20.9%) • Long-Term English Learners (8.5%) • Foster (*) • Homeless (4.4%) • Socioeconomically Disadvantaged (39.2%) • Students with Disabilities (20.2%) • African American (26.7%)	• Students with Disabilities (24.2%) • African American (42.2%) • Hispanic (54.1%) Mathematics (69.0%) • English Learners (14.1%) • Long Term English Learners (11.7%**) • Foster (*) • Homeless (14.1%) • Socioeconomically Disadvantaged (36.3%) • Students with Disabilities (13.9%) • African American (23.6%) • Hispanic (22.7%)	• Students with Disabilities (+2.9%) • African American (+/-0%) • Hispanic (-11.5%) Mathematics (+4.9%) • English Learners (+11.8%) • Long Term English Learners (+1.8%**) • Foster (*) • Homeless (-4.7%) • Socioeconomically Disadvantaged (+7.9%) • Students with Disabilities (+11.3%) • African American (+8.1%) • Hispanic (+7.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Hispanic (24.3%) (source: 2024 Test Results for California's Assessments) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Hispanic (25.0%) (source: 2025 Test Results for California's Assessments) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.
3.15	Percentage of students with full access to courses outlined in CA Education Codes 51210 (grades 1-6) and 51220 (grades 7-12).	2023-24: 100% (source: FUSD Instructional Services)	2024-25: 100% (source: FUSD Instructional Services)	2025-26: 100% (source: FUSD Instructional Services)	100%	+/-0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Percentage of teachers appropriately assigned & fully credentialed	2021-22: 88.20% (source: 2022-23 School Accountability Report Card) (New metric added in the 2025-26 LCAP cycle)	2022-23: 88.88% (source: 2023-24 School Accountability Report Card) (New metric added in the 2025-26 LCAP cycle)	2023-24: 88.37% (source: 2023-24 School Accountability Report Card)	90% (New metric added in the 2025-26 LCAP cycle)	+0.17% (New metric added in the 2025-26 LCAP cycle)
3.17	Percentage of Students with Disabilities meeting UC/CSU Requirements upon graduation	2022-23: Overall (75.3%) • Students with Disabilities (23.3%) (source: 2023 DataQuest) (New metric added in the 2025-26 LCAP cycle)	2023-24: Overall (72.6%) • Students with Disabilities (22.6%) (source: 2024 DataQuest) (New metric added in the 2025-26 LCAP cycle)	2024-25: Overall (68.9%) • Students with Disabilities (22.9%) (source: DataQuest)	Overall (80.0%) • Students with Disabilities (30.0%) (New metric added in the 2025-26 LCAP cycle)	Overall (-6.4%) • Students with Disabilities (-0.4%) (New metric added in the 2025-26 LCAP cycle)

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.

Action 3.1 – Specialist professional development was offered for elementary specialist certificated staff (music, counselors, resource, computer, physical education, and science) in a coordinated effort during August professional development days. In addition, resource teachers and paraeducators were offered literacy training during the first week of school. Cohort 1 and Cohort 2 structured literacy sites participated in August kickoff days as well as planned training release days. Washington High School and Centerville Middle School served as pilot sites for Universal Design for Learning (UDL), with Day 1 foundational training during August professional development and Day 2 provided as a release day.

Action 3.2 – Over 600 students attended the Career Faire, which was hosted in collaboration with the City of Fremont. This represented a 20% increase in attendance compared to initial years. Many students and families also utilized on-site career counseling provided by FUSD alumni.

Action 3.3 – The Counselor on Special Assignment (COSA) provided direct support for our newcomer students entering at the secondary level. The work has been grounded on building consistent practices and systems to support our newcomer secondary students. Initiatives such as implementing an intake process, creating a welcoming and affirming environment and training for secondary counselors has been some of the work that has taken place this school year. Additionally, tracking students progress, meeting with the school team and families has occurred to ensure that students are on track for graduation and meeting A-G requirements. Workshops for families were provided to support post secondary options for our students. Ensuring that our newcomer students' social emotional, academic and behavioral needs are being met has been the work of the COSA through progress monitoring, partnership, collaboration and training have been vital this school year.

Action 3.4 – FUSD's Summer School Credit Recovery Program serves as the district's primary system-wide intervention to help high school students stay on track for graduation. The program is specifically designed to support students in retaking courses required for graduation, while also reinforcing and improving their overall academic skills. During Summer 2024, approximately 1,200 students completed 1,960 high school courses across all core academic subject areas. As a direct result of the program, 35 seniors graduated in Summer 2024 after fulfilling their remaining requirements through credit recovery. To support continued access to high-quality, flexible credit recovery options, the FUSD Board of Education approved the Edmentum contract for APEX Learning licenses on April 16, 2025, ensuring digital course access for the following school year. These actions align with Goal 3 by providing targeted supports that directly increase students' opportunities for high school graduation and postsecondary readiness.

Action 3.5 – Funds were utilized to support 11th-grade students' college readiness through standardized testing and academic preparation. In the 2025–26 school year, PSAT/NMSQT testing was administered to 2,055 students across all high schools, reflecting increased participation and expanded access to early college readiness opportunities. Resources were also allocated for AP exam preparation materials to support student success in advanced coursework. These efforts are intended to strengthen students' academic skills, improve test readiness, and expand access to college opportunities, with a continued focus on increasing participation among unduplicated student groups.

Action 3.6 – The College Connections Program (CCP), a partnership between Ohlone College and Fremont Unified School District, offers high school seniors the opportunity to earn college credits while completing their high school graduation requirements. The program allows students to remain connected to their home high school and participate in senior-year activities, including Senior Ball, Grad Night, and graduation ceremonies, while taking classes on the Ohlone College campus. Ohlone College continues its partnership with Fremont Unified School District to offer the College Connections Program for cohorts of high school seniors. College Connections students take high school classes in the morning and college courses in the afternoon, providing them with the opportunity to get a head start on postsecondary education, whether continuing at a community college or earning transferable units toward a four-year college or university. For the 2025–26 school year, 30 students participated in the program across both semesters. Students enrolled in a combination of high school and college-level coursework, including Humanities, American Government, Economics, You & Law, Literature, Justice & Society, and Expository Reading and Writing Curriculum (ERWC), a California State University (CSU)-developed course designed to prepare 11th- and 12th-grade students for college-level literacy.

Action 3.7 – This action was discontinued because the PrismsVR license expired and funding was not available to continue the program in 2025–26. The discontinuation applies to the specific supplemental technology tool, not to the district's commitment to addressing the identified needs of homeless students. Because this action had previously been connected to support for homeless students, FUSD will continue addressing the underlying need through other active LCAP actions associated with Homeless Differentiated Assistance, including Actions 1.8, 2.9, 3.11, 4.1, 4.2, 4.3, and 4.9. These actions provide targeted support for unhoused students through transportation, mentorship, access to basic resources, behavioral and social-emotional supports, academic monitoring, school connectedness, and postsecondary exposure opportunities. The district will ensure that required supports for homeless students remain reflected in active LCAP actions rather than tied to a discontinued software or technology license.

Action 3.8 – The 11 secondary sites are each staffed with a 0.8 FTE Mental Health Therapist. These therapists provide both individual counseling and group therapy services throughout the year. They collaborate closely with site counseling teams and administrative staff to support student well-being.

Action 3.9 – The MESA College Prep Program at CSU East Bay supports California K–12 students from local middle and high schools in strengthening math and science skills and preparing for college pathways in STEM fields. The program focuses on historically underrepresented students and supports college eligibility and readiness for math-based majors. In 2025–26, Kennedy High School participated in the MESA program and provided students access to STEM-focused academic support, college preparation, and enrichment opportunities. Walters Middle School did not participate in MESA during the 2025–26 school year due to site-level implementation constraints. The district will review the barriers that prevented implementation at Walters and determine whether staffing, scheduling, coordination, or student recruitment adjustments are needed to support future participation.

Action 3.10 – All sites have a COST coordinator. COST meetings are held either bi-monthly or monthly. COST coordinators are required to submit two reports to Alameda County detailing the reasons for each referral. During the 2025–26 school year, a total of 1,686 COST meetings were conducted, including 935 at the elementary level, 388 at the middle school level, and 363 at the high school level.

Action 3.11 – This action was intended to provide college visits; however, these opportunities were unable to be implemented during the 2025–26 school year due to not having dedicated staff to support and supervise these activities.

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.

Action 3.1 - Several professional development opportunities are scheduled to occur during June 2026. Due to the timing of the annual report, these future activities and their associated costs are not yet reflected in the expenditure data.

Action 3.2 - A job fair took place in late spring 2026. Because the annual report was generated before all related expenditures were processed, the report does not yet fully reflect the associated job fair costs.

Action 3.4 – Due to the timing of summer school programming, this action spans two fiscal years. At the time of LCAP development, expenditures were below projected amounts due to the timing of program implementation and associated costs. Additional expenditures are anticipated as services continue across both fiscal years.

Action 3.8 – The variance in expenditures is due to a budgeting error in which the Business Department projected salary costs based on a full-time (1.0 FTE) position rather than the actual 0.80 FTE assignment also there were some vacancies that were not filled. As a result, actual expenditures were lower than originally anticipated.

Action 3.9 - Actual expenditures for Action 3.9 were lower than originally anticipated because MESA participation occurred at Kennedy High School during the 2025–26 school year, while Walters Middle School did not participate as initially planned. As a result, the district incurred program costs associated with Kennedy High School participation only, rather than costs for multiple participating school sites.

Action 3.10 - At the time of LCAP development, expenditures were below projected amounts because stipend-related costs had not yet been fully processed or posted.

Action 3.11 - Due to the absence of a dedicated staff member to coordinate and support college visitation trips, the district was unable to fully implement this action during the current year. For the upcoming year, a dedicated staff member will be assigned to support the planning, coordination, and implementation of college visits to ensure students have access to these opportunities.

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

Action 3.1 – This action was partially effective. Professional development was implemented across multiple areas connected to instructional quality, access to standards-aligned instruction, and college readiness, including specialist professional development for elementary certificated staff, literacy training for resource teachers and paraeducators, structured literacy training for Cohort 1 and Cohort 2 sites, and Universal Design for Learning pilot training at Washington High School and Centerville Middle School. Staff survey results indicate that professional development continued to have a strong perceived impact on educators' ability to better serve identified student groups, with results above baseline for all reported groups. In addition, the percentage of teachers appropriately assigned and fully credentialed remained slightly above baseline, supporting access to qualified instructional staff. However, student outcome data related to college readiness were mixed: Mathematics readiness increased overall and for several student groups, while English Language Arts readiness declined overall and declined for English Learners, Homeless students, Socioeconomically Disadvantaged students, and Hispanic students. These results indicate that professional development supported educator capacity and some readiness outcomes, but has not yet translated into consistent improvement across all content areas and student groups. Based on strong implementation, positive staff feedback, and stable educator assignment data, balanced against mixed EAP outcomes and continued subgroup disparities, this action is considered partially effective. Effectiveness for this action is measured by Metric(s) 3.1, 3.14, and 3.16.

Action 3.2 – This action was effective. The 20% increase in student participation reflects strong community engagement and growing interest in the Career Faire. Partnerships with FUSD alumni and the City of Fremont contributed to the success of the event, while on-site counseling provided students and families with practical, real-time support. Effectiveness for this action is measured by Metric(s) 3.2.

Action 3.3 – This action was partially effective. The Counselor on Special Assignment provided direct support for secondary newcomer students by helping build consistent districtwide practices for intake, welcoming and affirming school environments, counselor training, student progress monitoring, school-team collaboration, family meetings, and workshops focused on postsecondary options. These implementation efforts supported the action's purpose of improving multilingual learner graduation outcomes through case management and progress monitoring. Graduation data show mixed results: the overall graduation rate increased slightly, and outcomes improved for Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities; however, graduation rates declined for English Learners and Long-Term English Learners, the primary student groups most directly aligned to this action. College and career readiness outcomes were also mixed, with increases for Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities, but declines for English Learners and Long-Term English Learners. Because the action established important systems of support and progress monitoring for newcomer students, but the available outcome data do not yet show improved graduation or college/career readiness outcomes for English Learners and Long-Term English Learners, the action is considered partially effective. Continued implementation will need to strengthen targeted monitoring, academic planning, and reclassification/postsecondary readiness supports for multilingual learners most at risk of not meeting graduation and A-G requirements. Effectiveness for this action is measured by Metric(s) 3.3 and 3.4.

Action 3.4 – This action was partially effective. The Summer School Credit Recovery Program provided a direct and meaningful intervention for students needing to recover credits and remain on track for graduation, with 1,200 students completing 1,960 courses and 35 students graduating as a result of the program. The continued use of digital tools such as Edmentum also supported flexible access to credit recovery options across core academic areas. These implementation outcomes demonstrate that the action was effective in helping students complete required coursework and supporting immediate graduation readiness. However, broader outcome data connected to graduation, college/career readiness, UC/CSU completion, and Students with Disabilities meeting UC/CSU requirements show mixed results across student groups. Overall graduation increased slightly, and Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities improved; however, English Learners and Long-Term English Learners declined. College/Career Indicator results and UC/CSU completion rates also declined overall and for several student groups, including English Learners and Long-Term English Learners. Because the action produced strong credit recovery and graduation completion outcomes for participating students, but broader postsecondary readiness indicators remain mixed and subgroup disparities persist, the action is considered partially effective. Continued implementation will need to strengthen alignment between credit recovery, A-G completion monitoring, and targeted academic counseling for student groups not yet showing consistent progress toward graduation and postsecondary readiness. Effectiveness for this action is measured by Metric(s) 3.3, 3.4, 3.11, 3.15, and 3.17.

Action 3.5 – This action was partially effective in increasing college readiness access, but student readiness outcomes were mixed. Participation in the PSAT/NMSQT increased to 2,055 students, reflecting expanded access to early college readiness opportunities across all high schools and supporting more equitable access for unduplicated student groups. However, the percentage of students meeting both Evidence-Based Reading and Writing (EBRW) and Mathematics benchmarks declined from 65.8% to 59.3%, a decrease of 6.5 percentage points. A smaller decline was observed among Socioeconomically Disadvantaged students, from 16.5% to 15.3%, a decrease of 1.2 percentage points. As participation expands to include a broader range of students with varying levels of academic readiness, benchmark attainment may decrease in the short term. Other college readiness indicators also show mixed results: AP exam pass rates improved overall and for most reported racial/ethnic student groups, while EAP readiness results improved in Mathematics but declined in English Language Arts overall and for several student groups. Overall, while access to college readiness opportunities improved and some readiness indicators

showed gains, outcome data indicate a continued need for targeted academic supports and preparation, particularly for unduplicated student groups and students not yet meeting readiness benchmarks. Effectiveness for this action is measured by Metric(s) 3.5, 3.13, and 3.14.

Action 3.6 – This action was effective in expanding access to college-level coursework for high school seniors, particularly for several historically underrepresented student groups; however, participation disparities remain. A total of 30 students participated in the College Connections Program across both semesters during the 2025–26 school year, maintaining consistent enrollment while continuing to provide access to both high school and college coursework. Participation among several unduplicated student groups increased compared to baseline, including English Learners, Long-Term English Learners, Reclassified Fluent English Proficient students, and Socioeconomically Disadvantaged students. Socioeconomically Disadvantaged participation increased to 46.7%, exceeding the Year 3 target, and RFEP participation remained high at 46.7%, reflecting progress in expanding access to dual enrollment opportunities for historically underrepresented student populations. However, English Learner and Long-Term English Learner participation remain below the Year 3 target, and Students with Disabilities remained at 0% participation, indicating that access has not yet improved for all student groups. Based on increased participation among several unduplicated student groups and continued access to early college coursework, this action is considered effective, with a need for continued outreach and monitoring to better understand and address participation barriers for Students with Disabilities, English Learners, and Long-Term English Learners. Effectiveness for this action is measured by Metric(s) 3.6.

Action 3.7 – These tools offer flexible, accessible, and engaging ways for students to build foundational math skills both during and outside the school day. Prisms' use of virtual reality for STEM provides innovative instruction. The PrismsVR program has been phased out and licensing has now expired. Effectiveness for this action is measured by Metric(s) 3.7.

Action 3.8 – This action was effective in maintaining access to site-based mental health services, but limited in measuring impact by student group. Providing 0.8 FTE Mental Health Therapists at all secondary sites ensured consistent and sustained access to mental health services through both individual and group therapy. These services supported student well-being and helped reduce barriers to learning, particularly for students in crisis. School sites report that the presence of on-campus, community-based providers has reduced wait times and improved continuity of care, and therapists worked in close collaboration with site counseling and administrative teams to coordinate support. The action met its access measure, with 100% caseload utilization achieved, indicating that available service capacity was used. However, current Memoranda of Understanding (MOUs) with community-based providers do not include provisions for reporting student demographic data due to medical privacy regulations. As a result, although services are funded through the LCAP to support unduplicated student groups, the district is not yet able to disaggregate participation or outcomes for English Learners, low-income students, foster youth, or other student groups. Based on full caseload utilization, consistent implementation across secondary sites, and qualitative feedback from schools, this action is considered effective in expanding access to therapeutic support; however, improved data infrastructure is needed to better evaluate impact across student groups while maintaining confidentiality and compliance with privacy requirements. Effectiveness for this action is measured by Metric(s) 3.8, qualitative feedback, and informal tracking.

Action 3.9 – This action was partially effective in expanding STEM engagement and enrichment opportunities for historically underrepresented students through the MESA College Prep Program at Kennedy High School. During the 2025–26 school year, the program served 68 students, representing substantial growth in participation compared to prior years. Student engagement and achievement outcomes demonstrated strong implementation of the program, with 47 students completing projects and participating in the MESA Day Preliminary Competition. Of those students, 17 advanced to the Northern California Regional Competition after earning first or second place finishes. Kennedy High School students also earned multiple recognitions at the regional level, including a 1st Place finish in the Cargo

Gliders (11th/12th Grade) competition, a 1st Place Innovative Design Award and 2nd Place finish in the MESA Machine (9th/10th Grade) competition, and a 3rd Place finish in the Math Escape Room Challenge. To maintain student confidentiality and comply with data privacy standards, the district reports participation data in aggregate only. However, the district acknowledges the importance of subgroup visibility and will continue exploring methods for internal monitoring that support equity-driven improvement without compromising student privacy. Overall, increased participation and strong competition outcomes demonstrate continued growth in student engagement and access to STEM-related learning experiences and college and career readiness opportunities. Effectiveness for this action is measured by Metric(s) 3.9.

Action 3.10 – This action was partially effective. Although the district did not fully meet its target, the data reflect continued implementation of COST structures across elementary, middle, and high school sites. In 2025–26, the district held 1,686 COST meetings, an increase from the prior year and evidence that school teams continued using structured processes to identify and respond to students' academic, behavioral, and social-emotional needs. However, total COST meetings remained below the 2023–24 baseline, and elementary COST meetings declined from baseline, indicating that implementation has not yet returned to prior levels across all grade spans. At the same time, middle and high school COST meetings increased from baseline, suggesting stronger implementation and/or increased use of COST processes at the secondary level. Because the action maintained districtwide COST structures and showed improved implementation from the prior year, but did not fully meet the target and showed uneven implementation by grade span, the action is considered partially effective. Continued implementation will need to focus on strengthening consistency of COST meeting practices across sites, particularly at the elementary level, and using COST data to ensure timely identification and intervention for students needing academic, behavioral, and social-emotional support. Effectiveness for this action is measured by Metric(s) 3.10.

Action 3.11 – This action was not effective during the current year because the district was unable to fully implement the planned college visitation opportunities. Due to the absence of a dedicated staff member to coordinate and support college visitation trips, the action was not implemented as intended, and students did not have consistent access to the planned college visit opportunities. Effectiveness for this action is measured by Metric(s) 3.11.

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.

Action 3.1 – For August professional development in the 2026–27 school year, Instructional Services will provide a full-day Math Summit for all elementary teachers on August 5–6, 2026. This professional development is intended to strengthen early mathematics instruction and build teacher capacity around standards-aligned, research-based instructional practices. Given mixed college readiness outcomes, including stronger results in Mathematics but continued declines in English Language Arts readiness for several student groups, the district will continue refining professional learning to support instructional practices that improve access to rigorous content for unduplicated students and other student groups not yet demonstrating expected progress. The district will also continue using staff feedback, educator assignment data, and student outcome data to identify where additional professional learning, coaching, or site-level support may be needed.

Action 3.2 – Fremont Unified School District will continue partnering with the City of Fremont to expand career exploration and workforce readiness opportunities for students through the annual Career Faire during the 2025–26 school year. Building on this year's success, the District plans to strengthen outreach and participation opportunities for students and families while continuing to provide access to career counseling and mentorship opportunities, including support from FUSD alumni. The 2025 Career Faire included 46 employer participants and

approximately 288 student sign-ins, though actual attendance was estimated to be significantly higher due to registration bottlenecks at the event entrance. To improve data collection and streamline entry for future events, the District plans to implement QR code-based registration in place of the previous Google Form sign-in process to more efficiently capture attendance and reduce wait times. The District will also continue prioritizing inclusive access to career exploration opportunities for all students. This year's event included participation from eight students from the California School for the Deaf, supported by three interpreters, helping ensure equitable access and engagement for deaf and hard-of-hearing students. Future events will continue emphasizing accessibility and inclusive participation for diverse student groups.

Action 3.3 – This action will be continued as planned. The continued focus on triage, training and progress monitoring with the addition of adding more family engagement regarding the FAFSA process and college and career trips for our newcomer students.

Action 3.4 – Fremont Unified School District will continue implementing the Summer School Credit Recovery Program as a key intervention strategy to support high school students in remaining on track for graduation and improving academic achievement. The program will continue offering students opportunities to retake required graduation courses and strengthen core academic skills through flexible learning pathways, including digital course access supported through the District's approved Edmentum/APEX learning platform. At this time, enrollment and course completion data for Summer 2026 are not yet available, as student registration and program sign-ups are currently in progress. The District anticipates continued strong participation based on prior years' enrollment trends and ongoing student need for credit recovery opportunities. District and site staff will continue outreach efforts to identify and encourage students in need of credit recovery to enroll in summer programming, with a continued focus on supporting students furthest from graduation completion. Final participation, course completion, and graduation outcome data will be reviewed following the conclusion of the Summer 2026 program.

Action 3.5 – No major changes are planned for this action in 2026–27. The district will continue providing access to PSAT/NMSQT testing and college readiness supports for 11th-grade students, while monitoring participation and benchmark attainment by student group. Given expanded participation but declining PSAT benchmark attainment overall and for Socioeconomically Disadvantaged students, the district will continue reviewing readiness data to identify where additional academic preparation, outreach, or support may be needed for students not yet meeting Evidence-Based Reading and Writing and Mathematics benchmarks. This continued monitoring will help ensure that expanded access to early college readiness opportunities is paired with targeted supports for student groups not yet demonstrating expected readiness outcomes.

Action 3.6 – No major changes are planned for this action in 2026–27. The district will continue offering the College Connections Program to provide high school seniors with access to college-level coursework while completing high school graduation requirements. Given continued participation disparities, including participation below target for English Learners and Long-Term English Learners and no reported participation among Students with Disabilities, the district will continue monitoring enrollment patterns by student group and reviewing whether additional outreach, counseling, or information-sharing is needed to reduce barriers to participation. This continued monitoring will help ensure that access to dual enrollment opportunities is more consistently reaching historically underrepresented student groups.

Action 3.7 – This action is not funded with supplemental funds in 2026–27 because the PrismsVR license expired and funding was not available to continue the program. The discontinuation applies to the specific supplemental technology tool, not to the district's commitment to addressing the identified needs of homeless students. Because this action had previously been connected to support for homeless students, FUSD will continue addressing the underlying need through other active LCAP actions associated with Homeless Differentiated Assistance, including Actions 1.8, 2.9, 3.11, 4.1, 4.2, 4.3, and 4.9. These actions provide targeted support for unhoused students through

transportation, mentorship, access to basic resources, behavioral and social-emotional supports, academic monitoring, school connectedness, and postsecondary exposure opportunities. The district will ensure that required supports for homeless students remain reflected in active LCAP actions rather than tied to a discontinued software or technology license.

Action 3.8 – No major service changes are planned for this action in 2026–27. The district will continue providing site-based mental health therapist services at secondary schools to support student well-being and reduce barriers to learning. Given that current service partner agreements do not provide student demographic participation data due to privacy and data-sharing limitations, the district will continue to consider whether additional aggregate reporting may be feasible in future years while maintaining student confidentiality and compliance with applicable privacy requirements. This will allow the district to continue evaluating service access while recognizing the limitations of available data.

Action 3.9 – Fremont Unified School District will continue supporting student access to STEM enrichment and college readiness opportunities through participation in the MESA College Prep Program at California State University, East Bay. Kennedy High School will continue participating in the MESA program during the 2026–27 school year, with continued efforts to increase student awareness, recruitment, and engagement, particularly among historically underrepresented student groups targeted through the program. Walters Middle School did not participate in the MESA program during the 2025–26 school year and is not currently anticipated to participate in 2026–27. The District will continue exploring alternative opportunities and partnerships that support middle school students' interest and access to STEM-related learning experiences and college pathways. Ongoing monitoring of participation and program impact will help inform future decisions regarding STEM enrichment programming across secondary schools.

Action 3.10 – No major changes are planned for this action in 2026–27. The district will continue supporting COST structures across school sites to identify and respond to students' academic, behavioral, and social-emotional needs. Given uneven implementation by grade span, with middle and high school COST meetings increasing from baseline while elementary meetings remain below baseline, the district will continue monitoring COST meeting patterns across grade levels and school sites. This continued monitoring will help identify where additional site-level support, coordination, or clarification of COST practices may be needed to support consistent implementation.

Action 3.11 – This action will include an increased focus on supporting Robertson High School in improving outcomes on the College and Career Indicator (CCI). For the 2026-27 school year, a lead counselor will be assigned to assist with coordiation and supervision of college visits.

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	Professional Development	Provide research based professional development to provide teachers access to the latest instructional strategies to support unduplicated students.	$461,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	College Readiness	Support unduplicated students by providing a career faire to connect them to post secondary pathways	$12,000.00	Yes
3.3	Multilingual Learner Graduation Outcomes	Boost multilingual learners graduation rates by providing case management and progress monitoring of newcomer students at the secondary level	$174,585.00	Yes
3.4	Credit Recovery	Extend credit recovery options for unduplicated secondary students to meet the graduation and A to G requirements	$1,461,198.00	Yes
3.5	PSAT/NMSQT	Increase 11th grade unduplicated students college readiness through PSAT, AP testing, preparation materials and AP Information Night	$50,000.00	Yes
3.6	Dual Enrollment	Offer dual enrollment to unduplicated students through the Ohlone College Connections Program	$206,337.00	Yes
3.7	Differentiated Mathematics Instruction	Stimulate engaging mathematical instruction for different learning styles to support unduplicated students	$199,341.00	Yes
3.8	Therapeutic Services	Access to therapeutic services for unduplicated students	$433,064.00	Yes
3.9	MESA Program	Access to the Mathematics, Engineering, Science Achievement (MESA) College Prep Program to prepare unduplicated students for STEM fields	$12,000.00	Yes
3.10	COST Program	Intervene to address academic, socioemotional and/or behavioral needs of unduplicated students through Coordination of Services Team	$104,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Post-Secondary Opportunities	Promote post secondary opportunities for unduplicated students via college, vocational and trade visits	$63,619.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance student, family and staff connectedness by fostering and supporting an inclusive school culture.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 is focused on addressing student, family and staff connectedness by addressing barriers and access to services. Areas of focus include:

- Providing direct services to families and students to remove barriers to address chronic absenteeism, safe learning environments and services in the primary language
- Providing staff with anti-bias training to ensure students have a safe learning environment that supports our unduplicated students
- Increase access for families so that communication is clear and families have avenues to address questions and know about services that are available to meet the needs of their families
- Connecting families with community resources and wrap around services

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Wrap around services impact on COST and CHKS data	2023-24: 1,890 COST Meetings • 1,191 Elementary Meetings • 352 Middle School Meetings	2024-25: 1,031 COST Meetings • 623 Elementary Meetings • 225 Middle	2025-26: 1,686 COST Meetings • 935 Elementary Meetings • 388 Middle	2,078 COST Meetings • 1,310 Elementary Meetings • 387 Middle	• -204 COST Meetings • -256 Elementary Meetings • +36 Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 347 High School Meetings (source: FUSD Student Support Services) 2023-24: CHKS Caring Adults Key Indicator Grade 5 (88%) • African American (79%) • Asian (91%) • Latino (76%) • White (79%) • Mixed Races (86%) • American Indian (90%) • Other (88%) Grade 7 (59%) • African American (55%) • Asian (61%) • Latino (52%) • White (57%) • Mixed Races (59%) • American Indian (58%) • Other (61%) Grade 9 (46%) • African American (49%)	School Meetings • 183 High School Meetings (source: FUSD Student Support Services) 2024-25: CHKS Caring Adults Key Indicator Grade 5 (71%) • African American (83%) • Asian (71%) • Latino (68%) • White (72%) • Mixed Races (69%) • American Indian (73%) • Other (73%) Grade 7 (60%) • African American (62%) • Asian (62%)	School Meetings • 363 High School Meetings (source: FUSD Student Support Services) 2025-26: CHKS Caring Adults Key Indicator Grade 5 (71%) • African American (62%) • Asian (72%) • Latino (67%) • White (69%) • Mixed Races (71%) • American Indian (73%) • Other (71%) Grade 7 (64%) • African American (60%) • Asian (66%)	School Meetings • 381 High School Meetings CHKS Caring Adults Key Indicator Grade 5 (93%) • African American (84%) • Asian (96%) • Latino (81%) • White (84%) • Mixed Races (91%) • American Indian (95%) • Other (93%) Grade 7 (64%) • African American (60%) • Asian (66%) • Latino (57%) • White (62%)	School Meetings • +16 High School Meetings CHKS Caring Adults Key Indicator Grade 5 (-17%) • African American (-17%) • Asian (-19%) • Latino (-9%) • White (-10%) • Mixed Races (-15%) • American Indian (-17%) • Other (-17%) Grade 7 (+5%) • African American (+5%) • Asian (+5%) • Latino (+7%) • White (+5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Asian (47%) • Latino (40%) • White (52%) • Mixed Races (45%) • American Indian (56%) • Other (43%) Grade 11 (52%) • African American (57%) • Asian (50%) • Latino (53%) • White (53%) • Mixed Races (60%) • American Indian (*) • Other (50%) (source: CalSCHLS 2023-24 CHKS Main Report) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. This metric has been updated to include data disaggregated by unduplicated student group.	• Latino (56%) • White (65%) • Mixed Races (59%) • American Indian (59%) • Other (58%) Grade 9 (49%) • African American (51%) • Asian (49%) • Latino (41%) • White (53%) • Mixed Races (53%) • American Indian (62%) • Other (49%) Grade 11 (53%) • African American (58%) • Asian (52%)	• Latino (59%) • White (62%) • Mixed Races (63%) • American Indian (64%) • Other (59%) Grade 9 (53%) • African American (55%) • Asian (55%) • Latino (47%) • White (58%) • Mixed Races (54%) • American Indian (46%) • Other (51%) Grade 11 (55%) • African American (59%) • Asian (54%)	• Mixed Races (64%) • American Indian (63%) • Other (66%) Grade 9 (51%) • African American (54%) • Asian (52%) • Latino (45%) • White (57%) • Mixed Races (50%) • American Indian (61%) • Other (48%) Grade 11 (57%) • African American (62%) • Asian (55%) • Latino (58%) • White (58%)	• Mixed Races (+4%) • American Indian (+6%) • Other (-2%) Grade 9 (+7%) • African American (+6%) • Asian (+8%) • Latino (+7%) • White (+6%) • Mixed Races (+9%) • American Indian (-10%) • Other (+8%) Grade 11 (+3%) • African American (+2%) • Asian (+4%) • Latino (+1%) • White (+12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Latino (52%) • White (60%) • Mixed Races (59%) • American Indian (47%) • Other (50%) (source: CalSCHLS 2024-25 CHKS Main Report This metric has been updated to include data disaggregated by unduplicated student group.	• Latino (54%) • White (65%) • Mixed Races (55%) • American Indian (65%) • Other (51%) (source: CalSCHLS 2025-26 CHKS Main Report).	• Mixed Races (65%) • American Indian (62%) • Other (55%) This metric has been updated to include data disaggregated by unduplicated student group.	• Mixed Races (-5%) • American Indian (+18%) • Other (+1%) This metric has been updated to include data disaggregated by unduplicated student group.
4.2	Rate of Chronic Absenteeism	2022-23: All Students (12.8%) • English Learners (17.2%) • Long Term English Learners (N/A**) • Foster (57.1%) • Homeless (44.5%) • Socioeconomically	2023-24: All Students (10.6%) • English Learners (15.1%) • Long Term English Learners (18.0%**) • Foster (46.7%)	2024-25: All Students (9.6%) • English Learners (13.4%) • Long-Term English Learners (22.0%) • Foster (45.0%)	All Students (10.0%) • English Learners (10.0%) • Long Term English Learners (10.0%**) • Foster (10.0%) • Homeless (10.0%)	All Students (-3.2%) • English Learners (-3.8%) • Long Term English Learners (+4%) • Foster (-12.1%) • Homeless (+0.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged (23%) • Students with Disabilities (24.7%) (source: 2023 California School Dashboard) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Homeless (37.0%) • Socioeconomically Disadvantaged (19.2%) • Students with Disabilities (20.4%) (source: 2024 California School Dashboard) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Homeless (45.1%) • Socioeconomically Disadvantaged (16.8%) • Students with Disabilities (20.1%) (source: 2025 California School Dashboard)	• Socioeconomically Disadvantaged (10.0%) • Students with Disabilities (10.0%) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Socioeconomically Disadvantaged (-6.2%) • Students with Disabilities (-4.6%) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.
4.3	Suspension Rate	2022-23: All Students (1.7%) • English Learners (2.4%)	2023-24: All Students (2.1%) • English Learners (3.1%)	2024-25: All Students (2.3%) • English Learners (4.3%)	All Students (1.1%) • English Learners (1.8%)	All Students (+0.6%) • English Learners (+1.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Long Term English Learners (N/A**) • Foster (15.2%) • Homeless (7.8%) • Socioeconomically Disadvantaged (4.2%) • Students with Disabilities (6.1%) (source: 2023 California School Dashboard) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Long Term English Learners (11.0%**) • Foster (9.1%) • Homeless (7.3%) • Socioeconomically Disadvantaged (4.5%) • Students with Disabilities (5.3%) (source: 2024 California School Dashboard) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements	• Long-Term English Learners (10.8%) • Foster (9.1%) • Homeless (6.7%) • Socioeconomically Disadvantaged (4.6%) • Students with Disabilities (5.3%) (source: 2025 California School Dashboard)	• Long Term English Learners (4.5%**) • Foster (4.5%) • Homeless (4.5%) • Socioeconomically Disadvantaged (3.3%) • Students with Disabilities (4.5%) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Long Term English Learners (-0.2%**) • Foster (-6.1%) • Homeless (-1.1%) • Socioeconomically Disadvantaged (+0.4%) • Students with Disabilities (-0.8%) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			under Education Code §52052.			
4.4	Number of SARB meetings and Home visits with families for students with consistent attendance and behavior issues	2023-24: • 75 SARB meetings • 80 home visits (source: FUSD Student Support Services)	2024-25: • 48 SARB meetings • 50 home visits (source: FUSD Student Support Services)	2025-26: • 50 SARB meetings • 56 home visits • 23 residency verification (source: Student Support Services) This metric was not captured with disaggregated student group data in 2025–26; future reporting practices will be reviewed to determine whether student group-level data can be included while maintaining student privacy.	• 100 SARB meetings • 100 home visits	-25 SARB meetings -24 home visits This metric was not captured with disaggregated student group data in 2025–26; future reporting practices will be reviewed to determine whether student group-level data can be included while maintaining student privacy.
4.5	Family Engagement Events	2024-25: 28 Family Engagement Events hosted by Federal & State Programs or Student Support Services staff. (Baseline established in 2024-25)	2024-25: 28 Family Engagement Events hosted by Federal & State Programs or Student Support Services staff.	2025-26: 100 Family Engagement Events hosted by Federal & State Programs or Student Support Services staff.	42 Family Engagement Events hosted by Federal & State Programs or Student Support Services staff.	+72 Family Engagement Events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Baseline established in 2024-25)		(Baseline established in 2024-25)	
4.6	Facilities Inspection Tool (FIT) Overall School Rating	2023-24: • Exemplary (7.1%) • Good (71.4%) • Fair (21.4%) • Poor (0%) (source: 2023 Facilities Inspection Tool)	2024-25: • Exemplary (7.5%) • Good (77.5%) • Fair (15.0%) • Poor (0%) (source: 2024 Facilities Inspection Tool)	2025-26: • Exemplary (0%) • Good (80%) • Fair (20%) • Poor (0%) (source: 2025 Facilities Inspection Tool)	- Exemplary or Good (100%)	• Exemplary (-7.1%) • Good (+8.6%) • Fair (-1.4%) • Poor (+/-0%)
4.7	Engagement Events for Native American students and families.	2024-25: 5 Native American Family Engagement Events (Baseline established in 2024-25)	2024-25: 5 Native American Family Engagement Events (Baseline established in 2024-25)	2025-26: 7 Native American Family Engagement Events	8 Native American Family Engagement Events (Baseline established in 2024-25)	+2 Native American Family Engagement Events
4.8	Disproportionality Data • Suspension Rates • CAASPP Proficiency • CHKS Key Indicators	2022-23: Suspension Rate All Students (1.7%) • English Learners (2.4%) • Long Term English Learners (N/A**) • Foster (15.2%) • Homeless (7.8%)	2023-24: Suspension Rate All Students (2.1%) • English Learners (3.1%) • Long Term English Learners (11.0%**) • Foster (9.1%)	2024-25: Suspension Rate All Students (2.3%) • English Learners (4.3%) • Long-Term English Learners (10.8%**) • Foster (9.1%)	Suspension Rate All Students (1.1%) • English Learners (1.8%) • Long Term English Learners (4.5%**) • Foster (4.5%)	Suspension Rate All Students (+0.6%) • English Learners (+1.9%) • Long Term English Learners (-0.2%**) • Foster (-6.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Socioeconomically Disadvantaged (4.2%) • Students with Disabilities (6.1%) • African American (8.1%) • Hispanic (4.5%) • Pacific Islander (4.5%) • White (3.7%) • Filipino (1.6%) • American Indian (1.8%) • Two or More Races (2.3%) • Asian (0.6%) (source: 2023 California School Dashboard) 2022-23: ELA SBAC All Students (70.4 points above standard) • English Learners (11 points below standard) • Long Term English Learners (N/A**) • Foster (*)	• Homeless (7.3%) • Socioeconomically Disadvantaged (4.5%) • Students with Disabilities (5.3%) • African American (6.5%) • Hispanic (5.4%) • Pacific Islander (4.9%) • White (3.6%) • Filipino (1.5%) • American Indian (3.1%) • Two or More Races (2.6%) • Asian (1.0%) (source: 2024 California School Dashboard) 2023-24:	• Homeless (6.7%) • Socioeconomically Disadvantaged (4.6%) • Students with Disabilities (5.3%) • African American (6.6%) • Hispanic (5.4%) • Pacific Islander (5.5%) • White (3.6%) • Filipino (2.5%) • American Indian (2.6%) • Two or More Races (2.9%) • Asian (1.2%) (source: 2025 California School Dashboard) 2024-25:	• Homeless (4.5%) • Socioeconomically Disadvantaged (3.3%) • Students with Disabilities (4.5%) • African American (4.5%) • Hispanic (3.6%) • Pacific Islander (3.6%) • White (2.8%) • Filipino (1.1%) • American Indian (1.1%) • Two or More Races (1.7%) • Asian (0.3%) ELA SBAC All Students (75.4 points above standard)	• Homeless (-1.1%) • Socioeconomically Disadvantaged (+0.4%) • Students with Disabilities (-0.8%) • African American (-1.5%) • Hispanic (+0.9%) • Pacific Islander (+1.0%) • White (-0.1%) • Filipino (+0.9%) • American Indian (+0.8%) • Two or More Races (+0.6%) • Asian (+0.6%) ELA SBAC All Students (-5.7 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless (98.9 points below standard) • Socioeconomically Disadvantaged (5.8 points below standard) • Students with Disabilities (57.4 points below standard) • African American (22.6 points below standard) • Hispanic (27.1 points below standard) • Pacific Islander (26 points below standard) • White (36.4 points above standard) • Filipino (55.9 points above standard) • American Indian (57 points above standard)	ELA SBAC All Students (64.5 points above standard) • English Learners (17.0 points below standard**) • Long Term English Learners (84.0 points below standard) • Foster (*) • Homeless (90.3 points below standard) • Socioeconomically Disadvantaged (10.7 points below standard) • Students with Disabilities (61.8	ELA SBAC All Students (64.7 points above standard) • English Learners (14.8 points below standard) • Long-Term English Learners (82.1 points below standard) • Foster (*) • Homeless (111.6 points below standard) • Socioeconomically Disadvantaged (5.6 points below standard) • Students with Disabilities (64.9 points	• English Learners (2.0 points below standard) • Long Term English Learners (2.0 points below standard**) • Foster (*) • Homeless (5.0 points below standard) • Socioeconomically Disadvantaged (3.2 points below standard) • Students with Disabilities (5.0 points below standard) • African American	• English Learners (-3.8 points) • Long Term English Learners (+1.9 points**) • Foster (*) • Homeless (-12.7 points) • Socioeconomically Disadvantaged (+0.2 points) • Students with Disabilities (-7.5 points) • African American (-5.6 points) • Hispanic (-8.2 points) • Pacific Islander (-15.1 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Two or More Races (55.9 points above standard) • Asian (100.6 points above standard) Math SBAC All Students (54.9 points above standard) • English Learners (22.6 points below standard) • Long Term English Learners (N/A**) • Foster (*) • Homeless (141.8 points below standard) • Socioeconomically Disadvantaged (40.8 points below standard) • Students with Disabilities (84.7 points below standard) • African American (76	points below standard) • African American (17.8 points below standard) • Hispanic (35.6 points below standard) • Pacific Islander (26.9 points below standard) • White (27.3 points above standard) • Filipino (51.4 points above standard) • American Indian (52.6 points above standard)	below standard) • African American (28.2 points below standard) • Hispanic (35.3 points below standard) • Pacific Islander (41.1 points below standard) • White (31.5 points above standard) • Filipino (56.3 points above standard) • American Indian (62.3 points above standard) • Two or More	(5.0 points below standard) • Hispanic (5.0 points below standard) • Pacific Islander (5.0 points below standard) • White (41.4 points above standard) • Filipino (60.9 points above standard) • American Indian (62 points above standard) • Two or More Races (60.9 points above standard)	• White (-4.9 points) • Filipino (+0.4 points) • American Indian (+5.3 points) • Two or More Races (-6.9 points) • Asian (-4.9 points) Math SBAC All Students (-0.4 points) • English Learners (-0.8 points) • Long Term English Learners (-3.7 points**) • Foster (*) • Homeless (+1.5 points) • Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard) • Hispanic (73.4 points below standard) • Pacific Islander (64.8 points below standard) • White (2.2 points below standard) • Filipino (14.8 points above standard) • American Indian (8.3 points above standard) • Two or More Races (28.8 points above standard) • Asian (97.8 points above standard) (source: 2023 California School Dashboard) 2023-24: CHKS Caring Adults Key Indicator Grade 5 (88%) • African American (79%) • Asian (91%)	• Two or More Races (47.8 points above standard) • Asian (95.7 points above standard Math SBAC All Students (51.8 points above standard) • English Learners (26.8 points below standard) • Long Term English Learners (138.5 points below standard**) • Foster (*) • Homeless (138.5 points below standard)	Races (49.0 points above standard) • Asian (95.7 points above standard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 2025 California School Dashboard) Math SBAC All Students (54.5 points above standard) • English Learners (23.4 points below standard) • Long-Term English Learners (142.2 points	• Asian (105.6 points above standard) Math SBAC All Students (59.9 points above standard) • English Learners (13.6 points below standard) • Long Term English Learners (13.6 points below standard**) • Foster (*) • Homeless (25.0 points below standard) • Socioeconomically Disadvantaged (25.0 points	Disadvantaged (+7.3 points) • Students with Disabilities (-3.6 points) • African American (-0.2 points) • Hispanic (-3.1 points) • Pacific Islander (-14.5 points) • White (+0.3 points) • Filipino (+4.9 points) • American Indian (+47.0 points) • Two or More Races (-8.7 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Latino (76%) • White (79%) • Mixed Races (86%) • American Indian (90%) • Other (88%) Grade 7 (59%) • African American (55%) • Asian (61%) • Latino (52%) • White (57%) • Mixed Races (59%) • American Indian (58%) • Other (61%) Grade 9 (46%) • African American (49%) • Asian (47%) • Latino (40%) • White (52%) • Mixed Races (45%) • American Indian (56%) • Other (43%) Grade 11 (52%) • African American (57%) • Asian (50%) • Latino (53%)	• Socioeconomically Disadvantaged (41.3 points below standard) • Students with Disabilities (86.7 points below standard) • African American (63.3 points below standard) • Hispanic (78.1 points below standard) • Pacific Islander (78.7 points below standard) • White (5.9 points below standard)	below standard) • Foster (*) • Homeless (140.3 points below standard) • Socioeconomically Disadvantaged (33.5 points below standard) • Students with Disabilities (88.3 points below standard) • African American (76.2 points below standard) • Hispanic (76.5 points below standard) • Pacific Islander (79.3	below standard) • Students with Disabilities (25.0 points below standard) • African American (25.0 points below standard) • Hispanic (25.0 points below standard) • Pacific Islander (25.0 points below standard) • White (0.0 points above standard) • Filipino (19.8 points above standard) • American Indian	• Asian (+1.2 points) CHKS Caring Adults Key Indicator Grade 5 (-17%) • African American (-17%) • Asian (-19%) • Latino (-9%) • White (-10%) • Mixed Races (-15%) • American Indian (-17%) • Other (-17%) Grade 7 (+5%) • African American (+5%) • Asian (+5%) • Latino (+7%) • White (+5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• White (53%) • Mixed Races (60%) • American Indian (*) • Other (50%) (source: CalSCHLS 2023-24 CHKS Main Report) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data was not available on the 2023 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Filipino (11.2 points above standard) • American Indian (36.2 points above standard) • Two or More Races (25.7 points above standard) • Asian (95.6 points above standard) (source: 2024 California School Dashboard) 2024-25: CHKS Caring Adults Key Indicator Grade 5 (71%) • African American (83%) • Asian (71%)	points below standard) • White (1.9 points below standard) • Filipino (19.7 points above standard) • American Indian (55.3 points above standard) • Two or More Races (20.1 points above standard) • Asian (99.0 points above standard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 2025	(3.3 points above standard) • Two or More Races (33.8 points above standard) • Asian (102.8 points above standard) CHKS Caring Adults Key Indicator Grade 5 (93%) • African American (84%) • Asian (96%) • Latino (81%) • White (84%) • Mixed Races (91%) • American Indian (95%)	• Mixed Races (+4%) • American Indian (+6%) • Other (-2%) Grade 9 (+7%) • African American (+6%) • Asian (+8%) • Latino (+7%) • White (+6%) • Mixed Races (+9%) • American Indian (-10%) • Other (+8%) Grade 11 (+3%) • African American (+2%) • Asian (+4%) • Latino (+1%) • White (+12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Latino (68%) • White (72%) • Mixed Races (69%) • American Indian (73%) • Other (73%) Grade 7 (60%) • African American (62%) • Asian (62%) • Latino (56%) • White (65%) • Mixed Races (59%) • American Indian (59%) • Other (58%) Grade 9 (49%) • African American (51%) • Asian (49%)	California School Dashboard) 2025-26: CHKS Caring Adults Key Indicator Grade 5 (71%) • African American (62%) • Asian (72%) • Latino (67%) • White (69%) • Mixed Races (71%) • American Indian (73%) • Other (71%) Grade 7 (64%) • African American (60%) • Asian (66%) • Latino (59%) • White (62%)	• Other (93%) Grade 7 (64%) • African American (60%) • Asian (66%) • Latino (57%) • White (62%) • Mixed Races (64%) • American Indian (63%) • Other (66%) Grade 9 (51%) • African American (54%) • Asian (52%) • Latino (45%) • White (57%) • Mixed Races (50%) • American Indian (61%)	• Mixed Races (-5%) • American Indian (+18%) • Other (+1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Latino (41%) • White (53%) • Mixed Races (53%) • American Indian (62%) • Other (49%) Grade 11 (53%) • African American (58%) • Asian (52%) • Latino (52%) • White (60%) • Mixed Races (59%) • American Indian (47%) • Other (50%) (source: CalSCHLS 2024-25 CHKS Main Report) *Due to privacy concerns, data for	• Mixed Races (63%) • American Indian (64%) • Other (59%) Grade 9 (53%) • African American (55%) • Asian (55%) • Latino (47%) • White (58%) • Mixed Races (54%) • American Indian (46%) • Other (51%) Grade 11 (55%) • African American (59%) • Asian (54%) • Latino (54%) • White (65%)	• Other (48%) Grade 11 (57%) • African American (62%) • Asian (55%) • Latino (58%) • White (58%) • Mixed Races (65%) • American Indian (62%) • Other (55%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. A Target Year 3 Outcome was established after	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student groups with fewer than 11 members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	• Mixed Races (55%) • American Indian (65%) • Other (51%) (source: CalSCHLS 2025-26 CHKS Main Report).	the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	
4.9	Percentage of interactive CAASPP Student Score Reports, with included next-step resources, accessed by unduplicated families.	2023-24: 27% of CAASPP VSSRs accessed (Baseline established in 2024-25)	2023-24: 27% of CAASPP VSSRs accessed (Future VSSR dashboards will allow for the disaggregation of results by student group.) (Baseline established in 2024-25)	2024-25: 100% of CAASPP VSSRs accessible through Aeries Parent Portal (Baseline established in 2024-25)	100% (Baseline established in 2024-25)	+73%
4.10	District-wide ADA	2023-24: 95.39% (source: 2023-24 LCFF Calculator)	2024-25: 96.45% (source: 2024-25 LCFF Calculator)	2025-26: 96.77% (source: 2025-26 LCFF Calculator)	96.39%	+1.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Number of students reported as Middle School Dropouts	2022-23: 3 (source: CALPADS)	2023-24: 3 (source: CALPADS 1.12 - Dropouts - Count Disaggregated)	2024-25: 3 • English Learners: 1 • Socioeconomically Disadvantaged: 3 (source: CALPADS 1.24 - Dropouts by Subgroup)	0 • 0 English Learners • 0 Socioeconomically Disadvantaged	+/-0
4.12	Four-Year Adjusted Cohort Dropout Rate	2022-23: Overall (3.2%) • English Learners (10.6%) • Foster Youth (*) • Homeless (27.0%) • Migrant (*) • Students with Disabilities (8.3%) • Socioeconomically Disadvantaged (6.4%) (source: 2023 DataQuest) *Due to privacy concerns, data for student groups with	2023-24: Overall (3.6%) • English Learners (13.9%) • Foster Youth (*) • Homeless (16.7%) • Migrant (*) • Students with Disabilities (9.8%) • Socioeconomically Disadvantaged (6.9%) (source: 2024 DataQuest) *Due to privacy concerns, data for	2024-25: Overall (2.3%) • English Learners (10.2%) • Foster Youth (*) • Homeless (14.3%) • Migrant (*) • Students with Disabilities (3.3%) • Socioeconomically Disadvantaged (4.0%) (source: DataQuest) *Due to privacy concerns, data for	Overall (0.0%) • English Learners (0.0%) • Foster (0.0%) • Homeless (0.0%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.0%) • Students with Disabilities (0.0%)	Overall (-0.9%) • English Learners (-0.4%) • Foster (*%) • Homeless (-12.7%) • Migrant (*%) • Socioeconomically Disadvantaged (-2.4%) • Students with Disabilities (-5.0%) *Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.	student groups with fewer than 11 members is suppressed.	student groups with fewer than 11 members is suppressed.		members is suppressed.
4.13	Expulsion Rate	2022-23: All Students (0.0%) • English Learners (0.1%) • Foster (0.0%) • Homeless (0.8%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.1%) • Students with Disabilities (0.1%) (source: 2023 DataQuest)	2023-24: All Students (0.0%) • English Learners (0.0%) • Foster (0.0%) • Homeless (0.0%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.1%) • Students with Disabilities (0.0%) (source: 2024 DataQuest)	2024-25: All Students (0.0%) • English Learners (0.0%) • Foster (0.0%) • Homeless (0.0%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.1%) • Students with Disabilities (0.0%) (source: DataQuest)	All Students (0.0%) • English Learners (0.0%) • Foster (0.0%) • Homeless (0.0%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.0%) • Students with Disabilities (0.0%)	All Students (+/- 0.0%) • English Learners (-0.1%) • Foster (+/- 0.0%) • Homeless (-0.8%) • Migrant (+/-0.0%) • Socioeconomically Disadvantaged (+/- 0.0%) • Students with Disabilities (-0.1%)

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.

Action 4.1 – Student Support Services provided wraparound services that included home visits to address barriers to attendance and outreach to outside providers to deliver direct services. Supplies were also purchased to assist with barriers that elementary students may face in the classroom.

Action 4.2 – Child Welfare and Attendance (CWA) staff worked closely with school sites and families. Meetings were held with attendance clerks and office staff. During the 2025–26 school year, 56 home visits were conducted to better understand barriers to attendance. A total of 50 SARB meetings were held. The SARB process has shifted from a punitive model to a supportive model, with community providers participating to facilitate warm handoffs to services when needed.

Action 4.3 – While FUSD did not contract with an external provider to implement this work, department administrators supported secondary schools with restorative practices and meetings. Funding was not used to contract with a provider for this goal.

Action 4.4 – The Student Support Services department is staffed to provide wraparound services for students. This direct support ensures that students feel safe, attend school, and have access to the full school experience.

Action 4.5 – The Parent Outreach Coordinator facilitated monthly family engagement meetings for unduplicated families through online sessions designed to address identified areas of need and interest based on family input and review of district and school-level data. Meetings were conducted through Zoom, which families identified as the most accessible and convenient platform, and translation services were provided in Spanish and Chinese to support multilingual families across Fremont Unified School District. Workshop topics throughout the year included Social and Emotional Wellness; how to support students with the Smarter Balanced Assessment Consortium (SBAC); how to support students with the English Language Proficiency Assessments for California (ELPAC); Let's Talk Literacy; Graduation and College Preparation; the Value of School Attendance; Ways to Support Students with Homework; and Beyond the Classroom. Additionally, the Parent Outreach Coordinator partnered with local agencies and community-based organizations to address the evolving needs of families and connect immigrant communities with current resources and supports. The District also continued maintaining and updating the Parent and Family Engagement webpage to provide families with centralized access to information and resources. Staff further collaborated with school sites through participation in English Learner Advisory Committee (ELAC) meetings, facilitation of family workshops, and support of other site-based engagement activities. Additionally, the Parent Outreach Coordinator partnered with local agencies and community based organizations to help address the evolving needs of families. Through collaboration with school sites and local organizations, we have been able to connect our immigrant community with up to date resources as it continues to evolve. The district also curates and consistently refreshes information on the Parent and Family Engagement webpage, offering families a centralized hub of accessible support and materials. In addition, staff regularly collaborate with school sites to strengthen communication and provide direct support by participating in ELAC meetings, facilitating family workshops, and engaging in other site-based events.

Action 4.6 – Fremont Unified maintained school facilities in good repair throughout the 2025–26 school year through ongoing monitoring, preventative maintenance, and timely response to site-based work orders. Although this action is identified within the LCAP, the work was funded and implemented through the district's facilities and maintenance budget outside of LCAP funding. Efforts included routine inspections, coordination with site staff, and prioritization of repairs to ensure that all learning environments remained safe, functional, and conducive to instruction.

Action 4.7 – The Community Liaison for the Native American Studies Program provided targeted support to Native students across FUSD. This included connecting students to cultural enrichment opportunities, offering academic tutoring, and organizing field trips to local universities and businesses. Through these experiences, affinity groups at local organizations engaged with students, offering mentorship and exposure to college life and potential postsecondary career pathways.

Action 4.8 – Professional development was expanded during the 2025–26 school year through a partnership with Scholar System and Dr. Victor Rios to deepen districtwide capacity in anti-bias, culturally responsive, and asset-based instructional practices. Building on the prior year's foundational work with Empowered Minds Collective and the NAACP, this year's efforts focused on equipping school leaders and staff with tools to examine bias, shift from deficit-based to asset-based thinking, and strengthen equitable instructional practices. Professional learning sessions were conducted throughout the school year, including targeted modules such as Interrupting Bias (September 2025), Examining Behavior (October 2025), Reframing Rigor (November 2025), and The Damage of Deficit Thinking (July 2025). These sessions supported educators in understanding the relationship between implicit bias, student behavior, and instructional expectations, with an emphasis on building trusting relationships, identifying root causes of behavior, and applying asset-based strategies to support student success. Additional learning focused on strengthening instructional rigor through culturally responsive practices, emphasizing that rigor is not defined by increased workload but by meaningful, high-level learning opportunities for all students. Across sessions, educators engaged in reflection, discussion, and application strategies to interrupt bias in classroom and leadership contexts and foster more equitable school environments. These efforts continued to align with the district's focus on addressing disproportionality in discipline and supporting unduplicated student groups by strengthening educator capacity to create inclusive and culturally responsive learning environments.

Action 4.9 – Funds were utilized to increase family access to academic progress information and actionable next steps resources. One hundred percent of CAASPP Video Student Score Reports (VSSRs) are now accessible through the Aeries Parent Portal, allowing families to view student assessment results within a familiar platform used for grades, attendance, and report cards. This represents a shift from prior email-based distribution methods, which resulted in lower engagement due to outdated contact information or messages being filtered as spam. In addition to improved access, families were provided with actionable next steps through resources available on the CAASPP and ELPAC website, supporting greater understanding of student performance and strategies for academic improvement. These efforts are intended to strengthen family engagement and better equip families with accessible and meaningful information to support student learning.

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.

Action 4.2 – There was an initial plan to acquire Attention to Attendance; however, after further review, it was determined that the District could conduct the necessary reporting and monitoring within the existing Student Information System. This decision also provided additional time for staff learning and implementation refinement prior to introducing any new programs or systems.

Action 4.3 – This activity was not implemented as originally planned, as the intended contract with an outside provider was not finalized. Instead, internal staff provided targeted support to school sites related to restorative practices on a case-by-case basis.

Action 4.4 – The difference between the planned expenditures and the estimated actuals was due to staffing associated with this goal and action. As noted previously, the district anticipated an increase to salary cost based on labor negotiations. At this point, no settlement has been reached.

Action 4.5 – Due to a staffing transition, expenditures were lower than projected as the position was filled by an employee placed at a lower salary schedule step based on years of service and tenure.

Action 4.7 – Due to staffing and recruitment constraints, the position remained vacant and was unable to be filled during the school year.

Action 4.8 – This had an increase in cost due to need. Staff hired supplemental training for leaders and their administrative teams who received coaching in the area of anti-bias professional development.

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

Action 4.1 – The action was effective. Student Support Services implemented a range of strategies, including home outreach, referrals to external providers, and efforts to mitigate classroom-related barriers through the provision of supplies. This layered approach suggests a coordinated use of wraparound supports aimed at addressing attendance, access, and engagement, particularly among elementary students with higher levels of need. Findings indicate generally more consistent and favorable trends in perceptions of connectedness at the secondary level, including among certain student groups in Grades 9 and 11. In contrast, some variability is evident in the elementary grades, where select subgroups, such as students identified as Mixed Race and American Indian, demonstrated notable declines. Overall, the data point to mixed outcomes, highlighting areas of promise alongside opportunities for more targeted and differentiated supports, particularly in earlier grade levels and among historically underserved student populations. Effectiveness for this action is measured by Metric(s) 4.1 and 4.8.

Action 4.2 – The action was partially effective. The 56 home visits and 50 SARB meetings demonstrate strong outreach. The shift from punitive to supportive measures aligns with best practices in chronic absenteeism work. Partnering with community providers for warm handoffs further strengthens this system. Continued tracking of long-term attendance improvements would help measure full effectiveness. This action has been effective in addressing chronic absenteeism among unduplicated student groups. The deployment of Child Welfare and Attendance (CWA) liaisons and centralized coordination of attendance interventions have contributed to notable improvements. Chronic absenteeism rates decreased significantly from 2022–23 to 2023–24 for foster youth (-10.4%), homeless students (-7.5%), socioeconomically disadvantaged students (-3.8%), and students with disabilities (-4.3%). These declines suggest that the systems of support implemented through MTSS, SARB processes, and home visits are meeting the attendance needs of students most at risk. While all student groups saw progress, the largest gains occurred for groups with the highest baseline rates, reflecting an equity-driven focus. Based on these outcomes, this action is considered effective. Effectiveness for this action is measured by Metric(s) 4.2, 4.4, 4.10, 4.11, and 4.12.

Action 4.3 – The action was not effective. Although administrators supported schools in restorative practices informally, the absence of a formal provider meant the goal's full scope was not achieved. Effectiveness for this action is measured by Metric(s) 4.3 and 4.13.

Action 4.4 – This action was partially effective. Increased staffing in Student Support Services supported direct service delivery intended to strengthen school-to-home connectedness, address attendance and behavior barriers, and improve student access to the full school experience. Effectiveness was determined by reviewing implementation data for SARB meetings, home visits, residency verifications, districtwide ADA, and dropout-related outcomes. Between 2024–25 and 2025–26, SARB meetings increased from 48 to 50, home visits increased from 50 to 56, and 23 residency verifications were completed, indicating continued use of direct outreach and intervention strategies. Districtwide ADA also increased, and middle school dropout counts remained stable while the four-year cohort dropout rate decreased overall and for several student groups, suggesting positive movement in broader engagement outcomes. However, SARB meetings and home visits remained below the original baseline, and these services were not captured with disaggregated student group data in 2025–26, limiting the district's ability to evaluate impact by unduplicated student group. Because implementation increased from the prior

year and broader engagement indicators showed some positive results, but direct service counts remained below baseline and student group-level service data were not available, this action is considered partially effective. Effectiveness for this action is measured by Metric(s) 4.4, 4.10, 4.11, and 4.12.

Action 4.5 – This action was effective as demonstrated by the increase in the number of community enagement events facilitated in the 2025-26 school year in comparison to our baseline. Effectiveness for this action is measured by Metric(s) 4.5.

Action 4.6 – This action was partially effective. Facilities across the district remained in good condition, as measured by the California Department of General Services' Facility Inspection Tool (FIT). Results indicate that school sites met standards for good repair, supporting safe and functional learning environments for all students. Maintaining facilities in good condition contributes to student engagement, attendance, and overall school climate. Effectiveness for this action is measured by Metric(s) 4.6.

Action 4.7 – This action was partially effective due to staffing changes early in the year. A community liaison was not hired; internal administrators enacted the action for the remainder of the instructional year. Effectiveness for this action is measured by Metric(s) 4.7.

Action 4.8 – This action was partially effective. Professional development provided through Scholar System, Empowered Minds Collective, and the NAACP supported school leaders and staff in developing a shared understanding of anti-bias practices, asset-based language, and culturally responsive instruction. Evidence of implementation is reflected in Tier 1 Instruction Walkthrough data, with 1,234 classroom observations conducted during the 2025–26 school year. Within the Culturally Responsive Teaching domain, 48.3% of classrooms demonstrated evidence of asset-based language, 53.7% demonstrated equitable student participation, and 46.8% demonstrated cultural connections in classroom environment or curriculum. These data indicate that culturally responsive practices are being implemented in a significant number of classrooms, while also showing that implementation is not yet consistent across all classrooms. Effectiveness was determined by reviewing both implementation evidence and student outcome data related to disproportionality. Outcome metrics show mixed results: suspension rates improved for some student groups, including Homeless students and Students with Disabilities, but increased for English Learners, Socioeconomically Disadvantaged students, and several racial/ethnic student groups; CAASPP results also showed mixed performance across student groups; and CHKS Caring Adult results improved at several secondary grade levels while declining at Grade 5. Because the action established and began scaling culturally responsive and asset-based instructional practices, but student outcome data continue to show subgroup disparities and uneven results, this action is considered partially effective. Continued professional learning and walkthrough monitoring will be needed to increase consistency of culturally responsive practices and strengthen impact for student groups disproportionately affected by discipline and academic outcome disparities. Effectiveness for this action is measured by Metric(s) 4.8.

Action 4.9 – This was effective in improving family access to academic progress information. Embedding CAASPP Video Student Score Reports (VSSRs) within the Aeries Parent Portal increased the likelihood that families accessed student results by placing reports in a platform they already use regularly, addressing prior engagement challenges associated with email-based distribution. Providing families with accessible reports paired with actionable resources supports greater understanding of student performance and strengthens families’ ability to support student learning. This approach is particularly important for families of unduplicated students, ensuring more equitable access to timely and usable academic information. Effectiveness for this action is measured by Metric(s) 4.9.

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.

Action 4.1 – Due to medical billing options, the cost for working with agencies to provide wrap around services will decrease but the support will continue at our sites to help connect our students and families to necessary services they need to support the whole child.

Action 4.2 – No changes are planned for this action.

Action 4.3 – This action was not enacted due to an inability to secure a professional development provider. Department administrators instead provided support. FUSD anticipates not funding this action in the next year and will continue supporting this work through internal staff.

Action 4.4 – No major programmatic changes are planned for this action in 2026–27. The district will continue providing school-to-home connectedness supports through Student Support Services, including direct outreach, home visits, SARB-related interventions, residency verification, and coordination with families to address attendance and behavior barriers. Given that SARB meetings and home visits remain below baseline and 2025–26 service data were not captured by student group, the district will continue reviewing implementation practices to better understand patterns in referrals, outreach, and service delivery across school sites. Where feasible and while maintaining student privacy, the district will also review whether future reporting can better capture student group-level information for SARB meetings, home visits, and related interventions. This continued monitoring will help strengthen the district's ability to evaluate whether school-to-home supports are reaching students and families with the greatest attendance, engagement, and connectedness needs.

Action 4.5 – There will be a shift in the district's approach to family engagement. Community liaison positions will no longer be maintained in their current structure. Instead, the district will implement a more centralized and comprehensive model of support, complemented by targeted support for individual school sites as needed. This revised approach is designed to strengthen consistency in family engagement practices while allowing for more strategic, site-responsive support to better meet the needs of families across the district.

Action 4.7 – The intent is to hire someone to fill the vacancy so that we are able to support our Native American students and their families.

Action 4.8 – Fremont Unified School District will continue strengthening anti-bias and culturally responsive instructional practices during the 2026–27 school year. Building on the professional learning provided in partnership with Scholar System, the district will maintain a focus on increasing the consistency of asset-based language, equitable student participation, and culturally relevant instructional practices across classrooms. At the time of LCAP development, the district is conducting an exit interview with Scholar System to evaluate the impact of the current professional learning and determine next steps for sustaining and deepening this work. Findings from this process will inform the scope and focus of professional development for the 2026–27 school year, including potential continuation, refinement, or expansion of training and coaching supports. Given continued subgroup disparities in discipline, academic outcomes, and school connectedness data, future efforts will prioritize increasing the percentage of classrooms demonstrating culturally responsive teaching practices, with a continued emphasis on supporting unduplicated student groups and student groups experiencing disproportionate outcomes. District and site staff will continue monitoring implementation through Tier 1 Instruction Walkthrough data and aligning professional learning to observed areas of need.

Action 4.9 – No changes are planned for this action.

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	Wrap Around Services	Bridge access to community resources by providing unduplicated students to wrap around services	$348,172.00	Yes
4.2	Chronic Absenteeism	Address attendance barriers with staff to support unduplicated students with chronic absenteeism	$318,801.00	Yes
4.3	Restorative Practices	Strengthen relationships with unduplicated students to foster safe learning environments through restorative practices	$200,000.00	Yes
4.4	School-To-Home Connectedness	Enhance unduplicated student, family and staff connectedness through direct services	$1,768,563.00	Yes
4.5	Family Engagement	Nurture positive relationships with unduplicated families through family engagement opportunities	$91,162.00	Yes
4.6	Facilities	Maintain good repair of school facilities to provide a conducive learning environment	$14,985,406.00	No
4.7	Native American Students	Connect unduplicated Native American students to services above and beyond core services	$25,401.00	Yes
4.8	Ant-Bias and Culturally	Enact professional development on anti-bias and culturally responsive training to address the unduplicated student groups in the red for suspension	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Responsive Instruction			
4.9	Supplemental Academic Programs	Increase families of unduplicated students' access to academic progress reports paired with actionable next steps resources	$65,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Robertson High will: Reduce overall suspension rates by 10% to improve school climate and student outcomes. • Particular focus will be placed on English Learners, Hispanic Students, Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White Students, who were previously identified in Red on the 2024 California School Dashboard. Increase overall College & Career Readiness (CCI) rates by 20% to expand post-secondary opportunities for students. • Particular focus will be placed on Hispanic and Socioeconomically Disadvantaged (SED) students, who were previously identified in Red on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 5 is focused on aligning resources within Robertson High School to improve school climate and post-secondary readiness for student groups identified in Red on the California School Dashboard. Activities include:

- Expanding mentorship and case management to support student engagement and academic progress.
- Strengthening Restorative Practices & PBIS to improve school culture and reduce suspensions.
- Enhancing mental health and SEL supports to address barriers to student success.
- Increasing access to career-aligned coursework through Dual Enrollment and CTE Pathways.
- Providing targeted post-secondary interventions to improve College & Career Readiness outcomes.

By implementing these strategies, Robertson High will make measurable progress in reducing suspensions and increasing College & Career Readiness, supporting Robertson High's movement from Red to Orange or better on the Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate at Robertson High School	2023-24: Suspension Rate All Students (17.3%) • English Learners (21.2%) • Long Term English Learners (20.8%) • Socioeconomically Disadvantaged (20.3%) • Students with Disabilities (14.7%) • Hispanic (18.5%) • White (16.7%) (source: 2024 California School Dashboard)	N/A – EM Goal Identified Mid-Cycle (2024-25 Data Will Be First Outcome Measure)	2024-25: Suspension Rate All Students (11.6%) • English Learners (10.4%) • Long-Term English Learners (8.5%) • Socioeconomically Disadvantaged (11.0%) • Students with Disabilities (1.9%) • Hispanic (13.6%) • White (5.4%) (source: 2025 California School Dashboard)	Suspension Rate All Students (7.3%) • English Learners (11.2%) • Long Term English Learners (10.8%) • Socioeconomically Disadvantaged (10.3%) • Students with Disabilities (4.7%) • Hispanic (8.5%) • White (6.7%) • White (6.7%)	Suspension Rate All Students (-5.7%) • English Learners (-10.8%) • Long-Term English Learners (-12.3%) • Socioeconomically Disadvantaged (-9.3%) • Students with Disabilities (-12.8%) • Hispanic (-4.9%) • White (-11.3%)
5.2	College & Career Readiness (CCI) Rate at Robertson High School	2023-24: Prepared for College/Career All Students (8.3%) • Socioeconomically Disadvantaged (7.1%)	N/A – EM Goal Identified Mid-Cycle (2024-25 Data Will Be First Outcome Measure)	2024-25: Prepared for College/Career All Students (3.9%) • Socioeconomically Disadvantaged (2.2%)	Prepared for College/Career All Students (28.3%) • Socioeconomically Disadvantaged (27.1%)	Prepared for College/Career All Students (-4.4%) • Socioeconomically Disadvantaged (-4.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Hispanic (6.5%) (source: 2024 California School Dashboard)		• Hispanic (1.8%) (source: 2025 California School Dashboard)	• Hispanic (26.5%)	• Hispanic (-4.7%)

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.

Action 5.1 – Robertson High School addresses this action through SPSA Goal 2 (Course Completion), where transportation is identified as a key strategy to eliminate barriers to attendance and punctuality. The site allocated Equity Multiplier funds to provide bus routes to ensure students are able to access school consistently. This strategy is implemented as part of a broader Multi-Tiered System of Supports (MTSS), which includes academic interventions (push-in support and flex time), behavioral supports ("Will" intervention), and mental health services. Within this framework, transportation is a foundational access support, enabling students—many of whom are credit deficient upon enrollment—to attend school regularly and participate in instructional and intervention programs designed to improve course completion and graduation outcomes for unduplicated student groups.

Action 5.2 – Robertson High School addresses this action through SPSA Goal 2 (Course Completion) and SPSA Goal 4 (Engagement and Behavior), where mental health coaching and social-emotional supports are implemented to address barriers to student engagement and reduce behavioral incidents. The site implemented mental health coaching services as part of its Equity Multiplier-funded strategies, integrated within a broader Multi-Tiered System of Supports (MTSS). These services are designed to support students with behavioral challenges, including those with multiple referrals, by addressing underlying causes such as social-emotional needs, disengagement, and external stressors. Mental health coaching is implemented alongside other supports including "Will" interventions, Wellness Center services, restorative practices, and staff collaboration structures. Together, these supports aim to improve student engagement, reduce disciplinary incidents, and increase access to instruction for unduplicated student groups.

Action 5.3 – Robertson High School addresses this action through SPSA Goal 3 (Graduation), Goal 2 (Course Completion), and Goal 5 (College and Career Readiness) by implementing coordinated systems for graduation progress monitoring and targeted interventions for students not on track. Key strategies include quarterly credit audits, transcript analysis, and ongoing monitoring of potential graduates to identify students at risk of not graduating and to implement timely, targeted supports. These supports include push-in academic assistance, flex interventions, and case management through coordination between teachers, counselors, and intervention teams. In addition, Robertson High School provides postsecondary readiness opportunities such as college and career exploration activities, workshops, and family engagement events designed to increase awareness and access to postsecondary pathways for students, particularly those not yet meeting College and Career Indicator (CCI) benchmarks.

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.

Action 5.1 – Robertson High School allocated approximately $65,000 in Equity Multiplier funds to provide transportation services through bus routes. Expenditures were aligned with the planned implementation of this action. As transportation is a contracted and usage-based service, any minor variance would be attributable to typical fluctuations in ridership and service costs rather than changes in program implementation. Overall, funds were utilized as intended to support consistent student access to school.

Action 5.2 – Robertson High School allocated approximately $80,000 in Equity Multiplier funds for mental health coaching services. Expenditures were aligned with planned implementation, as mental health coaching was a core component of the site's strategy to address behavioral and engagement barriers. Any minor variance would reflect standard adjustments in contracted service delivery or staffing rather than a change in program design. Overall, funds were utilized as intended to provide direct student support services.

Action 5.3 –Due to challenges in recruiting and filling the position, services were not delivered at the full planned level of implementation. However, essential services continued to be provided to students through existing staff, ensuring continuity of support, albeit at a reduced capacity compared to the original scope.

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

Action 5.1 – This action was partially effective. Transportation supports were implemented as part of Robertson High School's broader MTSS framework to reduce barriers to attendance, punctuality, course completion, and participation in academic interventions. SPSA analysis identifies attendance as a significant contributing factor to course completion, with students demonstrating higher attendance achieving stronger academic outcomes. During the 2025–26 school year, Robertson High School reported course completion rates ranging from 83% to 88% across quarters, reflecting positive movement in students' access to instruction and academic support. These improvements were supported by coordinated MTSS strategies, including transportation, which helped remove access barriers and allowed students to engage in classroom instruction, push-in supports, flex interventions, and other academic supports. However, effectiveness was limited when measured against College & Career Readiness outcomes, as CCI declined overall and for Socioeconomically Disadvantaged and Hispanic students. This outcome should also be interpreted within the context of Robertson High School's continuation school setting, where students enroll throughout the year and may arrive after completing Grade 11 summative SBAC ELA and Mathematics assessments at another school site; as a result, Robertson does not always have a direct instructional opportunity to influence CCI measures that rely on SBAC or combined SBAC-based criteria. These results indicate that transportation functioned as an important enabling support for attendance, access, and course participation, but was not sufficient on its own to improve postsecondary readiness outcomes. Because the action supported access to instruction and course completion but the associated CCI metric declined, this action is considered partially effective. Effectiveness for this action is measured by Metric(s) 5.2.

Action 5.2 – This action was effective in supporting improved school climate and reducing behavioral barriers to learning. Mental health coaching and social-emotional supports were implemented as part of Robertson High School's MTSS framework to address root causes of student disengagement and behavioral incidents. SPSA reflection data indicate that mental health coaches regularly worked with students to help them navigate personal challenges, allowing students to better focus on academic work. These supports were implemented alongside "Will" interventions, Wellness Center services, restorative practices, and staff collaboration structures. Effectiveness was determined primarily through suspension data, which improved substantially from baseline overall and across identified student groups, including English

Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and White students. Site data also show that course completion improved across subject areas, suggesting that coordinated behavioral, mental health, and engagement supports helped reduce barriers to instruction. While suspension disparities still remain and continued refinement is needed, the overall reduction in suspension rates indicates that this action contributed positively to improved school climate and student engagement. Continued refinement of early intervention systems and consistent implementation of restorative practices will further strengthen outcomes. Effectiveness for this action is measured by Metric(s) 5.1.

Action 5.3 – This action was effective in strengthening systems for identifying and supporting students at risk of not graduating. SPSA reflection data indicate that core strategies, including monitoring potential graduates, push-in and flex interventions, rework opportunities, and coordinated support systems, were implemented schoolwide and contributed to improved student progress toward graduation. These efforts supported positive local outcomes, including improvements in course completion and a graduation rate of 86.4% during the 2025–26 school year. These local measures are important indicators of the school's impact because they reflect supports provided to students currently enrolled and served by the school. College and Career Indicator (CCI) performance remains low and declined to 3.9%, indicating a continued need to strengthen postsecondary readiness outcomes. However, CCI results are only partially within the school's direct control because some CCI criteria, including SBAC-based measures, are determined in grade 11, while Robertson often enrolls students later in their high school experience, including students who enter in grade 12. As a result, some students arrive after key CCI-qualifying opportunities or assessments have already occurred. Overall, strengthened monitoring systems and coordinated interventions have had a positive impact on course completion and graduation outcomes, while the decline in CCI highlights the need for earlier identification, increased access to qualifying college and career readiness opportunities, and more consistent implementation of supports for unduplicated student groups. Effectiveness for this action is measured by Metric(s) 5.2.

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.

Action 5.1 – No substantive changes are planned for this action in 2026–27. Robertson High School will continue to implement transportation supports through bus routes as part of its MTSS framework to reduce barriers related to attendance and punctuality. Robertson High School's 2026–27 SPSA continues to identify attendance as a key driver of course completion and emphasizes strengthening systems for monitoring attendance, implementing early interventions, and addressing barriers to access. Given the decline in College/Career Indicator outcomes for Robertson students, including Socioeconomically Disadvantaged and Hispanic students, transportation will continue to function as an enabling support to help students access instruction, intervention, credit recovery, and postsecondary readiness opportunities. This work will also be interpreted within the context of Robertson's continuation school setting, where students enroll throughout the year and may arrive after completing Grade 11 SBAC assessments at another school site, limiting the school's direct ability to influence CCI measures that rely on SBAC or combined SBAC-based criteria. Ongoing monitoring of attendance, course completion, intervention participation, and postsecondary readiness data will inform future refinements to ensure transportation supports remain aligned to student needs, particularly for unduplicated student groups.

Action 5.2 – No substantive changes are planned for this action. Robertson High School will continue to implement mental health coaching and social-emotional supports as part of its MTSS framework. The 2026–27 SPSA emphasizes strengthening early intervention, consistent implementation of restorative practices, and alignment of behavioral supports across staff, while continuing to invest in mental health and

wellness services. These refinements are intended to further reduce suspension rates, improve student engagement, and ensure that students with the greatest behavioral and social-emotional needs receive targeted support.

Action 5.3 – No substantive changes are planned for this action in 2026–27. Robertson High School will continue to strengthen graduation progress monitoring and postsecondary readiness supports as part of its MTSS framework. Given the decline in College/Career Indicator outcomes overall and for Socioeconomically Disadvantaged and Hispanic students, the 2026–27 SPSA will emphasize more systematic and real-time progress monitoring, earlier identification of off-track students, and continued coordination of Tier 2 and Tier 3 interventions, including push-in and flex supports. The site will also continue expanding access to college and career readiness opportunities, strengthening family engagement, and improving coordination of postsecondary readiness supports for students not yet meeting CCI criteria. Because Robertson serves students who often enroll throughout the year and may arrive with prior academic histories that limit the site's ability to influence SBAC-based CCI measures, the action will continue focusing on areas where the site can directly intervene, including credit completion, graduation progress monitoring, course recovery, CTE/dual enrollment access where available, and postsecondary planning.

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	Eliminate barriers through transportation	Provide transportation to school to prevent barriers to learning	$65,000.00	No
5.2	Mental Health Coaching & SEL	Increase Mental Health Coaching & SEL supports for students with multiple behavior referrals, addressing root causes of suspension.	$80,000.00	No
5.3	Graduation Progress Monitoring	Strengthen Graduation Progress Monitoring & Post-Secondary Readiness Interventions, including push-in support, case management, and college visits for students not on track for College & Career Readiness.	$126,386.00	No

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
$28,578,745	$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
7.569%	0.283%	$1,044,792.00	7.852%

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
1.5	**Action:** Peer Assistance and Review **Need:** 57% of Students with Disabilities are also identified as unduplicated. Due to the teaching shortage there is a higher rate of SPED teachers who are either interns or have short term teaching permits who are working directly with students with disabilities.	Due the the higher rate of teachers who do not have clear credentials and the large percentage of unduplicated students who are students with disabilities there is a need to provide direct support to these teachers who serve this student population. This will support retention of staff and also the opportunity to provide in time support for teachers. Due to the disproportionately high number of teachers without clear credentials in many schools—particularly those serving high-needs student populations—there is a critical need	FUSD will monitor progress effectiveness by monitoring the number of Special Education staff working as interns or under a STSP that are receiving support through PAR. Evaluation of participating teachers on the effectiveness of the program through the end

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	to provide direct, targeted support through coaching and professional development. This need is especially urgent in schools with large numbers of unduplicated students, including students with disabilities, English learners, and those from low-income families. These populations often require differentiated instructional strategies and accommodations that novice or underprepared teachers may not be fully equipped to deliver without additional support. Research has consistently shown that job-embedded coaching and mentorship can significantly improve teacher practice and efficacy, particularly for those new to the profession or teaching in challenging environments. Kraft, Blazar, and Hogan (2018) conducted a meta-analysis and found that teacher coaching has a substantial positive impact on both instructional practice and student achievement. Their findings underscore the importance of ongoing, personalized professional learning as a lever for educational improvement. Moreover, teacher attrition is a well-documented issue, especially in schools with high percentages of underserved students. According to Ingersoll, Merrill, and Stuckey (2014), lack of preparation and support is a leading cause of teacher turnover. Providing targeted coaching to teachers working with students with disabilities not only increases their capacity to meet these students' needs but also contributes to their job satisfaction and retention (Billingsley & Bettini, 2019). By implementing structured support systems such as instructional coaching, collaborative planning time, and mentoring schools can reduce teacher	of year survey. (This metric will be updated to include data disaggregated for unduplicated student groups effective 2025-26.)

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
		burnout, promote inclusive practices, and ultimately ensure more stable and effective educational environments for students with disabilities and other unduplicated groups. These supports create a feedback-rich environment where teachers receive "just-in-time" guidance, which is essential for responsive teaching and professional growth. This action is the most effective use of funds because SPED teachers on temporary credentials are placed across the district, and unduplicated students with disabilities are enrolled at all FUSD sites. A site-based model would not ensure equitable access to support. The connection between having teacher support is connected to improving outcomes for unduplicated students with disabilities so that they receive consistent, high-quality instruction regardless of school site by supporting their assigned teachers with direct support.	
1.6	**Action:** Special Education Coaching **Need:** The intersect between Students with Disabilities and unduplicated is 57%. Due to over half of the students with disabilities as being unduplicated and the Students with Disabilities being orange for both the English Language Arts and Mathematics indicator on the California School Dashboard there is a need to address the academic needs of this	Embedded, long-term coaching represents a far more impactful and sustainable approach to professional development than traditional one-shot workshops. While workshops may introduce valuable concepts, they often lack the follow-up support necessary for teachers to apply new strategies with fidelity in real classroom settings. In contrast, ongoing, embedded coaching allows for continuous reflection, adjustment, and growth—supporting teachers as they implement evidence-based practices in real time.	FUSD will monitor the progress of this work via professional development and workshop survey results administered to gauge the effectiveness and outcomes of the support provided. Students with Disabilities (94.2%) This is up 8.1% from the previous year.

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
	group of students by providing coaching and workshops for the teachers who work directly with them. **Scope:** LEA-wide	This approach is especially critical in the context of special education, where teachers are tasked with meeting a wide range of complex and individualized student needs. Peer coaching in special education has been shown to improve student outcomes by enhancing the instructional practices of teachers, increasing the fidelity of evidence-based interventions, and fostering collaborative problem-solving. When special education teachers receive ongoing, structured support from peers, they are more likely to implement teaching strategies effectively, adapt instruction to meet diverse learner needs, and remain engaged in continuous professional growth. Long-term, embedded coaching builds a culture of collaboration and trust, allowing teachers to take instructional risks and refine their practices without fear of judgment. It moves professional learning from theory to practice—providing actionable feedback, modeling effective strategies, and helping teachers troubleshoot implementation challenges over time. This continuity strengthens teacher efficacy and contributes to higher levels of student engagement and achievement. Research supports this approach. Studies by Knight (2009) and Kretlow & Bartholomew (2010) underscore that peer coaching is not only effective in improving instructional quality but also leads to better academic and behavioral outcomes for students with disabilities. By investing in a coaching model that is ongoing and job-embedded, districts ensure that funds are used to build lasting capacity, deepen instructional	(source: FUSD 2025-26 PD Evaluation Form)

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
		expertise, and improve outcomes for both teachers and students—particularly those with the greatest needs. Special education coaching, while designed to improve services for students with disabilities, provides benefits that extend to unduplicated students, including English learners, low-income students, and foster youth. This is because special education coaching focuses on improving inclusive teaching practices, differentiated instruction and co-teaching strategies, which are effective for all students who require additional academic and social-emotional support. Research shows that high-quality instructional coaching helps teachers implement evidence-based strategies that address diverse learning needs (Kraft, Blazar, & Hogan, 2018). Special education coaches help general education teachers use universal design for learning (UDL) and scaffolded instruction, strategies that are especially beneficial for unduplicated students who may struggle due to language barriers, trauma, or inconsistent access to resources. Furthermore, coaching supports implementation of multi-tiered systems of support (MTSS) and positive behavior interventions and supports (PBIS), frameworks that promote equity by proactively identifying and supporting students at risk, many of whom are English learners, from low-income backgrounds, or in foster care (McIntosh et al., 2014). By equipping teachers with the tools and mindset to effectively support diverse learners, special education coaching contributes to closing achievement gaps, improving student	

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
		engagement, and ensuring that the academic and behavioral needs of unduplicated students are met in inclusive settings and not just special education contexts.	
1.7	**Action:** Kennedy and Robertson High Schools **Need:** Kennedy High School has 51.3% of the students who are unduplicated. Robertson High School has the highest unduplicated percentage of enrollment for all schools within FUSD at 84.6%. Kennedy is our only comprehensive school site that has a block schedule which allows students to take two years of courses within one school year. The block schedule allows more opportunity for credits and access for our unduplicated students at this school site. **Scope:** Schoolwide	Kennedy High School has more than half of their students, and Robertson High School has more than three-fourths of their students who are unduplicated. The block schedule allows for students to be able to make up credits within the school year if needed and take more classes to explore and extend their learning. This additional support will ensure opportunities to graduate on time and meet a-g eligibility for unduplicated students.	FUSD will monitor the effectiveness of this work by monitoring the percentage of combined four- and five-year cohort meeting UC/CSU requirements. Grad rate, a-g of unduplicated student (enrollment/ completion) UC enrollment rates for unduplicated students at Kennedy and Robertson High Schools.
2.1	**Action:** Tier 1 Instruction **Need:** Based on the 2024 California School Dashboard, Fremont Unified School District's unduplicated student groups are performing at the Orange level in English Language Arts and Mathematics, with English Learners and Low-Income students showing "Low" status and in some cases, declining performance. Internal	This action supports professional development, coaching, and implementation of Tier 1 instructional strategies in English Language Arts and Mathematics, with a focus on differentiation, formative assessment, and universal access tools. The primary intent is to strengthen instruction where it matters most in the general education classroom where unduplicated students spend the majority of their learning time. Because unduplicated pupils are enrolled at every school site, and performance gaps are districtwide, this	FUSD will monitor progress for unduplicated students using i-Ready and SBAC outcome results in ELA and mathematics. 2024-25: i-Ready Spring Reading Diagnostic • English Learners (22.0%)

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
	formative assessment data from i-Ready confirms persistent achievement gaps in literacy and math, particularly among students in earlier grades. Educational partner feedback gathered through site-level instructional leadership teams, DELAC, and family engagement forums consistently emphasized the need to improve core instructional practices to ensure more equitable learning outcomes and stronger academic growth for all students, especially unduplicated pupils. **Scope:** LEA-wide	LEA-wide action ensures that all teachers have the capacity to meet diverse learner needs consistently across classrooms. This action represents the most effective use of LCFF funds because it targets systemic instructional improvement rather than isolated, short-term interventions. Alternatives such as pull-out supports or after-school programs were considered but found to be less sustainable and more limited in reach. The following action represents the most effective use of funds to support unduplicated students because it provides teachers with access to the most current and relevant professional development opportunities through the use of substitute teachers during the school day. This approach allows educators to participate in high quality training and collaboration without disrupting instructional continuity for students, specifically our unduplicated students. In addition, our current collective bargaining agreement does not permit the district to mandate professional development outside of contracted work hours. As a result, providing release time during the instructional day is the most effective and practical method for ensuring staff participation in professional learning that directly supports improved instructional practices and student outcomes.	• Foster (*) • Homeless (15.4%) • Socioeconomically Disadvantaged (45.7%) • Students with Disabilities (24.1%) i-Ready Spring Mathematics Diagnostic • English Learners (29.3%) • Foster (*) • Homeless (9.5%) • Socioeconomically Disadvantaged (43.4%) • Students with Disabilities (26.3%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Curriculum Associates)
2.2	**Action:** Instructional Coaches **Need:** According to the 2024 California School Dashboard, English Learners and Low-Income students in Fremont Unified perform at the Orange level in both English Language Arts	This action places instructional coaches across school sites to support educators in improving Tier 1 and Tier 2 instructional practices. Coaches provide job-embedded support in data-driven instruction, differentiation, and scaffolding strategies directly tied to improving outcomes for unduplicated students. Because unduplicated pupils are enrolled throughout the district and	FUSD will monitor the percentage of instructional staff who report that coaching and professional development had a moderate or high impact on their ability to serve unduplicated 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
	and Mathematics, indicating low status with minimal growth. Local i-Ready assessments confirm persistent skill gaps in foundational reading and math among unduplicated students. Input from site instructional leadership teams and educational partners, including DELAC and advisory committees, emphasized the need for sustained, embedded support to help teachers implement differentiated, standards-aligned instruction that meets the needs of diverse learners. **Scope:** LEA-wide	instructional gaps appear across grade levels and sites, this action is implemented on an LEA-wide basis. Instructional coaching is the most effective use of LCFF funds because it improves teaching at the point of deliver classrooms where unduplicated students receive the bulk of their instruction. Alternatives such as one-time PD workshops or off-site consultants were reviewed but lacked the sustained, embedded support that coaching offers. Instructional coaches provide support that exceeds the base program because the district's general funds have historically not supported instructional coaching positions, making these services supplemental and above the level of core instructional staffing. As a result, instructional coaches represent an enhanced level of support specifically designed to improve instructional practices and student outcomes beyond what is funded through the district's base program. In addition, instructional coaches work directly with teachers in real time to support classroom instruction serving unduplicated students. This embedded coaching model allows coaches to provide immediate, targeted assistance within the classroom setting through modeling lessons, supporting differentiated instruction, analyzing student needs, and providing timely feedback that teachers can implement immediately.	This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth) 2024-25 All Students (94.0%) • English Learners (95.2%) • Foster (83.9%) • Homeless (83.9%) • Socioeconomically Disadvantaged (88.4%) • Students with Disabilities (88.8%) (source: FUSD PD Evaluation Form as of January 2024)
2.3	**Action:** Fostering Literacy **Need:** Data from the 2024 California School Dashboard show that English Learners and Low-Income students in Fremont Unified are	This action increases access to diverse and culturally relevant books, as well as digital reading tools, for students and families across the district, with a targeted focus on early literacy at schools with high concentrations of unduplicated pupils, including Cabrillo, Brier, and Blacow. The goal is to strengthen reading comprehension and	Percentage of assessed students at Blacow and Brier scoring at or above grade level within the Reading Comprehension domain of their Spring i-Ready Diagnostic. Annual

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
	performing at the Orange level in English Language Arts. Internal i-Ready assessments confirm that many unduplicated students are reading below grade level, particularly in early grades. During community engagement, including site-based parent meetings and feedback from DELAC, families expressed a strong desire for access to literacy materials at home, especially in homes where English is not the primary language. Families emphasized that access to books and digital reading tools would help their children build confidence and improve reading fluency and comprehension. **Scope:** LEA-wide	engagement among unduplicated students who face foundational skill gaps in the early grades. Because these students are enrolled across all sites and literacy development must begin early and equitably, the district is implementing this action on an LEA-wide basis. Alternatives such as after-school interventions or isolated school-based grants were reviewed but found to be less scalable and less likely to reach students and families consistently. Providing books and literacy support through a district-coordinated approach ensures equitable access to early reading materials that directly support improved outcomes for unduplicated pupils.	report of increased circulation of library books to unduplicated students and families. Note: This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).
2.4	**Action:** Extended Learning Opportunities **Need:** Data from the 2024 California School Dashboard show that unduplicated student groups in Fremont Unified, particularly English Learners and Low-Income students, perform at the Orange level in Mathematics, reflecting persistent gaps in conceptual understanding. Internal i-Ready data supports this, showing lower proficiency and slower growth in numeracy for unduplicated pupils across multiple grade levels. Additionally, feedback from educational partners—including family surveys, site-based input, and ELAC/DELAC discussions—has highlighted the need for expanded access to hands-on, engaging math	This action provides supplemental core content programs in mathematics beyond the school day, giving unduplicated students access to alternative and innovative approaches to build conceptual understanding. These extended learning opportunities allow for flexible, differentiated learning that supports multiple entry points for mastering foundational math. Because unduplicated students are enrolled at all school sites and achievement gaps in math are districtwide, the action is provided on an LEA-wide basis. It is principally directed to benefit unduplicated pupils by addressing their specific barriers to success in core math standards. Alternatives such as during-school tutoring or weekend academies were considered, but extended learning programs after school proved more effective in reaching students consistently	Supply of supplementary core content programs in math to extend learning opportunities beyond the school day. Note: This metric includes data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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
	support outside the traditional classroom, especially for students who struggle with conventional instruction. **Scope:** LEA-wide	without disrupting core instructional time. This strategy is aligned with FUSD's equity goals and instructional priorities to close opportunity gaps through meaningful academic extension.	
2.5	**Action:** Unduplicated Student Proficiency **Need:** At the following school sites with unduplicated pupil percentages below 40% — including American High, Ardenwood Elementary, Brookvale Elementary, Forest Park Elementary, Weibel Elementary, Centerville Middle, Chadbourne Elementary, Gomes Elementary, Leitch Elementary, Mission Valley Elementary, Mission San Jose Elementary, Mission San Jose High, Niles Elementary, Parkmont Elementary, Patterson Elementary, Warm Springs Elementary, Thornton Middle, Irvington High, Hopkins Middle, and Washington High — schoolwide implementation of structured data analysis time is the most effective use of funds to meet the academic needs of unduplicated pupils. Schoolwide data analysis is key given that school teams must review data for unduplicated student groups independently and in relative context to the performance of schoolwide patterns. Providing these services schoolwide ensures that unduplicated students benefit from tiered support within a comprehensive, integrated wellness	This action supports structured data analysis cycles at school sites to improve instructional decision-making for unduplicated pupils. Staff use disaggregated academic data (e.g., CAASPP, i-Ready) to monitor progress of English Learners, Low-Income students, and Foster Youth, and to make timely instructional adjustments in Tier 1 and Tier 2 supports. The action is provided schoolwide because unduplicated pupils are present at every school, and academic gaps appear across all sites. Schoolwide implementation allows all educators to align their planning and supports around these students in real time, as part of core instructional improvement. This action is the most effective use of funds because it embeds equity-focused analysis directly into site-based structures. These funds supplement and exceed the base program because the release time provided is specifically designed to address identified achievement gaps and student needs reflected in district data. The use of release time goes beyond the district's core instructional program by allowing teachers dedicated opportunities to analyze student performance data, collaborate on instructional strategies, and develop targeted interventions that directly support unduplicated students. This release time is intentionally focused on reviewing data related to academic achievement, attendance, engagement,	CAASPP assessment performance, relative to the standard, for grades 3–8 and 11. Percentage of UCP students scoring at or above grade level on their Spring i-Ready Reading and Mathematics Diagnostics.

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
	infrastructure that strengthens the school community as a whole. These schools serve a large number of unduplicated students in absolute terms, even if the overall percentage is below 40%. Several of these sites have unduplicated student subgroups performing at red or orange levels on the California School Dashboard in ELA and Math. Providing collaborative time for school-based teams to review and analyze site-level data ensures that unduplicated student performance is consistently monitored and addressed during instructional planning. This enables teachers to identify instructional gaps, monitor subgroup growth in real time, and respond more quickly with Tier 1 and Tier 2 supports. Supporting structured data practices at each school site ensures that unduplicated students remain at the center of data-driven decisions made by staff most familiar with their learning context. **Scope:** Schoolwide	and language development in order to identify barriers impacting unduplicated student groups. Through structured collaboration and planning, teachers are able to implement responsive instructional practices and interventions tailored to the specific needs of these students. In addition, providing release time during the instructional day ensures that teachers can engage in meaningful data analysis and instructional planning in a timely and collaborative manner. This targeted support strengthens the district's ability to respond to identified gaps and improve outcomes for unduplicated students through focused, data driven instruction and intervention.	
2.6	**Action:** Unduplicated Unfinished Learning **Need:** Based on the California Dashboard we have unduplicated student groups who are either red or orange on the dashboard or there is a disportionality in how unduplicated students are performing compared to all students. For this reason, we need to be able to respond to	Supporting academic interventions in schools is critical to ensuring that all students have the opportunity to succeed. Academic interventions are targeted strategies designed to help students who need additional support to meet grade-level expectations. These supports such as before and afterschool intervention and small-group instruction address learning gaps early, preventing them from widening over time. Providing these services schoolwide ensures that unduplicated	Intervention teacher data for elementary schools GPA/Grades for those sections in secondary Before/Afterschool intervention pre and post tests (This metric will be updated to include data disaggregated for

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
	the needs of our student groups and provide tier 2 and 3 support. **Scope:** Schoolwide	students benefit from tiered support within a comprehensive, integrated wellness infrastructure that strengthens the school community as a whole. Research consistently shows that academic interventions, when implemented effectively, lead to significant improvements in student performance. For instance, school-based interventions focusing on reading and math have been shown to enhance academic achievement, particularly when delivered with fidelity and supported by ongoing progress monitoring (Wanzek & Vaughn, 2007). Early and consistent support helps prevent academic failure and promotes equity by giving all students access to the tools they need to thrive. In this way, supporting school academic interventions is not just beneficial it's essential for promoting student success and long-term educational outcomes. The following schools are receiving support through the this goal and action in the form of before and afterschool intervention American High (23.08%) Centerville (38.04%) Chadbourne (28.42%) Hopkins (15.95%) Horner (21.89%) Mission San Jose High (13.12%) Patterson (28.39%) Although these sites do not have a school wide population of 40% or more of unduplicated students, they still have a need based on the CA	unduplicated student groups effective 2025-26)

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
		Dashboard data (see below) to provide additional academic support for their unduplicated students on their campuses. The intervention they provide is targeted to the unduplicated students at their sites to provide them with additional academic supports beyond the school day to improve outcomes. 2024 Dashboard Indicators with School-level student-group Performance Indicators - American High: EL and SWD Red for ELA and Math - Centerville Middle: LTEL and SWD, EL and Hispanic Orange/Red combination - Chadbourne Elementary: studnet needs present but n-size <30 - Hopkins Middle: Orange (ELPI) - Horner Middle: LTEL, Hispanic Orange/Red combination - Mission San Jose High: Orange (ELPI), SED Graduation - Patterson Elementary: SED and Hispanic Orange/Yellow combination	
2.7	**Action:** MTSS Liaisons **Need:** Multi-Tiered Systems of Support (MTSS) is a comprehensive framework FUSD uses to meet the academic, behavioral, and socio-emotional needs of all students. Unduplicated student groups, including English Learners, Foster Youth, and Low-Income students, face ongoing challenges with engagement, discipline disproportionality, and academic achievement. This action places an MTSS	Having a trained teacher leader embedded within a school site is a powerful catalyst for driving school-wide academic progress, especially for our most at-promise students. In a district of our size, the complexity of meeting diverse student needs requires both strategic alignment and on-the-ground instructional leadership. A trained teacher facilitator working collaboratively with the site administrator creates a dynamic leadership team that can more effectively analyze data, identify equity gaps, and implement targeted interventions.	FUSD will monitor the number and rate of Major Office Discipline Referrals using PBIS data, and suspension rates disaggregated by student group.

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	Liaison at each school to ensure these students receive timely, data-informed interventions tailored to their needs. Liaisons support school teams in building inclusive practices and monitoring progress, strengthening outcomes for the students who need it most. **Scope:**	This collaborative model ensures that the focus remains on our unduplicated students—those who are English learners, foster youth, or come from low-income households. These students often require more personalized support, and a teacher leader who is trained in instructional best practices, equity-centered leadership, and data-driven decision-making is uniquely positioned to drive this work forward. With this role in place, schools can respond in a timely and strategic manner to emerging academic challenges. The teacher leader acts as a bridge between classroom instruction and administrative vision, facilitating professional learning communities (PLCs), supporting differentiated instruction, and ensuring that resources and interventions are aligned with the real-time needs of students. By doing so, they help create a responsive and coherent system of support that accelerates academic growth and closes achievement gaps. Ultimately, having a trained teacher leader ensures that the site administrator is not working in isolation, but rather as part of a leadership team deeply rooted in instructional practice and equity. This model strengthens the school's capacity to make data-informed decisions and fosters a culture of continuous improvement, where all students—especially our most vulnerable—are given the opportunity to thrive. Alternatively sites elect to pursue their own implementation of restorative practices and alternatives to suspension, but acting along does	

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		not create district-wide systems that allow for collaboration and group review of effective strategies.	
2.8	**Action:** Wellness Centers **Need:** Wellness centers in high schools offer a proactive and equity-driven response to mental health, stress, and school connectedness concerns impacting unduplicated students. According to the 2024 California School Dashboard, unduplicated groups such as Foster Youth, Socioeconomically Disadvantaged students, and English Learners are overrepresented in the Orange and Yellow bands for Chronic Absenteeism and Suspension. LCAP survey responses and site-based needs assessments show consistent calls for improved access to school-based mental health supports. The creation of wellness centers aligns with MTSS priorities to strengthen Tier 1 and Tier 2 supports and promote whole-child wellness. **Scope:** Schoolwide	Although the unduplicated pupil percentage is below 40% at several of our comprehensive high schools, including American, Irvington, Mission San Jose, and Washington, the decision to fund wellness centers on a schoolwide basis at these sites is grounded in local needs assessments and stakeholder input. At each of these schools, unduplicated students have been shown to experience disproportionate rates of chronic absenteeism, discipline referrals, or social-emotional challenges, even within a broader school population that may appear more advantaged. These trends are reflected in California School Dashboard data and site-level observations shared through MTSS teams, COST referrals, and school climate surveys. Implementing wellness centers schoolwide at these sites avoids stigmatizing support, reduces barriers to access, and creates inclusive environments where all students, especially those who may not self-identify or formally qualify, can receive help. A targeted model was considered but dismissed, as it risked privacy concerns, underutilization, and inconsistent adult training. Providing these services schoolwide ensures that unduplicated students benefit from tiered support within a comprehensive, integrated wellness infrastructure that strengthens the school community as a whole.	Percentage of sites with established wellness centers. FUSD will track the establishment and implementation of wellness centers across school sites, along with service usage logs, referral data, and analysis of student outcomes such as suspension rates and chronic absenteeism, disaggregated for unduplicated student groups. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).
2.9	**Action:** PBIS	Investing LCAP funds in Positive Behavior Interventions and Supports (PBIS) directly addresses the needs of English learners, low-	Service logs PBIS team data

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	Need: Based on our suspension data we have unduplicated student groups who are being suspended at a higher rate than other students. As a way to address this is by having a comprehensive school approach through Positive Behavioral Supports and Interventions (PBIS) to support unduplicated students will support behavioral needs. Additionally, having behavioralists who can support the 1-3 tiers for behavior will provide the just in time supports for students who need this type of support. **Scope:** LEA-wide	income students, and students experiencing homelessness by creating a structured, inclusive, and supportive school environment. PBIS promotes consistent expectations, positive reinforcement, and data-driven interventions that reduce disciplinary disparities—issues that disproportionately affect these student populations. For English learners, PBIS provides clear behavioral expectations that are visually and explicitly taught, helping them navigate school norms even as they acquire language skills. Low-income and homeless students often face instability and trauma; PBIS frameworks offer predictability, positive adult relationships, and emotional safety that can mitigate these effects. Furthermore, by reducing suspensions and increasing student engagement, PBIS ensures these students have more instructional time and greater access to academic support. Research has shown that PBIS is linked to improved school climate, reduced behavioral issues, and better academic outcomes for historically underserved students (Bradshaw et al., 2010). These outcomes align with LCAP priorities related to school climate, student engagement, and increased achievement among targeted student groups. We also considered other alternatives such as the Special Education Department providing access to behavior support through their staff, but that is a reactive strategy. Having dedicated support proactively within the general program was determined to be the best use of funds. Funding for PBIS, along with the associated professional development and release time, supplements and exceeds the district's base program because it provides dedicated training and collaborative	Suspension rates of student groups

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		planning opportunities that are not otherwise funded through the district's general program. These supplemental supports are intentionally designed to strengthen schoolwide systems that directly benefit unduplicated students and address barriers to student success. The professional development and release time allow school teams to work collaboratively to analyze student behavior data, identify trends, and implement proactive strategies and interventions that support students most at promise, particularly unduplicated students. This targeted work helps create positive, inclusive, and supportive school environments where students are able to remain engaged in learning and receive the behavioral, social-emotional, and academic support they need to thrive. In addition, PBIS implementation supports the reduction of disciplinary incidents, increases student connectedness, and promotes consistent behavioral expectations across school sites. By providing staff with ongoing training and collaborative planning time, the district is able to build sustainable systems of support that prioritize the needs of unduplicated students and ensure timely interventions before challenges escalate. The use of these supplemental funds represents an effective and strategic investment because it prioritizes prevention, student engagement, and equitable access to supports that help unduplicated students remain in school, experience success, and continue to thrive academically and socially.	
2.10	**Action:** School Counselors **Need:**	It is important to have school counselors across the district to address the needs of unduplicated students those classified as low-income, English learners, or foster youth because these students	Percentage of students responding positively to the School Connectedness indicator on the California

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	Unduplicated students across FUSD, including English Learners, Foster Youth, and Low-Income students, face persistent challenges in areas of engagement, attendance, and socio-emotional wellness. According to the California School Dashboard and site-based MTSS assessments, these students are overrepresented in suspension and chronic absenteeism data. Additionally, California Healthy Kids Survey (CHKS) results show lower rates of connectedness and school belonging for many of these same student groups. School counselors are uniquely positioned to address these barriers by offering academic guidance, mental health support, and personalized goal-setting. Their role is essential in fostering positive relationships and improving student well-being and achievement, especially for students experiencing systemic inequities. **Scope:** LEA-wide	often face systemic barriers to academic success and well-being. School counselors play a key role in providing academic guidance, mental health support, and advocacy, which can mitigate the impact of these challenges and promote equitable outcomes. According to the California Department of Education (CDE), supporting unduplicated students with adequate mental health and counseling services is essential for improving graduation rates, reducing chronic absenteeism, and closing achievement gaps. Research also shows that schools with more counselors per student see improved student outcomes, especially among marginalized populations (Carrell & Carrell, 2006). We considered having iterate counselors to support our unduplicated students. This model would have been ineffective as we can't predict when our unduplicated students need access to a school counselor. Additionally, the school schedules vary amongst the sites which would prevent full access to this service. This is an effective use of funds because school counselors are placed across the district, and unduplicated students are enrolled at all FUSD sites. A site-based model would not ensure equitable access to support as we do not have school sites that only serve unduplicated students. Elementary counselors provide services that supplement and exceed the district's base program because counseling positions at the elementary level are not fully supported through the district's general fund. Without these targeted supplemental funds, the district would not be able to provide the level of academic, social-emotional, and behavioral support necessary to effectively serve unduplicated students. These funds are	Healthy Kids Survey (CHKS). FUSD will monitor CHKS responses annually, disaggregated by student group, to assess the impact of counseling services on school climate, engagement, and wellness outcomes. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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		specifically prioritized to ensure that unduplicated students receive timely and targeted support that addresses identified barriers to student success. Elementary counselors work directly with students, families, and staff to provide interventions related to attendance, behavior, social-emotional wellness, conflict resolution, and school connectedness, all of which are critical factors impacting student achievement and engagement. In addition, elementary counselors collaborate with teachers, administrators, and families to identify student needs early and connect students with appropriate resources and supports. This proactive and responsive model allows the district to better meet the unique needs of unduplicated students and ensure that they receive equitable access to services that promote academic success and overall well-being. The use of these supplemental funds represents an effective and targeted investment because it prioritizes unduplicated students and provides support systems that would otherwise not be available through the district's base educational program.	
3.1	**Action:** Professional Development **Need:** Unduplicated students in FUSD, including English Learners, Foster Youth, and Low-Income students, face persistent academic and opportunity gaps as shown in California School Dashboard performance levels. To close these gaps, teachers must be equipped with the most current instructional strategies, especially those that address language development, trauma-informed practices, and	Providing targeted professional development (PD) for teachers is essential in addressing the unique needs of English learners, foster youth, and low-income students. These student groups often experience systemic inequities, such as limited access to rigorous instruction, trauma-related challenges, and language barriers. High-quality PD equips educators with the skills, knowledge, and strategies necessary to close achievement gaps and promote equity. When teachers are trained in culturally responsive pedagogy and evidence-based strategies for English learners—such as scaffolding, structured	Percentage of staff reporting that professional development had a high or significant impact on their ability to support unduplicated students. FUSD will monitor the progress of this action through annual staff surveys and by reviewing California Dashboard academic indicators for unduplicated student

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	differentiated support. Professional development that is research-based and equity-focused is critical to improving instruction and increasing academic achievement for our unduplicated student populations. This action ensures that all staff receive consistent, high-quality training that empowers them to better support student learning, engagement, and long-term outcomes. **Scope:** LEA-wide	academic discourse, and integrated language development—students make significant academic gains (Calderón, Slavin, & Sánchez, 2011). PD that focuses on practices to help educators create safe, supportive learning environments that improve student engagement and reduce disciplinary incidents (Overstreet & Chafouleas, 2016). Low-income students benefit from teachers trained to recognize and address opportunity gaps. PD can support educators in using differentiated instruction, formative assessments, and culturally relevant teaching to meet diverse learning needs (Darling-Hammond et al., 2017). A meta-analysis found that sustained and content-focused professional development can lead to measurable gains in student achievement—especially when PD includes active learning, collaboration, and follow-up support (Yoon et al., 2007). We considered having professional development targeted to specific school sites based on the percentage of unduplicated students. However, that would lead to imbalance of implementation of highly effective strategies and lead to not have a systematic approach to tier 1 instruction across all of our sites. Our unduplicated students are mobile and do transfer from one site to another during their time with FUSD. Having only particular sites get professional development, would lead to inconsistency for our students who had teachers	groups. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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		who were previously trained on highly effective professional development. This LEA wide action is most effective as we have teachers at all of our sites who work directly with unduplicated students. Our unduplicated students are enrolled in every school within FUSD.	
3.4	**Action:** Credit Recovery **Need:** California Dashboard indicators show that several unduplicated student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, are underperforming in both the Graduation Rate and College/Career Indicator (CCI), with many in the Orange performance band. These students are more likely to experience course failure due to systemic challenges such as mobility, trauma, and limited access to academic support. Without intervention, course failures can derail graduation and college eligibility. Credit recovery programs provide a vital second chance to help students meet graduation and A-G requirements, ensuring that they remain on track for postsecondary opportunities **Scope:** LEA-wide	FUSD has unduplicated students at all of our high schools. By providing a credit recovery program during the summer will provide additional opportunities for unduplicated students to make up credits. Credit recovery programs will also address "Red" performance ratings on the 2023 Dashboard for College/Career (CCI) for Hispanic students at Robertson High (Continuation) and Students with Disabilities at John F. Kennedy High as students may satisfy a CCI measure by completing UC/CSU a-g requirements. Credit recovery summer school programs are a critical equity strategy for supporting unduplicated students, who often face systemic barriers that can disrupt their academic progress. These students are more likely to fall behind in coursework due to factors such as poverty, language acquisition challenges, housing instability, or trauma. Credit recovery programs provide a second chance to stay on track for high school graduation and postsecondary success. Unduplicated students are statistically more likely to fall behind in credits needed for graduation. Credit recovery programs offer an essential opportunity to make up coursework outside the	Percentage of high school graduates who meet one or more College and Career Indicator (CCI) measures, including UC/CSU requirements or CTE pathway completion. FUSD will monitor progress through California School Dashboard data, disaggregated by student group. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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		traditional academic year, directly contributing to increased graduation rates (Rickles et al., 2018). Foster youth and low-income students are more likely to experience school mobility, absenteeism, or lack of access to learning resources. Summer credit recovery helps mitigate these gaps by providing structured, supportive environments that allow students to regain momentum (Moore et al., 2014). Without credit recovery, failing even one course can derail a student's college and career path. Offering these programs helps ensure that unduplicated students are not disproportionately excluded from postsecondary opportunities due to challenges often beyond their control. Credit recovery programs allow for individualized instruction tailored to the specific needs of students. Alternative to credit recovery option would be to offer an additional course during the school day which would lead to unduplicated students having to extend their school day either by coming earlier or staying later. This would limit students access to sports, performing arts and any other extra curriculum activities which would result in not having a well rounded educational experience. Furthermore, would have created another barrier to earing a high school diploma or being A-G eligible.	

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3.5	**Action:** PSAT/NMSQT **Need:** Unduplicated student groups in FUSD, including English Learners, Foster Youth, and Low-Income students, continue to underperform on A-G completion and College/Career Indicator (CCI) measures. According to the 2024 California School Dashboard, Hispanic students at Robertson High and Students with Disabilities at Kennedy High remain in the Red performance band for CCI. Expanding access to the PSAT and related supports strengthens academic readiness and opens additional pathways for meeting CCI through AP exam completion, addressing persistent equity gaps in college eligibility and postsecondary opportunities. **Scope:** Schoolwide	This action will provide unduplicated students access to the PSAT which will allow eligibility for National Merit Scholars and AP potential courses. The AP nights will provide unduplicated families access to information and planning time to increase enrollment of unduplicated students in A-G and AP courses. Results from the PSAT will be used to inform AP Potential reports, helping address "Red" performance ratings on the 2023 Dashboard for College/Career (CCI) for Hispanic students at Robertson High (Continuation) and Students with Disabilities at John F. Kennedy High as students may satisfy a CCI measure by passing Advanced Placement exams. Although the unduplicated pupil percentage is below 40% at several comprehensive high schools, including American, Irvington, Mission San Jose, and Washington, this action is implemented schoolwide at these sites to address equity gaps in college and career readiness. Unduplicated students at these schools may have limited access to test preparation resources, academic advising, or AP pathway planning without district intervention. Schoolwide implementation ensures all students, including those who may not be formally identified as unduplicated but still face barriers, can participate in early preparation activities such as the PSAT and AP planning nights. A targeted approach was considered but would risk stigmatizing access, underrepresentation in AP courses, and fragmented postsecondary planning support. Providing these services schoolwide fosters academic inclusion and supports unduplicated	Percentage of unduplicated students participating in PSAT testing, AP courses, and meeting A-G completion requirements. FUSD will track this data across school sites using internal reports and California Dashboard outcomes, disaggregated by student group. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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		student participation in rigorous coursework and college pathways.	
3.6	**Action:** Dual Enrollment **Need:** Across the district and at Kennedy High School, unduplicated student groups are underperforming on the College/Career Indicator (CCI) according to the 2024 CA Dashboard. Districtwide, English Learners, Hispanic, and African American students are rated Orange, while Socioeconomically Disadvantaged and Students with Disabilities are Yellow. At Kennedy High School—the official host site for all College Connections Program (CCP) participants—these same student groups also show lower CCI performance levels. Although CCP is open to all seniors in Fremont, unduplicated students remain underrepresented. Targeted outreach and enrollment support are needed to increase equitable access and improve postsecondary readiness outcomes. **Scope:** LEA-wide	The College Connections Program (CCP) is a dual enrollment initiative in partnership with Ohlone College, designed to provide unduplicated high school seniors with early exposure to college-level coursework and the opportunity to earn college credit prior to graduation. While the program is officially registered under Kennedy High School, it serves unduplicated seniors from all district comprehensive and continuation high schools, reflecting a districtwide commitment to college and career readiness. Participating students are administratively enrolled at Kennedy High School during their 12th-grade year, focused on unduplicated groups—especially English Learners, foster youth, socioeconomically disadvantaged students, and first-generation college students. Fremont Unified is continuing implementing targeted outreach and comprehensive support strategies to increase enrollment of these students and ensure they have meaningful access to the benefits of dual enrollment. Early access to dual enrollment through CCP is a critical equity strategy that provides multiple benefits for unduplicated students, including first-generation college students: --Accelerated academic achievement: By engaging in college-level coursework while still in high school, students build the skills, confidence, and academic habits needed for success in postsecondary education. --College credit attainment: CCP participants earn college credits that reduce time and cost to degree completion, making higher education more	FUSD will track the enrollment and completion rates of unduplicated students participating in the College Connections Program (CCP), disaggregated by English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, Foster Youth, and Low-Income students.

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		accessible and affordable which is especially important for students facing financial and social barriers. --Improved college and career readiness: Exposure to rigorous coursework and the college environment supports the development of critical thinking, time management, and self-advocacy skills, which correlate with higher rates of college enrollment and persistence. --Alignment with the California School Dashboard: CCP participation positively influences the College/Career Indicator (CCI), a key accountability measure that tracks students' readiness for postsecondary pathways. For first-generation college students in particular, dual enrollment programs like CCP are among the most effective supports because they provide early exposure to the culture and expectations of college, which many first-gen students may find unfamiliar or intimidating. Studies from organizations like the Community College Research Center (CCRC) and Jobs for the Future highlight that first-generation students who participate in dual enrollment are significantly more likely to enroll in college immediately after high school and to persist into their second year compared to peers who do not participate. FUSD's commitment to expanding equitable access to CCP includes strategic outreach to families and students, collaboration with school counselors and community partners, and additional academic supports such as tutoring and mentoring tailored to the needs of unduplicated and first-generation students. These efforts aim to dismantle barriers to enrollment and success,	

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		including lack of awareness, limited academic preparation, and logistical challenges. Through this focused approach, the district not only broadens participation in dual enrollment but also advances its vision of educational equity—ensuring that all students, regardless of background, have the opportunity to graduate college and career ready, with a direct pathway to higher education and meaningful employment.	
3.7	**Action:** Differentiated Mathematics Instruction **Need:** **Scope:** LEA-wide		
3.8	**Action:** Therapeutic Services **Need:** Unduplicated students in FUSD face significant barriers to accessing mental health services, including financial hardship, transportation limitations, or unstable housing. These barriers directly impact student well-being, school engagement, and academic achievement. While student-level mental health data is protected, site teams and counseling staff have reported a high volume of referrals and observable need among English Learners, Foster Youth, and Low-Income students. Addressing these barriers through on-site therapeutic services is	This action is implemented on an LEA-wide basis to ensure that all unduplicated students have equitable access to mental health services, regardless of which school site they attend. Unduplicated students are enrolled at every school in the district, and mental health needs are not concentrated at any one location. A site-based model would result in unequal access, leaving some students without services simply due to campus assignment. Centralizing therapeutic services under an LEA-wide framework allows the district to strategically coordinate community providers, address staffing shortages, and flexibly respond to referrals based on need. This structure is the most effective and inclusive way to deliver trauma-informed, school-based support to	Number of unduplicated students referred for and accessing therapeutic services through contracted school-based providers (e.g., MFTs, Stepping Stones, HUME, City of Fremont). While individual student data is confidential, aggregate access logs and non-identifiable service counts will be used to monitor general reach and trends in referral volume. This metric has been updated to include data

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	essential to helping students remain in school, regulate behavior, and reengage with learning. **Scope:** LEA-wide	students experiencing academic, social, or emotional distress.	disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth) where reporting structures allow, and includes a disclaimer acknowledging provider limitations related to medical privacy protections.
3.9	**Action:** MESA Program **Need:** For both Walters and Kennedy, the unduplicated student groups performance levels in mathematics are red for multilingual learners and orange for socioeconomically disadvantaged. **Scope:** Schoolwide	Walters and Kennedy have the highest unduplicated counts for our middle and high schools. Due to having the highest percentage at these two schools, targeting unduplicated students into STEM pathways and courses will increase student access to A-G courses which will in turn increase the performance level on the college and career indicator. Although the program is primarily implemented at Kennedy and Walters, students from Robertson High School are included to fulfill the required action designation for that campus	Number of unduplicated students enrolled, and their passage rate, in science and mathematics courses at Walters Middle School and Kennedy High School.
3.10	**Action:** COST Program **Need:** The COST is centered in addressing unduplicated students and students in need of intervention. This process is a component of the MTSS model. Through this process school staff will use data to identify and review students who are not having their needs met as part of Tier 1 work.	This action is provided on an LEA-wide basis because a centralized COST facilitator ensures a consistent and equitable approach to identifying and addressing the needs of unduplicated students across all school sites. In a district with a UPP below 55%, centralized coordination is critical to ensuring that students who are mobile, chronically absent, or dually identified, such as English Learners who also receive special education services, are not overlooked when transitioning between schools or service levels.	COST data will be monitored at the district level and collected by site leaders in preparation for districtwide principal meetings. The metric will demonstrate the number of students served, how many students move between the tiers, and include analysis of CHKS

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	Scope: LEA-wide	Without a district-level lead, site-level implementation may result in uneven practices, limited follow-up, and inconsistent use of data. The LEA-wide COST coordination supports the implementation of MTSS by training and calibrating site teams, maintaining oversight of key progress monitoring tools such as the CHKS survey and internal referral data, and ensuring that unduplicated student groups are systematically prioritized in referral processes and follow-up interventions. This approach allows the district to use a shared system of support that is both data-driven and responsive to the unique needs of English Learners, Low-Income students, Foster Youth, and Students with Disabilities. We considered centralizing one person at the District Office to support this work, but that would prove ineffective given the scale of a large district. The best use of funds was determined to be to pay for stipends to individuals at individual sites. This centralized leadership structure is the most effective and scalable method for improving outcomes for unduplicated students, particularly those in Tier 2 and Tier 3, and ensures districtwide coherence in the delivery of services.	data to reflect student voice. This metric will be updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth) in 2025-26 to ensure transparency and targeted follow-up. Effectiveness will be measured by tracking reductions in repeated COST referrals and increased Tier 2/3 intervention completion rates for unduplicated student groups over time.
3.11	**Action:** Post-Secondary Opportunities **Need:** According to the 2024 California School Dashboard, several unduplicated student groups across the district are performing below their peers on the College/Career Indicator. Specifically, Hispanic, English	This action is provided on an LEA-wide basis to ensure consistent and equitable access to post-secondary exposure for unduplicated students across all high schools. By coordinating visits centrally during the school year, the district removes barriers such as cost, transportation, and limited site-level resources that often prevent students, particularly English Learners, Foster Youth, and Low-Income students, from	This work will be measured by the participation lists of students attending the visits and also the College Readiness indicator for unduplicated students.

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	Learner, and African American students are in the Orange performance level, while Socioeconomically Disadvantaged students, Long-Term English Learners, Students with Disabilities, and Homeless youth are in the Yellow level. These performance bands indicate that a significant portion of unduplicated students are not currently on track for post-secondary success. Educational partners—including students and families—have consistently cited barriers such as limited exposure to college and career options, lack of transportation, and minimal access to structured field experiences. These inputs highlight the need for expanded, equity-focused post-secondary opportunities to help close the readiness gap. **Scope:** LEA-wide	participating in college or career exploration. A centralized structure allows for targeted outreach, more efficient use of funds, and alignment with districtwide college and career readiness initiatives. Site-based efforts alone would result in uneven implementation and inconsistent access, especially for students at smaller or under-resourced campuses.	
4.1	**Action:** Wrap Around Services **Need:** The need for expanded wraparound services is supported by 2024 California School Dashboard suspension data, which show that multiple unduplicated student groups continue to face elevated discipline rates. Long-Term English Learners are in the Red performance level, while English Learners, Foster Youth, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and American Indian students are in the Orange. Additionally, Students with Disabilities and Homeless youth are in the	This action is implemented LEA-wide to ensure that unduplicated students at all school sites receive equitable access to critical wraparound services, regardless of site capacity or available personnel. By situating services on campus—including social workers, mentors, and access to outside mental health providers—this approach eliminates logistical barriers such as transportation, inconsistent staffing, or limited community partnerships that can vary from school to school. COST referrals serve as a centralized system to prioritize support for unduplicated students, including English Learners, Foster Youth, and students experiencing homelessness. These referrals lead to coordinated follow-up by	The effectiveness of this action will be measure by COST referrals and review of progress, monthly data collected by mentors, and reporting provided by our Community Based Organizations and Care Solace as to number of students served, specificity as to the student groups served along with correlation to the California Healthy Kids Survey (CHKS).

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	Yellow category. These suspension levels indicate persistent challenges with school climate, belonging, and behavioral health for unduplicated students. Educational partner input—including from COST teams, parent engagement forums, and student feedback—reinforces the urgent need for expanded social-emotional and mental health services. Wraparound support coordinated through school-based and external providers is essential to reducing exclusionary discipline practices and increasing school connectedness. **Scope:** LEA-wide	FUSD's district social worker, site-based mentors, and where needed, engagement through SARB panels or outside providers. A district-coordinated model ensures fidelity, tracking, and consistent quality of care, and has proven to be the most effective way to reduce suspension disparities and support the behavioral and emotional wellness of unduplicated students.	
4.2	**Action:** Chronic Absenteeism **Need:** The need for this action is supported by 2024 California School Dashboard data, which show that chronic absenteeism remains a significant challenge for multiple unduplicated student groups across Fremont Unified School District. Foster Youth and Pacific Islander students are in the Orange performance level, while English Learners, Hispanic students, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless youth are in the Yellow. These levels reflect ongoing barriers to consistent school attendance for students experiencing socioeconomic instability, mobility, trauma, or other structural	This action is provided on an LEA-wide basis to ensure that all schools have access to consistent and effective attendance support systems, regardless of site capacity or staffing. Centralized coordination through the Child Welfare and Attendance team allows Fremont Unified to implement early warning systems, conduct timely home visits, and track chronic absenteeism trends across student groups. The partnership with Attention to Attendance provides a districtwide platform for real-time data and streamlined communication tools, allowing for proactive outreach to families before patterns of absenteeism become entrenched. This approach is especially critical for unduplicated student groups, who are overrepresented in the Yellow and Orange performance bands on the 2024 Chronic Absenteeism Indicator. By delivering services through a centralized model, the district	CWA staff will track the number of home visits and SARBS held. Improvement will be measured through student group performance level on the Chronic Absenteeism Indicator of the California School Dashboard reported in Metric 4.2. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth)

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	challenges. Educational partner feedback, including input from school attendance teams, COST members, and family liaisons, has identified a need for improved outreach, communication, and early warning systems. In response, this action provides centralized support through supplemental staffing in Child Welfare and Attendance. These supports provide coordinated follow-up across school sites, helping to reduce chronic absenteeism for our unduplicated student populations. **Scope:** LEA-wide	ensures that interventions reach those most in need while minimizing disparities in access across schools. Site-based implementation alone would lead to inconsistent follow-up, delayed interventions, and uneven support for the very students this funding is designed to serve. The need for this action is clearly supported by the 2024 California School Dashboard, which highlights chronic absenteeism as a persistent and systemic issue for several unduplicated student groups across Fremont Unified School District. Specifically, the Dashboard indicates that Foster Youth and Pacific Islander students are performing at the Orange level, signaling high levels of chronic absenteeism and an urgent need for targeted intervention. Additionally, English Learners, Hispanic students, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless youth are all in the Yellow performance level, further demonstrating widespread challenges in maintaining consistent school attendance among students who often face compounded barriers. These performance levels reflect more than just data points—they represent real, ongoing obstacles such as housing and food insecurity, trauma, limited access to transportation or healthcare, and the effects of frequent mobility. These challenges disproportionately impact our unduplicated student groups and contribute to patterns of disengagement and absenteeism that, if unaddressed, can hinder long-term academic outcomes and equity goals. Informed by educational partner feedback which includes insights from school attendance teams,	

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		COST (Coordination of Services Team) members, and family liaisons the district has identified a critical need for more proactive and coordinated strategies to improve attendance. Stakeholders have emphasized the importance of early warning systems, improved communication with families, and centralized support to ensure that no student falls through the cracks. In direct response to these needs, this action funds supplemental staffing in the Child Welfare and Attendance (CWA) staff. By coordinating efforts across school sites, the action creates a system of accountability and responsiveness that is tailored to the unique circumstances of unduplicated students. Ultimately, this investment is designed to break down systemic barriers that disproportionately affect our unduplicated students, including English Learners, Foster Youth, Homeless youth, Socioeconomically Disadvantaged students, and Students with Disabilities. These students will be principally served through targeted services provided by the Child Welfare and Attendance (CWA) team, who will engage in case management focused specifically on their unique needs. Additionally, the implementation of an early warning system will enhance the work of COST teams by identifying at-risk students earlier and coordinating timely interventions. These supports are intentionally structured to prioritize unduplicated students, providing them and their families with culturally responsive outreach, consistent follow-up, and access to resources that address barriers to attendance. By centering the	

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		needs of these students, this action creates the conditions necessary for improved attendance, greater engagement, and long-term academic success.	
4.3	**Action:** Restorative Practices **Need:** FUSD will partner with IIRP, a nationally recognized provider of restorative practices, to deliver districtwide training for all school staff. This action directly addresses the need to reduce disproportional suspension outcomes among unduplicated student groups. According to the 2024 California School Dashboard, Long-Term English Learners are in the Red suspension performance level, while English Learners, Foster Youth, Hispanic students, Pacific Islander students, American Indian students, and Socioeconomically Disadvantaged students are all in the Orange. Students with Disabilities, African American students, Homeless youth, and others are in the Yellow. These data reflect persistent inequities in school discipline. Educational partners, including students, staff, and families, have emphasized the importance of shifting from exclusionary practices to community-building strategies that foster inclusion, accountability, and student voice. This action ensures all staff are trained to support positive behavior through restorative approaches aligned to MTSS, with a clear focus on meeting the needs of our most at-promise students.	This action is implemented LEA-wide to ensure that all school sites have access to consistent, high-quality training in restorative practices, regardless of site staffing levels or prior experience. Restorative practices are most effective when implemented as part of a coordinated districtwide framework, with shared language and aligned expectations across all campuses. While restorative approaches benefit all students, they are especially important for unduplicated student groups, who are disproportionately represented in the Orange and Red suspension levels on the 2024 Dashboard. FUSD considered a site-based implementation model in which individual schools would opt into restorative practices training based on their readiness or local priorities. However, this approach was determined to be less effective for promoting equity and fidelity. Site-based implementation would have resulted in inconsistent access for students at smaller or under-resourced schools, precisely the campuses that serve a high proportion of unduplicated students. A centralized, LEA-wide model ensures every student has access to relational, inclusive discipline practices regardless of school assignment, and provides greater oversight to monitor implementation quality and impact.	This indicator will be measured by staff participation rates and by the suspension/ expulsion data. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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	Scope: LEA-wide		
4.4	**Action:** School-To-Home Connectedness **Need:** Unduplicated students in FUSD continue to face barriers to consistent engagement in school, often tied to housing instability, language access, and limited adult-student connections. According to the 2024 California School Dashboard, Foster Youth and Pacific Islander students are in the Orange chronic absenteeism band, while English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and several other groups remain in the Yellow. Input from LCAP surveys and site-based engagement teams highlights the importance of building trusting relationships between school and home. This action funds community liaisons, family outreach specialists, and direct service providers who remove obstacles, deliver targeted outreach, and build the conditions for students to stay connected, graduate, and access post-secondary opportunities. **Scope:** LEA-wide	This action is provided on an LEA-wide basis to ensure that all school sites can offer direct student and family support services, including bilingual community liaisons, outreach specialists, and appointment-based engagement. These supports are especially critical for unduplicated students who experience barriers such as unstable housing, inconsistent attendance, or limited access to school-based adults. A site-based model was considered but rejected, as it would have led to significant disparities in service access—especially at schools serving higher numbers of unduplicated students with fewer classified staff. A centralized approach ensures equity of access, consistent role expectations, and improved accountability in monitoring engagement efforts. The coordinated model enables targeted supports and data-informed interventions aligned with MTSS, all of which are essential to improving outcomes for English Learners, Foster Youth, and Low-Income students.	FUSD will measure the effectiveness of this action via SARB data, review of 1:1 appointment, and number of home visits to meet the needs of our students. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).
4.5	**Action:** Family Engagement	This action is implemented on an LEA-wide basis to ensure that families of unduplicated students	Number of parents attending workshops and

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	Need: Unduplicated students in FUSD often face challenges related to language access, digital literacy, work schedules, and school system navigation, barriers that directly impact family engagement and student success. Educational partner input, including from LCAP surveys and site-based family events, has repeatedly shown that families of English Learners, Foster Youth, and Low-Income students are seeking more culturally responsive communication, workshops in home languages, and practical strategies for supporting their children academically. This action responds by providing centralized family workshops and site-based support led by community liaisons and staff who understand the needs of these families. These opportunities build trust, remove access barriers, and contribute to whole-child outcomes like increased attendance, academic achievement, and college/career readiness. **Scope:** LEA-wide	receive consistent access to engagement opportunities, regardless of school site staffing or local capacity. FUSD's family engagement strategy is coordinated across State and Federal and Student Support Services departments, which center their work around the needs of unduplicated student groups. While a site-based model was considered, it would have led to major disparities in the availability and quality of workshops and communication, particularly at campuses with fewer bilingual staff or limited classified support. A centralized model enables strategic coordination of translation services, outreach timing, content development, and equity-focused targeting of families who might not otherwise participate. This ensures more consistent and effective engagement with the families of English Learners, Foster Youth, and Low-Income students districtwide.	survey results. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).
4.7	**Action:** Native American Students **Need:** Native American students in FUSD often face unique cultural and systemic barriers that impact academic performance, engagement, and access to support services. Many	This action is provided on an LEA-wide basis to ensure a coordinated and equitable approach to supporting Native American students, who are enrolled across multiple school sites and represent a numerically small but historically underserved subgroup. A site-based approach would result in inconsistent services or a lack of dedicated support at campuses with only one or two Native	We will monitor effectiveness by tracking parent engagement and participation in program offerings. We will monitor the graduation rates of our students and the academic data of this student group.

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	students within this population also qualify as English Learners or Low-Income, and face intersecting challenges that require targeted outreach. Feedback gathered from Native American families, community liaisons, and site-based staff highlights the need for direct cultural connection, tutoring support, and access to enrichment experiences. This action addresses those needs by funding a designated staff member to provide outreach, mentoring, and family engagement opportunities, along with field trips and cultural events that promote school connectedness and academic motivation. The program helps build bridges between home and school, grounded in respect for the cultural identity of Native American students. **Scope:** LEA-wide	American students. By implementing the action centrally, FUSD ensures that all eligible students have access to mentoring, tutoring, cultural programming, and family engagement regardless of school of attendance. An alternative model based solely on site-level discretionary support was considered but dismissed due to the risk of service gaps. Centralized coordination is the most effective method for honoring the cultural identity of Native American students while addressing their academic and socio-emotional needs. This action is implemented on an LEA-wide basis to ensure that families of unduplicated students, including English Learners, Foster Youth, and Low-Income students, receive equitable and consistent access to engagement opportunities, regardless of variations in school site staffing or local capacity. The strategy is principally directed toward unduplicated students, as it is designed to address the systemic barriers these families often face in accessing school communications, resources, and decision-making processes. FUSD's family engagement efforts are centrally coordinated through the State and Federal Programs which prioritize the needs of unduplicated student groups in their planning and implementation. While a site-based model was considered, it would have resulted in inequitable outcomes, with Native American students enrolled at K-12 campuses across the district. Having staff who have the expertise of Native American culture and the ability to provide culturally relevant engagement activities are necessary to have our students feel connected with the school system. This centralized approach	This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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		allows for efficient and strategic use of resources, including coordinated services, uniform outreach materials, and targeted communication strategies tailored to families who may be historically underrepresented. . By streamlining operations and focusing outreach where it is most needed, this action ensures that unduplicated students and their families are not only served, but served effectively and principally by making it the most impactful and cost-effective use of funds to advance equity and improve educational outcomes districtwide.	
4.8	**Action:** Ant-Bias and Culturally Responsive Instruction **Need:** Unduplicated student groups in FUSD, including English Learners, Foster Youth, and Low-Income students, are disproportionately represented in suspension and academic performance data. According to the 2024 California School Dashboard, Long-Term English Learners are in the Red suspension band, with several additional groups in Orange or Yellow across suspension and CAASPP indicators. These disparities reflect systemic biases and inequities in student experience and outcomes. Input gathered from staff, families, and student groups during LCAP engagement confirms a districtwide need for more inclusive, culturally responsive practices. This action supports those needs by providing professional learning and reflection tools to help staff build equitable learning environments, reduce bias, and improve	This action is implemented LEA-wide to ensure that every school site, regardless of student demographics, engages in shared learning and professional development related to anti-bias and culturally responsive practices. Unduplicated students are present at every school in FUSD, and limiting this work to only schools with the highest proportions of these students would create inequities in adult learning and systemic change. A site-based approach was considered but determined to be less effective, as it would create inconsistent training quality, fragmented data reflection, and limited sustainability. By coordinating this work centrally, the district can ensure aligned expectations, monitor site progress through MTSS and Dashboard data, and provide sustained support to all staff in building the capacity to serve unduplicated students equitably.	Suspension disproportionality data CAASPP disproportionality data CHKS data of relevant Key Indicators Review of MTSS data reviews at monthly principal meetings

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	academic and social-emotional outcomes for historically underserved student groups. **Scope:** LEA-wide		
4.9	**Action:** Supplemental Academic Programs **Need:** Unduplicated student groups in FUSD face ongoing challenges in both academic achievement and school attendance. According to the 2024 California School Dashboard, Foster Youth and Pacific Islander students are in the Orange band for Chronic Absenteeism, while English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities are in the Yellow. In terms of academic performance, Long-Term English Learners are in the Red band in both ELA and Math, with multiple unduplicated student groups, including English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities, scoring in the Orange range for both subjects. These performance gaps highlight the need for targeted communication strategies and academic supports that engage families in understanding student progress and connecting with timely interventions. Through MTSS-aligned outreach and tailored family progress reports, this action aims to remove barriers and ensure families can support their children's learning more effectively.	This action is provided on an LEA-wide basis to ensure all families, especially those of unduplicated students, receive consistent access to timely, actionable academic progress information. Dashboard data from 2024 reveal that many unduplicated student groups, including Long-Term English Learners, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, are performing in the Red or Orange performance levels for ELA and Math. At the same time, several of these groups are also in the Yellow or Orange bands for Chronic Absenteeism. These intersecting challenges call for a systemic approach to school-home communication that equips families to act early and confidently in support of their child's academic progress. A site-based model was considered but dismissed due to inconsistencies in staffing, interpretation of academic data, and outreach capacity across schools. Implementing this action centrally allows FUSD to deliver standardized, equity-centered messaging to families of unduplicated students districtwide, ensuring that academic data is not only shared, but paired with clear, culturally responsive next steps to improve student outcomes.	Effectiveness will be measured by review of parent surveys and feedback on communication, participation rates of unduplicated students and their families in progress-related meetings or support services, and monitoring of Chronic Absenteeism and CAASPP performance data as reported on the California School Dashboard. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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	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.

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1.1	**Action:** Access to Technology **Need:** Based on our survey data from educational partners, our unduplicated students do not always have access to technology at home. Limited access to technology at home is an obstacle FUSD wishes to remove in support of our unduplicated students so that we can address the digital divide that some our unduplicated students experience. **Scope:** Limited to Unduplicated Student Group(s)	This action will ensure equitable access to digital learning tools and online instructional materials, helping to close the digital divide that disproportionately affects unduplicated students. It will provide fuller access to supplemental teaching and learning resources, including language development programs, intervention supports, and personalized learning platforms. By enabling connectivity and device access beyond the school day, this support will allow students to complete homework, engage in extended learning opportunities, and access academic content at their own pace. We considered buying class sets but determined that the most effective use was to have a loaner program so that they have the full access for school and home which includes hotspots as appropriate. Chromebooks and hotspots will also foster stronger family engagement by allowing caregivers to communicate with teachers, monitor student progress, and access school-based resources online.	FUSD will monitor the effectiveness and progress for unduplicated students using: The distribution report of the number of chromebooks and hotspots assigned to unduplicated students. (This metric will be updated to include data disaggregated for unduplicated student groups effective 2026-27.)

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1.2	**Action:** Dual Immersion Programs **Need:** 2023–24 and 2024–25 i-Ready Reading Diagnostic data show variable proficiency levels among Dual Immersion student cohorts. For example, reading proficiency for some Spanish Dual Immersion students remained below 55%, while Mandarin cohorts reached higher levels. These variations point to a need for targeted support and instructional consistency to improve English reading outcomes for English Learners and low-income students enrolled in both Spanish and Mandarin Dual Immersion programs. **Scope:** Limited to Unduplicated Student Group(s)	Dual language immersion (DLI) programs are among the most effective educational models for supporting multilingual learners. These programs promote bilingualism, biliteracy, academic achievement, and cross-cultural competencies by offering instruction in both English and a partner language (e.g., Spanish, Mandarin) over an extended period of time. Research consistently shows that students in well-implemented dual immersion programs outperform their peers in both English proficiency and academic achievement over time (Thomas & Collier, 2017). Unlike traditional English-only or early-exit transitional bilingual programs, dual immersion supports the full development of a student's first language while simultaneously building English proficiency. This additive bilingualism model affirms students' linguistic and cultural identities, enhances cognitive flexibility, and leads to stronger long-term academic outcomes. In contrast, more limited models—such as pull-out ESL services or English-only instruction—often restrict access to rigorous, grade-level content and fail to leverage the linguistic strengths of multilingual learners. To ensure the success of dual immersion programs, the provision of high-quality instructional resources and structured teacher collaboration is essential and it was determined that these funds could best support in the following areas: Instructional Resources: Effective DLI programs require standards-aligned, grade-level curriculum materials in both English and the partner language across content areas. These resources ensure	FUSD will monitor progress and effectiveness for unduplicated students using: "Level Learning" local Assessments in the target language and also using i-Ready assessments

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		students are receiving parallel instruction and are developing academic language and literacy in both languages. Without adequate materials in both languages, the balance and integrity of the immersion model can be compromised, limiting students' opportunity to achieve biliteracy. Teacher Collaboration: Collaboration between partner-language and English teachers allows for alignment of content, assessment practices, and language development goals. Co-planning time supports intentional language allocation, scaffolding strategies, and the integration of culturally responsive pedagogy. It also builds a shared understanding of program design and student needs, creating coherence across classrooms and grade levels. By investing in the tools and structures needed for success—comprehensive instructional materials and time for teacher teams to collaborate—districts can build and sustain effective dual immersion programs that close opportunity gaps and prepare all students to thrive in a diverse, multilingual world.	
1.3	**Action:** Address the needs of newcomers and Long Term English Learners (LTEL) **Need:** Multilingual learners in FUSD, particularly newcomers and Long-Term English Learners (LTELs), continue to face significant barriers to academic success. ELPI performance data shows that reclassification rates for English learners are below state targets. These	This action delivers small group or push-in instructional support specifically for newcomers and Long-Term English Learners (LTELs). It targets academic language development and supports reclassification, based on English Learner Progress Indicator (ELPI) outcomes and input from teachers, administrators, and DELAC. Research consistently shows that multilingual learners, particularly newcomers and LTELs, benefit significantly from targeted, in-time instructional support that addresses both their	ELPI indicator on the CA School Dashboard and annual English Learner reclassification rates will be used to demonstrate the effectiveness of these actions and support.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student groups often require targeted support to accelerate their English language development and meet grade-level standards. Input from DELAC, school leaders, and instructional staff has identified a consistent need for instructional models that provide scaffolded academic language support and social-emotional integration, especially for students at risk of remaining LTELs. By expanding ELD specialist staffing and supplemental course access, the district is responding to these documented performance gaps and community partner-identified priorities. **Scope:** Limited to Unduplicated Student Group(s)	linguistic and academic needs. Push-in and small-group models provide immediate, contextualized language development embedded within content instruction, which is especially important for students at different stages of English proficiency. Newcomer students require intensive, scaffolded instruction that not only introduces foundational English skills but also supports their social-emotional adjustment and access to grade-level curriculum. Meanwhile, LTELs often struggle with academic English and complex literacy skills despite having conversational fluency. These students benefit most from explicit instruction in academic language, vocabulary development, and writing, particularly when it is embedded in content areas (Olsen, 2010; Zwiers, 2014). These actions will best support our students by providing : -Individualized attention that targets gaps in language and content understanding. -More frequent opportunities for structured academic discourse and interaction. -Consistent progress monitoring aligned with the ELPI, which measures English learner growth over time and informs reclassification readiness. According to the California Department of Education and research by Dr. Laurie Olsen, programs that include dedicated instructional support staff, differentiated academic language instruction, and regular collaboration with classroom teachers result in higher rates of reclassification and academic achievement for English learners. Furthermore, this action reflects stakeholder-driven priorities: teacher, administrator, and DELAC input has consistently underscored the	

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		need for more embedded supports for ELs, especially those at risk of becoming or remaining LTELs. The combination of data-driven decision-making and community voice ensures the action is responsive and equitable. By investing in this model, the district addresses both the immediate learning needs of multilingual students and the long-term goal of academic success and language proficiency, paving the way toward accelerated reclassification and improved outcomes on state indicators	
1.4	**Action:** Support multilingual families **Need:** Based on the feedback from our MLL population, the need to have staff who can communicate with our families in their primary language and/or who are culturally responsive who can support families with navigating the school system is a need. **Scope:** Limited to Unduplicated Student Group(s)	Research consistently shows that strong school-to-home connections significantly improve student outcomes. According to Henderson and Mapp (2002), students whose families are involved, regardless of socioeconomic status or background, are more likely to achieve higher grades, attend school regularly, have better social skills, and graduate at higher rates. Their comprehensive review, A New Wave of Evidence, highlights that family engagement positively affects students' academic performance and emotional well-being. Moreover, in increasingly diverse school districts, engaging multilingual families in their native language is essential for effective communication and genuine partnership. A study by Lee and Bowen (2006) found that when schools communicate with families in their home language, families feel more respected and involved, which strengthens their participation and support for their children's education. This engagement fosters trust and helps bridge cultural gaps, leading to better educational outcomes.	Consultation logs, number of appointments with families who need primary language support, translation logs, and parent meetings will be used to track service levels. In 2024-25, Student Support Services provided language assistance for 2,512 total translation requests. Of these, 100% were for families of English Learners (based on cross-referenced SSS and EL enrollment data). (This metric has been updated to include data disaggregated for English Learners and will be reported annually starting in 2025–26.)

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		Having staff members who can interact with families in their native languages addresses language barriers that often hinder parental involvement. According to the National Education Association (NEA), multilingual staff are crucial in facilitating meaningful family-school partnerships and ensuring equitable access to resources for all students. This practice supports the diverse needs of students and families, ultimately contributing to a more inclusive and effective educational environment. In summary, fostering strong school-to-home connections through culturally and linguistically responsive staff is vital for student success, particularly in diverse communities and the strategy of hiring staff to support our families is a more effective option over other types of support such as online translations.	
1.8	**Action:** Unhoused transportation and mentorship **Need:** Based on our FUSD data, unhoused youth have continued to need to have specialized and targeted supports. Based on the CA Dashboard, the data demonstrates that our unhoused students will benefit by additional, targeted assistance that will remove barriers that may prevent access to the educational setting. **Scope:** Limited to Unduplicated Student Group(s)	Mentorship and short-term emergency transportation are among the most effective strategies to support the educational success of unhoused students. These supplemental supports address key barriers that disproportionately affect unduplicated youth experiencing housing instability, ensuring equitable access to learning. Unhoused students face numerous challenge, such as frequent moves, lack of reliable transportation, and unmet basic needs, that directly impact school attendance, engagement, and academic performance. Providing dedicated mentors helps mitigate these challenges by offering consistent, individualized support. Mentors build trusting relationships with students, regularly check in on their well-being, coordinate access to	FUSD will monitor the progress for unhoused, unduplicated students by tracking the number of students served with supplemental transportation. FUSD will also monitor and track the increased attendance rate and graduation rate for these students.

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		services, and advocate for their academic and social-emotional needs. This direct connection helps foster a sense of belonging and stability within the school community, which research has shown is essential for the academic resilience of homeless youth (National Center for Homeless Education, 2020). Short-term emergency transportation is another critical component. Unreliable or unavailable transportation is one of the most immediate and frequent obstacles to consistent school attendance for unhoused students. By providing flexible, responsive transportation options, the district ensures that students can maintain school stability and arrive on time, even in the face of unpredictable living conditions. According to the McKinney-Vento Act, school stability is a protective factor for academic success, and consistent attendance is directly linked to improved academic outcomes and increased graduation rates. These services are made available at all school sites to guarantee timely and equitable support for every unhoused, unduplicated pupil—regardless of their enrollment location or changes in residence. Together, mentors and transportation work in tandem to: -Prevent chronic absenteeism -Support academic continuity -Ensure full participation in school activities and services -Address whole-child needs in real time By investing in these targeted interventions, the district removes some of the most significant	

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		barriers to learning for unhoused students and affirms its commitment to equity, stability, and success for all students. .	
1.9	**Action:** LTEL support **Need:** The 2024 California Dashboard shows that Long-Term English Learners (LTELs) performed in the red performance level for Suspension Rate, English Language Arts, and Mathematics, and orange for Graduation Rate and English Learner Progress. As a result, FUSD is identified for Differentiated Assistance for this student group. These outcomes highlight a need to strengthen instructional practices that support LTELs' academic success. In addition, providing professional development to elementary educators will help build early intervention capacity and prevent future LTEL designation among English Learners. **Scope:** Limited to Unduplicated Student Group(s)	High-quality professional development is essential in equipping teachers with the tools and strategies needed to effectively support Long-Term English Learners (LTELs). This action provides targeted professional learning and instructional coaching to improve classroom practices that directly impact LTELs' academic achievement and progress toward reclassification. Research shows that LTELs often struggle with complex academic reading and writing—skills critical for accessing grade-level content and meeting reclassification criteria. To address this, the professional development offered through this action will focus on evidence-based instructional strategies for teaching academic language, integrating literacy across content areas, and building students' confidence and engagement in rigorous coursework (Olsen, 2010; Zwiers, 2014). While LTELs are primarily found at the secondary level, this action is implemented districtwide to ensure that all educators across our PK-12 district are equipped to support English Learners from the earliest grades. Early, high-quality instruction is a key prevention strategy that reduces the likelihood of students becoming LTELs by the time they reach middle or high school. Through a comprehensive, systemwide approach, this action addresses both the immediate needs of current LTELs and the long-term development of English Learners throughout their educational journey.	Performance on the English Learner Progress Indicator (ELPI) for Long-Term English Learners (LTELs), with an emphasis on growth in language proficiency and increased reclassification rates. Students have access to Common Core State Standards (CCSS)-aligned instructional materials and are taught by teachers who are appropriately assigned and fully credentialed.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Professional development and coaching provided under this action: -Deepen teachers' understanding of language acquisition and literacy development. -Provide tools to scaffold rigorous academic content for English Learners. -Promote instructional consistency and coherence across grade levels and subject areas. -Foster collaborative planning and reflection among educators. By investing in sustained professional learning, the district strengthens instructional capacity and creates classroom environments where English Learners can thrive—academically, linguistically, and socially. This is not only a critical step toward improving LTEL outcomes but also a proactive effort to ensure more English Learners achieve reclassification in a timely manner.	
1.10	**Action:** Expanded learning opportunities for EL **Need:** Based on the 2024 California Dashboard, English Learners received a performance level of Yellow on the English Learner Progress Indicator (ELPI). Notably, 31.5% of EL students maintained their ELPI level, while 16.7% decreased by at least one level. These results highlight a need to provide targeted academic support through expanded learning opportunities to prevent regression and accelerate language acquisition. **Scope:**	Expanded learning opportunities provide critical additional time and targeted support for Multilingual Learners to strengthen academic language development outside the regular school day. These opportunities are among the most effective strategies for accelerating language acquisition and preventing language regression, particularly for students who need more time to process and apply new language skills. Language acquisition is a complex, long-term process that requires consistent, meaningful interaction with both spoken and written academic language. For many multilingual learners, especially those who are newly arrived or at risk of becoming Long-Term English Learners (LTELs), the standard school day alone may not offer	Performance on the English Learner Progress Indicator (ELPI), with a focus on the percentage of English Learners who maintain their ELPI level, the percentage of English Learners who decrease by one or more ELPI levels, and the percentage of English Learners who increase their ELPI level. Students have access to Common Core State Standards (CCSS)-aligned instructional materials and

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)	sufficient time or individualized support to meet language development goals. Expanded learning time creates structured environments for additional practice, reinforcement, and application of language in ways that complement and extend core instruction. These programs provide: Additional exposure to academic vocabulary and discourse through hands-on learning, project-based -activities, and collaborative tasks that support language use in authentic contexts. -Opportunities to reinforce language structures in reading, writing, listening, and speaking—critical for achieving proficiency and success across content areas. -Smaller group settings that allow for more individualized feedback and targeted scaffolding of language development. -Continuity of learning that helps prevent regression in language skills during school breaks or periods of transition. According to research from the National Clearinghouse for English Language Acquisition (NCELA) and the Center for American Progress, extended learning time that is intentionally designed for English Learners can accelerate both language proficiency and academic achievement, especially when it integrates language instruction with engaging content and is led by trained staff. By providing expanded learning opportunities, the district supports English Learners in maintaining or improving their English Learner Progress Indicator (ELPI) levels, a key state accountability measure. These programs also help close opportunity gaps by ensuring multilingual students receive the	are taught by teachers who are appropriately assigned and fully credentialed.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		extended time and enriched experiences they need to fully access the curriculum and progress toward reclassification. This action reflects a commitment to equity and academic success by recognizing that “more time, well used” is one of the most impactful investments we can make in the language development and long-term achievement of English Learners	
3.2	**Action:** College Readiness **Need:** Based on the CA Dashboard, our unduplicated student groups performance levels are low for English learners and medium for socioeconomically disadvantaged for the college and career indicator. **Scope:** Limited to Unduplicated Student Group(s)	Unduplicated students often face systemic barriers to accessing work-based learning experiences, such as limited transportation, lack of adult connections in the workforce, or financial constraints. These barriers can limit their exposure to career exploration and real-world application of skills. A thoughtfully designed job fair provides these students with early and meaningful exposure to careers, helping them make informed choices about their educational and professional futures. Key benefits include: -Increased awareness of career pathways across diverse industries, including those aligned with regional workforce needs and high-wage, high-demand sectors. -Direct access to internships and work-based learning opportunities, which research has shown to significantly increase student engagement, motivation, and long-term earning potential (Linked Learning Alliance, 2020). -Connection to CTE programs and dual enrollment opportunities, giving students a head start on college credit and industry-recognized credentials while still in high school. -Development of soft skills and networking experience through professional interactions with	FUSD will monitor the progress and successful implementation of this work by tracking number of unduplicated students attending the event and also we will track and measure the CCI indicator for unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		employers, community partners, and postsecondary institutions. Additionally, job fairs offer opportunities for targeted guidance and mentorship, especially when paired with resume workshops, mock interviews, or sessions on navigating college and career options. For foster youth, English Learners, and students from low-income households, this kind of support is crucial in building confidence, expanding postsecondary aspirations, and breaking cycles of poverty. By intentionally centering unduplicated students in these experiences, the district affirms its commitment to educational equity and ensures that all students are equipped with the knowledge, experiences, and resources to graduate college and career ready.	
3.3	**Action:** Multilingual Learner Graduation Outcomes **Need:** Fremont Unified's 2024 California Dashboard shows a districtwide graduation rate of 75.1% for English Learners, with an Orange performance level and a decline of 2.2% from the prior year. Two of the district's comprehensive high schools (Washington and Kennedy) also show Orange performance and negative or stagnant trends, while two others (American and Irvington) earned Green ratings with improved performance. In contrast, data from Robertson Continuation High and Mission San Jose High did not receive a color performance level due to low enrollment of	This action provides multilingual learners—particularly secondary-level newcomers—with dedicated case management and academic pathway planning to support successful graduation and postsecondary readiness. Staff play a central role in guiding students through the complex educational landscape by offering individualized, culturally responsive, and data-informed support. Newcomer multilingual learners often enter U.S. schools with interrupted formal education, limited English proficiency, and a lack of familiarity with the graduation requirements, credits, and postsecondary pathways in the U.S. education system. These factors, compounded by transitions across schools or districts, can make it especially challenging for students to remain on track to	FUSD will monitor the percentage of multilingual learner students who graduate using disaggregated California Dashboard Graduation Rate Indicator data. In addition, internal tracking systems will be used to monitor case management participation and academic progress (e.g., credit recovery, A–G course completion) to evaluate how targeted supports correlate with improved

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners in their 12th grade cohort. This uneven performance across school sites reinforces the need for additional targeted case management. Compounding this need is a rise in newcomer enrollment at the secondary level, creating further urgency to support multilingual learners with graduation planning and pathway monitoring. **Scope:** Limited to Unduplicated Student Group(s)	graduate. The support provided through this action is designed to eliminate those barriers. Staff meet directly with students to: Conduct transcript evaluations and assess academic standing in the context of state graduation requirements and A-G coursework. -Develop individualized academic plans that reflect students' unique entry points and language needs. -Explain diploma pathways, graduation benchmarks, and opportunities for credit recovery, dual enrollment, or alternative programs. -Monitor ongoing progress and provide early intervention when students are off-track. -Facilitate communication and collaboration with families, especially when language or cultural barriers exist. These staff also serve as advocates and connectors, ensuring multilingual learners are aware of and have access to all relevant supports—such as language development programs, tutoring, mental health services, and college and career counseling. Through intentional and ongoing check-ins, they create continuity and a trusted relationship that supports both academic progress and students' social-emotional well-being. Research shows that targeted counseling interventions and case management are especially effective in improving outcomes for English Learners and other historically underserved student groups. According to the National Education Policy Center and WestEd, sustained, individualized guidance significantly increases the likelihood of high school completion, postsecondary enrollment, and reduced dropout	graduation outcomes for multilingual learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		rates when supports are proactive and coordinated across services. By providing a data-driven, student-centered approach, this action directly addresses disparities in graduation rates and mitigates the negative impacts of high mobility and academic disconnection. It ensures that multilingual learners are not only monitored for compliance, but truly supported through personalized academic planning that empowers them to succeed in high school and beyond.	

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.

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.

Fremont Unified School District is not eligible for concentration grant funding as we do not meet the high concentration criteria of having above 55% of foster youth, English learners and low-income students.

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	n/a	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 certificated staff providing direct services to students	n/a	n/a

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	377,559,656	28,578,745	7.569%	0.283%	7.852%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$29,648,859.00	$22,695,144.00	$50,000.00	$0.00	$52,394,003.00	$44,641,293.00	$7,752,710.00

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	Access to Technology	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.2	Dual Immersion Programs	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Blacow, Bringhurst, Gomes and Hopkins immersion strands K-8	2026-2027 School Year	$110,000.00	$140,000.00	$250,000.00				$250,000.00	
1	1.3	Address the needs of newcomers and Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Blacow, Brier, Bringhurst, Cabrillo, Durham, Glenmoor, Grimmer and Maloney for ELD Specialists . Teacher on Special Assignment to support all elementary sites 1st-5th grade and 6th -12th	2026-2027 School Year	$1,214,772.00	$10,000.00	$1,224,772.00				$1,224,772.00	
1	1.4	Support multilingual families	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2026-2027 School Year	$1,976,260.00	$105,000.00	$2,081,260.00				$2,081,260.00	

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
					Student Group(s)											
1	1.5	Peer Assistance and Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.6	Special Education Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$379,242.00	$0.00	$379,242.00				$379,242.00	
1	1.7	Kennedy and Robertson High Schools	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy and Robertson 9-12	2026-2027 School Year	$805,123.00	$0.00	$805,123.00				$805,123.00	
1	1.8	Unhoused transportation and mentorship	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2026-2027 School Year	$335,129.00	$0.00	$335,129.00				$335,129.00	
1	1.9	LTEL support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Walters Middle School, John F Kennedy and Robertson High Schools 6-12	2026-2027 School Year	$264,620.00	$60,000.00	$274,620.00		$50,000.00		$324,620.00	
1	1.10	Expanded learning opportunities for EL	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-6	2026-2027 School Year	$0.00	$107,000.00	$107,000.00				$107,000.00	
2	2.1	Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$225,680.00	$0.00	$225,680.00				$225,680.00	
2	2.2	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$690,437.00	$0.00	$690,437.00				$690,437.00	

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
2	2.3	Fostering Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$123,826.00	$342,440.00	$466,266.00				$466,266.00	
2	2.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
2	2.5	Unduplicated Student Proficiency	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Ardenwood, Azevada, Blacow, Brier, Bringhurst, Brookvale, Cabrillo, Centerville, Chadbourne, Durham, Forest Park, Glenmoor, Gomes, Green, Grimmer, Hirsch, Kennedy, Leitch, Maloney, Mattos, Millard, Mission Valley, Mission San Jose Elementary, Niles, Oliveria, Parkmont, Patterson, Robertson, Vallejo Mill, Warm Springs, Warwick and Weibel Tk-5, 6-8 and 9-12	2026-2027 School Year	$1,163,356.00	$0.00	$1,163,356.00				$1,163,356.00	
2	2.6	Unduplicated Unfinished Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Azevada, Blacow, Brier, Bringhurst,	2026-2027 School Year	$5,044,133.00	$197,731.00	$5,241,864.00				$5,241,864.00	

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
							Cabrillo, Centerville, Chadbourne, Durham, Glenmoor, Green, Grimmer, Hirsch, Hopkins, Horner, Maloney, Millard, Mission San Jose High School, Oliveria, Patterson, Vallejo Mill and Walters 1-5, 6-8 and 9-12									
2	**2.7**	MTSS Liaisons	All	No			All Schools	2026-2027 School Year	$0.00	$0.00	$0.00				$0.00	
2	**2.8**	Wellness Centers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission San Jose, Robertson and Washington,	2026-2027 School Year	$531,593.00	$0.00	$531,593.00				$531,593.00	
2	**2.9**	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary and middle schools K-8	2026-2027 School Year	$1,195,396.00	$275,329.00	$1,470,725.00				$1,470,725.00	
2	**2.10**	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	2026-2027 School Year	$14,010,172.00	$0.00	$6,571,820.00	$7,438,352.00			$14,010,172.00	
3	**3.1**	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2026-2027 School Year	$161,200.00	$300,000.00	$461,200.00				$461,200.00	

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	3.2	College Readiness	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$6,000.00	$6,000.00	$12,000.00				$12,000.00	
3	3.3	Multilingual Learner Graduation Outcomes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle and High Schools 6-12	2026-2027 School Year	$174,585.00	$0.00	$174,585.00				$174,585.00	
3	3.4	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools 9-12 grade	2026-2027 School Year	$950,000.00	$511,198.00	$1,461,198.00				$1,461,198.00	
3	3.5	PSAT/NMSQT	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission, Robertson and Washington 11th	2026-2027 School Year	$10,000.00	$40,000.00	$50,000.00				$50,000.00	
3	3.6	Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kennedy 12th	2026-2027 School Year	$206,337.00	$0.00	$206,337.00				$206,337.00	
3	3.7	Differentiated Mathematics Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027 School Year	$99,341.00	$100,000.00	$199,341.00				$199,341.00	
3	3.8	Therapeutic Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2026-2027 School Year	$433,064.00	$0.00	$433,064.00				$433,064.00	
3	3.9	MESA Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Walters Middle School, Kennedy High School, Robertson High School 6-12	2026-2027 School Year	$0.00	$12,000.00	$12,000.00				$12,000.00	

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	COST Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$104,529.00	$0.00	$104,529.00				$104,529.00	
3	3.11	Post-Secondary Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 9-12	2026-2027 School Year	$53,619.00	$10,000.00	$63,619.00				$63,619.00	
4	4.1	Wrap Around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$348,172.00	$348,172.00				$348,172.00	
4	4.2	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2026-2027 School Year	$291,801.00	$27,000.00	$318,801.00				$318,801.00	
4	4.3	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$100,000.00	$100,000.00	$200,000.00				$200,000.00	
4	4.4	School-To-Home Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$1,768,563.00	$0.00	$1,768,563.00				$1,768,563.00	
4	4.5	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2026-2027 School Year	$79,162.00	$12,000.00	$91,162.00				$91,162.00	
4	4.6	Facilities	All	No			All Schools K-12	2026-2027 School Year	$11,951,566.00	$3,033,840.00		$14,985,406.00			$14,985,406.00	
4	4.7	Native American Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-12	2026-2027 School Year	$25,401.00	$0.00	$25,401.00				$25,401.00	
4	4.8	Ant-Bias and Culturally Responsive Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$300,000.00	$300,000.00				$300,000.00	
4	4.9	Supplemental Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$65,000.00	$65,000.00				$65,000.00	
5	5.1	Eliminate barriers through transportation	Hispanic and SED student groups	No			Specific Schools: Robertson High School	2025-2027	$0.00	$65,000.00		$65,000.00			$65,000.00	

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
							10-12 grade									
5	**5.2**	Mental Health Coaching & SEL	English Learners, Hispanic Students, Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White Students	No			Specific Schools: Robertson Continuation High School 10-12 grades	2025-2027	$0.00	$80,000.00		$80,000.00			$80,000.00	
5	**5.3**	Graduation Progress Monitoring	Hispanic and SED students	No			Specific Schools: Robertson Continuation High School 10-12 grades	2025-2027	$126,386.00	$0.00		$126,386.00			$126,386.00	

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
377,559,656	28,578,745	7.569%	0.283%	7.852%	$29,648,859.00	0.000%	7.853 %	**Total:**	$29,648,859.00
								LEA-wide Total:	$17,380,557.00
								Limited Total:	$4,464,366.00
								Schoolwide Total:	$7,803,936.00

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	1.1	Access to Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.2	Dual Immersion Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Blacow, Bringhurst, Gomes and Hopkins immersion strands K-8	$250,000.00	
1	1.3	Address the needs of newcomers and Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Blacow, Brier, Bringhurst, Cabrillo, Durham, Glenmoor, Grimmer and Maloney for ELD Specialists. Teacher on Special Assignment to support all	$1,224,772.00	

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 (%)
						elementary sites 1st-5th grade and 6th -12th		
1	1.4	Support multilingual families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,081,260.00	
1	1.5	Peer Assistance and Review	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.6	Special Education Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,242.00	
1	1.7	Kennedy and Robertson High Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy and Robertson 9-12	$805,123.00	
1	1.8	Unhoused transportation and mentorship	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$335,129.00	
1	1.9	LTEL support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Walters Middle School, John F Kennedy and Robertson High Schools 6-12	$274,620.00	
1	1.10	Expanded learning opportunities for EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-6	$107,000.00	
2	2.1	Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,680.00	
2	2.2	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,437.00	
2	2.3	Fostering Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$466,266.00	
2	2.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Unduplicated Student Proficiency	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Ardenwood, Azevada, Blacow, Brier, Bringhurst, Brookvale, Cabrillo, Centerville, Chadbourne, Durham, Forest Park, Glenmoor, Gomes, Green, Grimmer, Hirsch, Kennedy, Leitch, Maloney, Mattos, Millard, Mission Valley, Mission San Jose Elementary, Niles, Oliveria, Parkmont, Patterson, Robertson, Vallejo Mill, Warm Springs, Warwick and Weibel Tk-5, 6-8 and 9-12	$1,163,356.00	
2	**2.6**	Unduplicated Unfinished Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Azevada, Blacow, Brier, Bringhurst, Cabrillo, Centerville, Chadbourne, Durham, Glenmoor, Green, Grimmer, Hirsch, Hopkins, Horner, Maloney, Millard, Mission San Jose High School,	$5,241,864.00	

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 (%)
						Oliveria, Patterson, Vallejo Mill and Walters 1-5, 6-8 and 9-12		
2	2.8	Wellness Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission San Jose, Robertson and Washington,	$531,593.00	
2	2.9	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary and middle schools K-8	$1,470,725.00	
2	2.10	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	$6,571,820.00	
3	3.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$461,200.00	
3	3.2	College Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$12,000.00	
3	3.3	Multilingual Learner Graduation Outcomes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle and High Schools 6-12	$174,585.00	
3	3.4	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools 9-12 grade	$1,461,198.00	
3	3.5	PSAT/NMSQT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission, Robertson and Washington 11th	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kennedy 12th	$206,337.00	
3	3.7	Differentiated Mathematics Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$199,341.00	
3	3.8	Therapeutic Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$433,064.00	
3	3.9	MESA Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Walters Middle School, Kennedy High School, Robertson High School 6-12	$12,000.00	
3	3.10	COST Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,529.00	
3	3.11	Post-Secondary Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 9-12	$63,619.00	
4	4.1	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,172.00	
4	4.2	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$318,801.00	
4	4.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
4	4.4	School-To-Home Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,768,563.00	
4	4.5	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$91,162.00	

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 (%)
4	4.7	Native American Students	Yes	LEA-wide	English Learners Low Income	All Schools TK-12	$25,401.00	
4	4.8	Ant-Bias and Culturally Responsive Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
4	4.9	Supplemental Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$48,585,592.00	$47,429,870.00

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)
1	**1.1**	Access to Technology	Yes	$30,000.00	$0.00
1	**1.2**	Dual Immersion Programs	Yes	$175,000.00	$234,295.00
1	**1.3**	Address the needs of newcomers and Long Term English Learners (LTEL)	Yes	$3,024,413.00	$2,401,219.00
1	**1.4**	Support multilingual families	Yes	$2,040,225.00	$2,093,514
1	**1.5**	Peer Assistance and Review	Yes	$30,000.00	$14,443.00
1	**1.6**	Special Education Coaching	Yes	$292,647.00	$328,460.00
1	**1.7**	Kennedy and Robertson High Schools	Yes	$713,042.00	$634,787.00
1	**1.8**	Unhoused transportation and mentorship	Yes	$177,172.00	$214,968.00
1	**1.9**	LTEL support	Yes	$100,000.00	$24,724.00
1	**1.10**	Expanded learning opportunities for MLL	Yes	$406,234.00	$106,917.00
2	**2.1**	Tier 1 Instruction	Yes	$200,000.00	$114,291.00

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	2.2	Instructional Coaches	Yes	$642,321.00	$654,725.00
2	2.3	Fostering Literacy	Yes	$542,200.00	$594,896.00
2	2.4	Extended Learning Opportunities	Yes	$1,342,150.00	$1,056,040.00
2	2.5	Unduplicated Student Proficiency	Yes	$330,162.00	$233,299.00
2	2.6	Unduplicated Unfinished Learning	Yes	$3,934,263.00	$4,224,781.00
2	2.7	MTSS Liaisons	Yes	$104,378.00	$51,485.00
2	2.8	Wellness Centers	Yes	$654,069.00	$411,610.00
2	2.9	PBIS	Yes	$1,030,029.00	$1,012,824.00
2	2.10	School Counselors	Yes	$10,662,086.00	$12,518,397.00
3	3.1	Professional Development	Yes	$491,500.00	$324,070.00
3	3.2	College Readiness	Yes	$30,000.00	$2,810.00
3	3.3	Multilingual Learner Graduation Outcomes	Yes	$168,439.00	$164,542.00
3	3.4	Credit Recovery	Yes	$1,000,000.00	$743,960.00

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	3.5	PSAT/NMSQT	Yes	$50,000.00	$49,827.00
3	3.6	Dual Enrollment	Yes	$211,735.00	$199,003.00
3	3.7	Differentiated Mathematics Instruction	No	$0.00	$0.00
3	3.8	Therapeutic Services	Yes	$2,837,640.00	$1,703,740.00
3	3.9	MESA Program	Yes	$10,000.00	$6,000.00
3	3.10	COST Program	Yes	$89,960.00	$51,291.00
3	3.11	Post-Secondary Opportunities	Yes	$30,000.00	$6.00
4	4.1	Wrap Around Services	Yes	$184,990.00	$182,705.00
4	4.2	Chronic Absenteeism	Yes	$262,670.00	$206,427.00
4	4.3	Restorative Practices	Yes	$50,000.00	$0.00
4	4.4	School-To-Home Connectedness	Yes	$1,028,240.00	$1,274,290.00
4	4.5	Family Engagement	Yes	$281,449.00	$211,724.00
4	4.6	Facilities	No	$14,985,406.00	$14,985,406.00
4	4.7	Native American Students	Yes	$26,786.00	$3,134.00

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)
4	**4.8**	Anti-Bias and Culturally Responsive Instruction	Yes	$80,000.00	$96,814.00
4	**4.9**	Supplemental Academic Programs	Yes	$65,000.00	$60,000.00
5	**5.2**	Eliminate barriers through transportation	No	$65,000.00	$56,613.00
5	**5.3**	Mental Health Coaching & SEL	No	$80,000.00	$75,000.00
5	**5.5**	Graduation Progress Monitoring	No	$126,386.00	$106,833.00

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)
$26,409,532	$28,420,340.00	$27,617,044.26	$803,295.74	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	1.1	Access to Technology	Yes	$30,000.00	$0.00		
1	1.2	Dual Immersion Programs	Yes	$175,000.00	$234,295.00		
1	1.3	Address the needs of newcomers and Long Term English Learners (LTEL)	Yes	$3,024,413.00	$2,401,219.00		
1	1.4	Support multilingual families	Yes	$2,040,225.00	$2,845,943.26		
1	1.5	Peer Assistance and Review	Yes	$30,000.00	$14,443.00		
1	1.6	Special Education Coaching	Yes	$292,647.00	$328,460.00		
1	1.7	Kennedy and Robertson High Schools	Yes	$713,042.00	$634,787.00		
1	1.8	Unhoused transportation and mentorship	Yes	$177,172.00	$214,968.00		
1	1.9	LTEL support	Yes	$50,000.00	$549.00		
1	1.10	Expanded learning opportunities for MLL	Yes	$406,234.00	$106,917.00		
2	2.1	Tier 1 Instruction	Yes	$200,000.00	$114,291.00		
2	2.2	Instructional Coaches	Yes	$642,321.00	$654,725.00		
2	2.3	Fostering Literacy	Yes	$542,200.00	$594,896.00		

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)
2	2.4	Extended Learning Opportunities	Yes	$1,342,150.00	$1,056,040.00		
2	2.5	Unduplicated Student Proficiency	Yes	$330,162.00	$233,299.00		
2	2.6	Unduplicated Unfinished Learning	Yes	$3,934,263.00	$4,224,781.00		
2	2.7	MTSS Liaisons	Yes	$104,378.00	$51,485.00		
2	2.8	Wellness Centers	Yes	$654,069.00	$411,610.00		
2	2.9	PBIS	Yes	$1,030,029.00	$1,012,824.00		
2	2.10	School Counselors	Yes	$5,803,626.00	$7,164,404.00		
3	3.1	Professional Development	Yes	$491,500.00	$324,070.00		
3	3.2	College Readiness	Yes	$30,000.00	$2,810.00		
3	3.3	Multilingual Learner Graduation Outcomes	Yes	$168,439.00	$164,542.00		
3	3.4	Credit Recovery	Yes	$1,000,000.00	$743,960.00		
3	3.5	PSAT/NMSQT	Yes	$50,000.00	$49,827.00		
3	3.6	Dual Enrollment	Yes	$211,735.00	$199,003.00		
3	3.8	Therapeutic Services	Yes	$2,837,640.00	$1,703,740.00		
3	3.9	MESA Program	Yes	$10,000.00	$6,000.00		
3	3.10	COST Program	Yes	$89,960.00	$51,291.00		
3	3.11	Post-Secondary Opportunities	Yes	$30,000.00	$6.00		
4	4.1	Wrap Around Services	Yes	$184,990.00	$182,705.00		
4	4.2	Chronic Absenteeism	Yes	$262,670.00	$206,427.00		

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)
4	**4.3**	Restorative Practices	Yes	$50,000.00	$0.00		
4	**4.4**	School-To-Home Connectedness	Yes	$1,028,240.00	$1,364,100.00		
4	**4.5**	Family Engagement	Yes	$281,449.00	$211,724.00		
4	**4.7**	Native American Students	Yes	$26,786.00	$3,134.00		
4	**4.8**	Anti-Bias and Culturally Responsive Instruction	Yes	$80,000.00	$96,765.00		
4	**4.9**	Supplemental Academic Programs	Yes	$65,000.00	$7,004.00		

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)
368,625,901	$26,409,532	0.611%	7.775%	$27,617,044.26	0.000%	7.492%	$1,044,792.00	0.283%

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, Statues 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- 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).

California Department of Education
November 2024

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

Fremont Unified 2024-25 thru 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal#.Action #
LEA-wide Lowest Performance	District	Homeless	Graduation	3.4
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation	3.4
LEA-wide Lowest Performance	District	Filipino	Chronic Absent...	4.2
LEA-wide Lowest Performance	District	Foster Youth	Chronic Absent...	4.2
LEA-wide Lowest Performance	District	Homeless	Chronic Absent...	4.2
LEA-wide Lowest Performance	District	Foster Youth	Suspension	4.3
LEA-wide Lowest Performance	District	Students with Disabilities	Suspension	4.3
LEA-wide Lowest Performance	District	African American	Suspension	4.8
LEA-wide Lowest Performance	District	Homeless	ELA	2.4, 2.5, 2.6, 4.9
LEA-wide Lowest Performance	District	Homeless	Math	2.4, 2.5, 2.6, 4.9
LEA-wide Lowest Performance	District	Homeless	CCI	3.4, 3.5, 3.6
Required Action (s) for LREBG Funding	District	English Learner	N/A	2.10
Required Action (s) for LREBG Funding	District	Foster Youth	N/A	2.10
Required Action (s) for LREBG Funding	District	Socioeconomically Disadv...	N/A	2.10
Required Action for English Learners	District	English Learner	N/A	1.3, 1.4, 3.3
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1.3
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1.6
Required Action(s) for Technical Asssitance	District	LTEL	Multiple Indicat...	1.9
Required Action(s) for Technical Asssitance	District	Homeless	Multiple Indicat...	1.8, 2.9, 3.11, 4.1, 4.2, 4.3, 4.9
School Student Group Lowest Performance	John F. Kennedy High	English Learner	CCI	1.7
School Student Group Lowest Performance	Brookvale Elementary	English Learner	ELA	3.1
School Student Group Lowest Performance	Vallejo Mill Elementary	English Learner	ELA	3.1
School Student Group Lowest Performance	Robertson High (Continuation)	Hispanic	Graduation	3.1
School Student Group Lowest Performance	Cabrillo Elementary	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	Centerville Junior High	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	Fred E. Weibel Elementary	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	G. M. Walters Middle	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	Irvington High	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	John M. Horner Middle	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	Oliveira Elementary	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	Washington High	Students with Disabilities	ELA	3.1
School Student Group Lowest Performance	Brier Elementary	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	Cabrillo Elementary	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	G. M. Walters Middle	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	Irvington High	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	Oliveira Elementary	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	Washington High	Students with Disabilities	Math	3.1
School Student Group Lowest Performance	Glenmoor Elementary	Asian	Chronic Absent...	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Asian	Chronic Absent...	4.2
School Student Group Lowest Performance	Ardenwood Elementary	English Learner	Chronic Absent...	4.2
School Student Group Lowest Performance	Brookvale Elementary	English Learner	Chronic Absent...	4.2
School Student Group Lowest Performance	Centerville Junior High	English Learner	Chronic Absent...	4.2
School Student Group Lowest Performance	J. Haley Durham Elementary	English Learner	Chronic Absent...	4.2
School Student Group Lowest Performance	John Blacow Elementary	English Learner	Chronic Absent...	4.2
School Student Group Lowest Performance	Steven Millard Elementary	English Learner	Chronic Absent...	4.2
School Student Group Lowest Performance	Steven Millard Elementary	Filipino	Chronic Absent...	4.2
School Student Group Lowest Performance	Brookvale Elementary	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	Centerville Junior High	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	E. M. Grimmer Elementary	Hispanic	Chronic Absent...	4.2

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

Fremont Unified 2024-25 thru 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal#.Action #
School Student Group Lowest Performance	Harvey Green Elementary	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	Mission Valley Elementary	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	Parkmont Elementary	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	Vallejo Mill Elementary	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	William Hopkins Junior High	Hispanic	Chronic Absent...	4.2
School Student Group Lowest Performance	Ardenwood Elementary	Socioeconomically Disadv...	Chronic Absent...	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Socioeconomically Disadv...	Chronic Absent...	4.2
School Student Group Lowest Performance	Joshua Chadbourne Elementary	Socioeconomically Disadv...	Chronic Absent...	4.2
School Student Group Lowest Performance	Brier Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Brookvale Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Glenmoor Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	J. Haley Durham Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Mission Valley Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	O. N. Hirsch Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Patterson Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Warm Springs Elementary	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	William Hopkins Junior High	Students with Disabilities	Chronic Absent...	4.2
School Student Group Lowest Performance	Parkmont Elementary	Two Or More Races	Chronic Absent...	4.2
School Student Group Lowest Performance	Thornton Junior High	Two Or More Races	Chronic Absent...	4.2
School Student Group Lowest Performance	Brier Elementary	White	Chronic Absent...	4.2
School Student Group Lowest Performance	Forest Park Elementary	White	Chronic Absent...	4.2
School Student Group Lowest Performance	G. M. Walters Middle	White	Chronic Absent...	4.2
School Student Group Lowest Performance	Vallejo Mill Elementary	White	Chronic Absent...	4.2
School Student Group Lowest Performance	John F. Kennedy High	Homeless	Suspension	4.3
School Student Group Lowest Performance	J. Haley Durham Elementary	Socioeconomically Disadv...	Suspension	4.3
School Student Group Lowest Performance	John F. Kennedy High	Socioeconomically Disadv...	Suspension	4.3
School Student Group Lowest Performance	American High	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	Centerville Junior High	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	Fred E. Weibel Elementary	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	Irvington High	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	John M. Horner Middle	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	Joshua Chadbourne Elementary	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	Thornton Junior High	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	Washington High	Students with Disabilities	Suspension	4.3
School Student Group Lowest Performance	American High	African American	Suspension	4.8
School Student Group Lowest Performance	John F. Kennedy High	African American	Suspension	4.8
School Student Group Lowest Performance	Washington High	African American	Suspension	4.8
School Student Group Lowest Performance	Centerville Junior High	English Learner	Suspension	4.8
School Student Group Lowest Performance	John F. Kennedy High	English Learner	Suspension	4.8
School Student Group Lowest Performance	Centerville Junior High	Hispanic	Suspension	4.8
School Student Group Lowest Performance	John F. Kennedy High	Hispanic	Suspension	4.8
School Student Group Lowest Performance	Thornton Junior High	Two Or More Races	Suspension	4.8
School Student Group Lowest Performance	American High	White	Suspension	4.8
School Student Group Lowest Performance	G. M. Walters Middle	White	Suspension	4.8
School Student Group Lowest Performance	John F. Kennedy High	White	Suspension	4.8
School Student Group Lowest Performance	Cabrillo Elementary	Hispanic	ELA	2.3, 2.4
School Student Group Lowest Performance	Cabrillo Elementary	Hispanic	Math	2.3, 2.4
School Student Group Lowest Performance	Washington High	Hispanic	Math	2.3, 2.4
School Student Group Lowest Performance	G. M. Walters Middle	Hispanic	Math	2.3, 2.4, 3.9
School Student Group Lowest Performance	John F. Kennedy High	Hispanic	Math	2.3, 2.4, 3.9
School Student Group Lowest Performance	Cabrillo Elementary	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	Irvington High	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	Washington High	English Learner	ELA	2.5, 3.1



Fremont Unified 2024-25 thru 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal#.Action #
School Student Group Lowest Performance	Cabrillo Elementary	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Centerville Junior High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	G. M. Walters Middle	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Irvington High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Washington High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Socioeconomically Disadv...	ELA	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Socioeconomically Disadv...	Math	2.5, 3.1
School Student Group Lowest Performance	Robertson High (Continuation)	Hispanic	CCI	3.4, 3.5, 3.6
School Student Group Lowest Performance	Robertson High (Continuation)	Socioeconomically Disadv...	CCI	3.4, 3.5, 3.6
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	CCI	3.4, 3.5, 3.6
School-wide Lowest Performance	Vista Alternative	All Students	Graduation	3.4
School-wide Lowest Performance	Forest Park Elementary	All Students	Chronic Absent...	4.2
School-wide Lowest Performance	J. Haley Durham Elementary	All Students	Chronic Absent...	4.2
School-wide Lowest Performance	Joseph Azevada Elementary	All Students	Chronic Absent...	4.2
School-wide Lowest Performance	Vallejo Mill Elementary	All Students	Chronic Absent...	4.2
School-wide Lowest Performance	Robertson High (Continuation)	All Students	ELA	2.3, 2.4, 3.9
School-wide Lowest Performance	Robertson High (Continuation)	All Students	Suspension	2.3, 2.4, 3.9