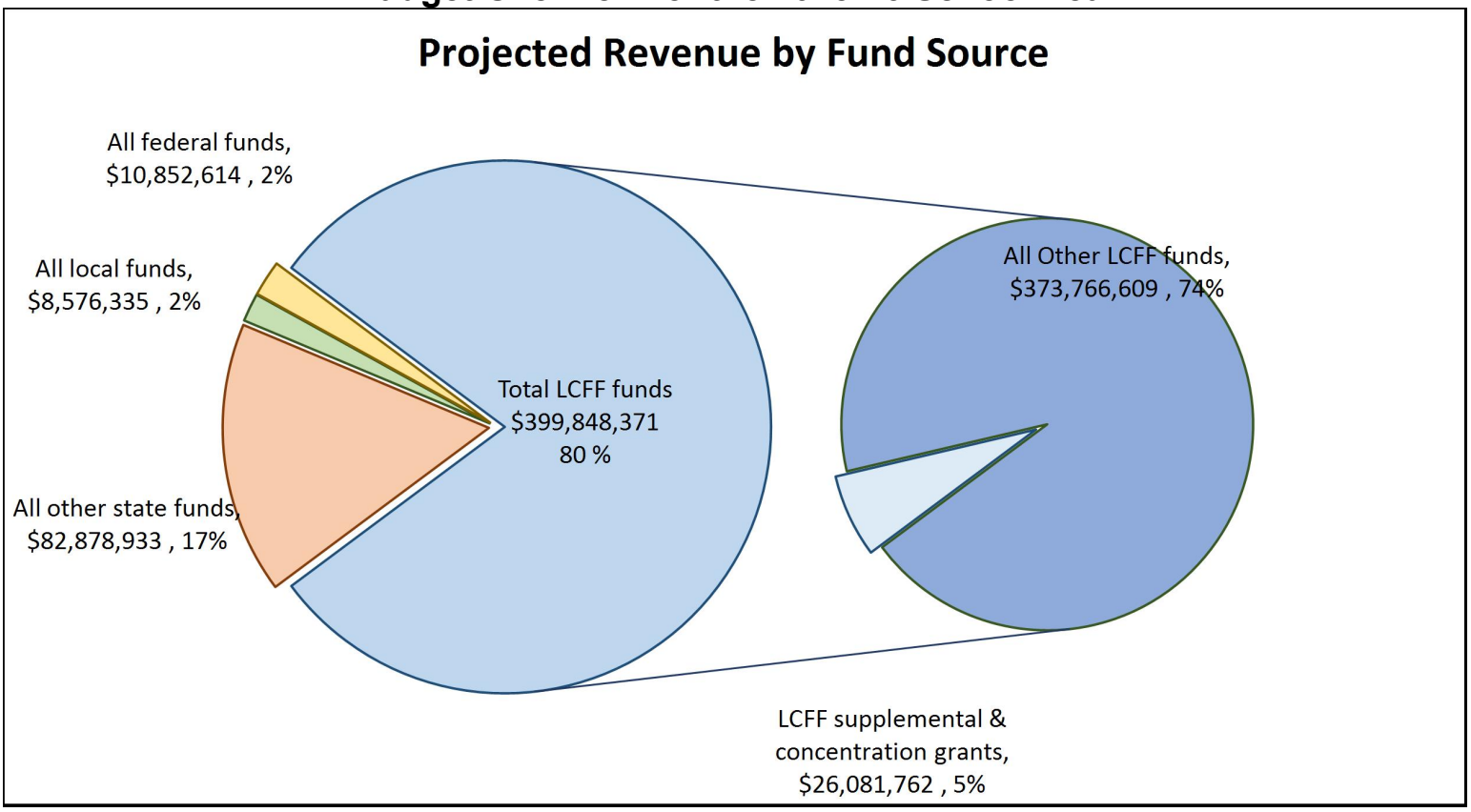
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fremont Unified School District
CDS Code: 01611760000000
School Year: 2025-26
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 2025-26 School Year

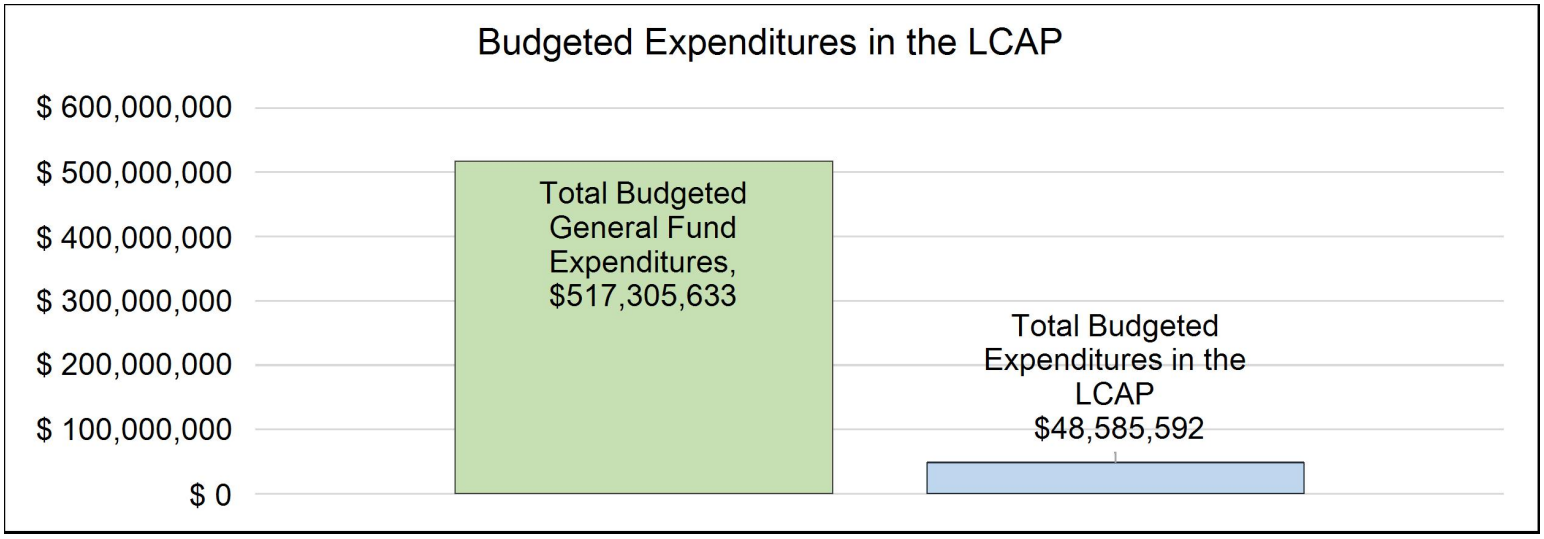


This chart shows the total general purpose revenue Fremont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fremont Unified School District is $502,156,253, of which $399,848,371.00 is Local Control Funding Formula (LCFF), $82,878,933.00 is other state funds, $8,576,335.00 is local funds, and $10,852,614.00 is federal funds. Of the $399,848,371.00 in LCFF Funds, $26,081,762 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fremont Unified School District plans to spend $517,305,633.00 for the 2025-26 school year. Of that amount, $48,585,592.00 is tied to actions/services in the LCAP and $468,720,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

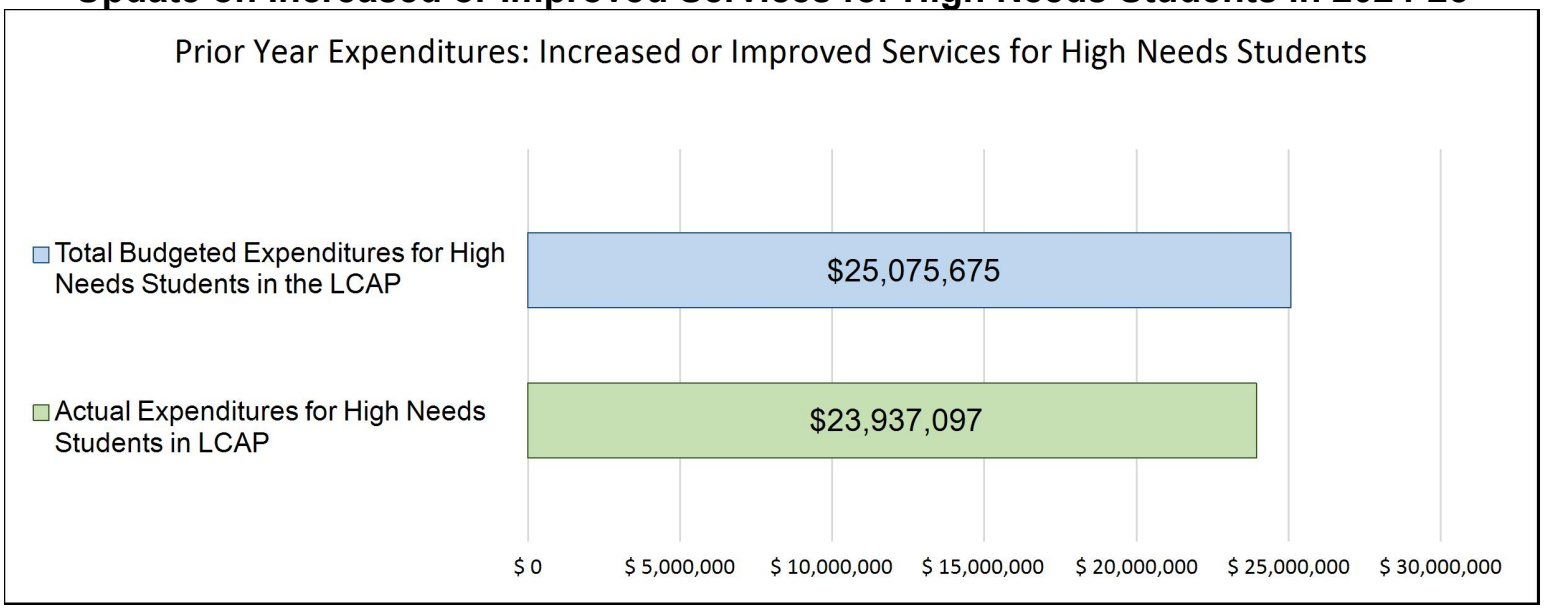
Fremont Unified School District expends general funds to maintain school facilities along with needing supplies and the appropriate staffing levels for each school site. General fund is also used to purchase instructional materials that are aligned to the common core standards and will support the implementation of the standards.

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

In 2025-26, Fremont Unified School District is projecting it will receive $26,081,762 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 $$28,420,340.00 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 2024-25



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 2024-25, Fremont Unified School District's LCAP budgeted $25,075,675 for planned actions to increase or improve services for high needs students. Fremont Unified School District actually spent $23,937,097.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,138,578 had the following impact on Fremont Unified School District's ability to increase or improve services for high needs students:

The actual expenditures are less than budgeted expenditures for high needs students in 2024-25 due to the original programmatic plans costing less than estimated at the beginning of the year. There were also vacancy savings due to delayed hiring and setting aside funding for summer school that begins in June but are paid out during the July payroll. The difference will not impact the overall planned goals, actions and services for high needs students in 2024-25 and are budgeted as LCAP Carryover in the 2025-26 fiscal 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 [2025-26]

General Information

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

The Fremont Unified School District (FUSD) serves 32,661 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: 65.5%
- Hispanic/Latino: 16%
- White: 7.2%
- Filipino: 4.2%
- Two or More Races: 3.5%
- African American: 1.7%
- Pacific Islander/Native Hawaiian: 0.5%
- American Indian: 0.4%

FUSD serves a diverse range of student needs:

- English Learners: 16.7%

- Students with Disabilities: 9.9%
- Socioeconomically Disadvantaged: 24.9%
- Homeless Youth: 0.1%
- Foster Youth: 0.1%

Fremont Unified School District (FUSD) is deeply committed to academic excellence, equity, and the holistic success of every student. With a 93.5% graduation rate and 67.1% of students meeting A-G college entrance requirements, FUSD continues to prepare students for both college and career through expanding Career Technical Education (CTE) pathways. The district champions equitable access to learning, having fulfilled 100% of Chromebook and hotspot requests for students in need.
FUSD supports multilingualism through Dual Language Immersion programs in Mandarin and Spanish, and 51.2% of English Learners are making progress toward reclassification. To promote student well-being, wellness centers continue to thrive at all 11 secondary schools, while district wide Positive Behavioral Interventions & Supports (PBIS) at all elementary schools foster a safe and inclusive environment and new for FUSD is the first year of implementation of PBIS at all middle schools.

Parent involvement is a cornerstone of our district's commitment to equity, student success, and shared decision-making. We believe that when families are actively engaged, students thrive both academically and personally. Parent councils such as the District English Learner Advisory Committee (DELAC), Special Education District Advisory Committee (SEDAC), community partner committees, School Site Councils (SSCs), and the Local Control Accountability and Advisory Committee (LCAAC) provide essential platforms for families to contribute their perspectives and shape district policies. These groups help ensure that all voices—especially those from historically underrepresented communities—are heard and valued. The district continues to expand outreach and engagement efforts to strengthen these partnerships, recognizing that inclusive collaboration with families leads to stronger schools and better outcomes for all students.
Guided by its mission to Inspire, Educate, and Challenge, FUSD is dedicated to equipping every student with the knowledge, skills, and support they need to thrive—today and into the future.

Fremont Unified School District wishes to share that Robertson Continuation High School has been identified as an Equity Multiplier School and will receive supplemental funding through the state's new Equity Multiplier initiative. This targeted funding is designed to support schools with high levels of student need and is calculated based on two key indicators: a prior-year student non-stability rate exceeding 25 percent and a socioeconomically disadvantaged student rate above 70 percent, as reported by the California Department of Education's Stability Rate Report. The additional resources will help provide enhanced academic, social-emotional, and wraparound supports for our most at-promise students, empowering them to overcome barriers, reengage with their education, and achieve long-term success. This investment reflects FUSD's ongoing commitment to educational equity and to meeting the unique needs of every student we serve.

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 Readiness

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 2024 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. For the first time, the 2024 Dashboard includes performance results for Science, based on the California Science Test (CAST) administered to students in grades 5, 8, and once in high school (grade 11 in FUSD). The inclusion of Science performance provides a more comprehensive view of student academic achievement alongside existing English Language Arts and Mathematics results. This update 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 2024 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. For the first time, Science assessment results from the California Science Test (CAST) are included for informational purposes only and are not assigned a performance color. FUSD earned a Green performance level in both ELA and Mathematics, reflecting high academic achievement relative to state and county averages. ELA scores were 64.5 points above standard but declined by 6 points from the previous year. Mathematics scores were 51.8 points above standard, with a 3.2-point decline. These results indicate continued high performance, with a districtwide focus on high-quality instruction, intervention programs, and equitable access to rigorous coursework. Although Science data is now included on the Dashboard, it is not an accountability measure. FUSD students scored 2.1 points above standard on the CAST assessment, showing stable performance in scientific literacy. The district remains focused on evidence-based teaching strategies, differentiated instruction, and targeted support programs to ensure that all students maintain and exceed academic growth expectations.

The Graduation Rate Indicator on the 2024 California School Dashboard reports the percentage of students earning a standard high school diploma. FUSD maintained a high graduation rate of 93.5%, earning a Green performance level, reflecting continued strong student outcomes relative to state and county averages. This represents a 0.7% increase from the prior year, demonstrating the district's 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 (95.8%) students achieved the highest graduation rates, both receiving Blue performance levels.
- Hispanic (86.5%), Socioeconomically Disadvantaged (88.5%), and White (93.1%) students saw increases in graduation rates, earning Green performance levels.

- African American (84.0%), English Learners (75.1%), Long-Term English Learners (82.6%), Two or More Races (88.0%), and Students with Disabilities (77.4%) were in the Orange performance level, indicating areas for continued support.
- Homeless students had the lowest graduation rate (62.2%), earning a Red performance level, with a 3.7% decline from the previous year.

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.

The College/Career Readiness Indicator (CCI) on the 2024 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 72.6% of graduates identified as College and Career Prepared, maintaining its strong standing with a 0.1% increase from the prior year. However, performance varied among student groups:

- Asian students had the highest preparation rate (87.7%), earning a Blue performance level.
- Filipino (65.9%), Two or More Races (62.7%), and White (57.5%) students were in the Green performance level, reflecting strong preparation rates.
- Hispanic (33.3%), African American (30.6%), English Learners (20.7%), and Socioeconomically Disadvantaged students (46.6%) were in the Orange performance level, highlighting a need for continued targeted support and expanded access to college/career pathways.
- Long-Term English Learners (23.3%), Homeless students (13.9%), and Students with Disabilities (20.9%) were in the Yellow performance level, with some seeing improvement in preparation rates from the previous year.

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, providing additional AP coursework to encourage advanced learning opportunities, and by continuing to enhance these opportunities, FUSD seeks to ensure that all students graduate fully prepared for postsecondary success.

The English Learner Progress Indicator (ELPI) on the 2024 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 a Yellow performance level, with 51.2% of English Learners making progress, reflecting a slight decrease of 0.7% from the previous year. Among student groups:

- English Learners overall (51.2%) received a Yellow performance level, maintaining nearly the same progress rate as last year (-0.7%).
- Long-Term English Learners (44.6%) earned an Orange performance level, with a 2.1% decline, indicating a need for additional support in language development.

Despite some challenges in English proficiency progress, reclassified English Learners (RFEPs) continue to outperform their English Only (EO) peers in ELA and Math:

- In ELA, RFEP students scored 69.8 points above standard, while English Only students scored 68.4 points above standard. Current English Learners, however, scored 86.3 points below standard and declined by 14 points.
- In Mathematics, RFEP students scored 59.7 points above standard, while English Only students scored 53.5 points above standard. Current English Learners were 90.4 points below standard and declined by 5.8 points.

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, ensuring continued academic success after reclassification, strengthen bilingual and Dual Language Immersion programs to foster biliteracy, and increase access to tutoring and intervention supports to assist 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.

The Chronic Absenteeism Indicator on the 2024 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 Yellow performance level, with a chronic absenteeism rate of 10.6%, reflecting a 2.2% improvement from the previous year. While FUSD made overall progress, some student groups continued to experience higher rates of absenteeism:

- Foster Youth (46.7%) and Homeless Students (37.0%) had the highest rates of chronic absenteeism, though homeless students saw a 7.6% improvement.
- Pacific Islander (29.6%), African American (24.4%), and Long-Term English Learners (18.0%) were also significantly impacted, despite some seeing minor improvements.
- English Learners (15.1%), Socioeconomically Disadvantaged (19.2%), and Students with Disabilities (20.4%) all remained in the Yellow performance level, showing small declines in absenteeism rates.
- Hispanic (23.1%) and White (14.9%) students continued to have higher-than-average absenteeism rates, though they saw modest improvements.
- Asian students had the lowest chronic absenteeism rate (6.3%), 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.

The Suspension Rate Indicator on the 2024 California School Dashboard measures the percentage of students suspended for at least one full day during the school year. FUSD earned a Yellow performance level, with 2.1% of students suspended at least once, reflecting a 0.4% increase from the previous year. While the district remains below the statewide average for suspensions, the data highlights 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 (11.0%) earned a Red performance level, indicating a significant need for targeted behavioral supports and alternative disciplinary approaches.
- American Indian (3.1%), English Learners (3.0%), Foster Youth (9.1%), Hispanic (5.4%), Pacific Islander (4.9%), and Socioeconomically Disadvantaged students (4.5%) were in the Orange performance level, experiencing higher-than-average suspension rates.

- African American students (6.5%), Homeless students (7.3%), Students with Disabilities (5.3%), Two or More Races (2.6%), and White students (3.6%) received a Yellow performance level, reflecting moderate suspension rates that warrant continued monitoring and intervention.
- Asian (1.0%) and Filipino (1.5%) students 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 has also worked to reduce the use of exclusionary discipline practices, particularly for student groups disproportionately impacted by suspensions.

FUSD continues to implement targeted support strategies based on the 2024 California School Dashboard and federal assistance designations. While the district has seen significant improvement, with seven schools exiting Additional Targeted Support and Improvement (ATSI) status, it remains eligible for Differentiated Assistance (DA) and has one remaining ATSI-designated school. Additionally, schools have been identified for Equity Multiplier (EM) funding and Targeted Support & Improvement (TSI) under ESSA. At the district level, FUSD qualifies for Differentiated Assistance (DA) due to Long-Term English Learners (LTELs) performing in the Red for English Language Arts, Mathematics, and Suspension Rate indicators. The district must address this designation within its Local Control and Accountability Plan (LCAP) by ensuring that at least one action focuses on improving outcomes for LTELs in these areas.

At the school level, Robertson High School qualifies for Equity Multiplier (EM) funding due to its high non-stability rate (72.66%) and Socioeconomically Disadvantaged (SED) student population (71.63%). To address performance disparities, the district will allocate $271,386 in targeted support funding, and Robertson High will develop an Equity Multiplier Focus Goal within the LCAP. The goal will focus on improving outcomes for English Learners, Hispanic students, LTELs, SED students, Students with Disabilities (SWD), and White students, particularly in College & Career Readiness and Suspension Rates, where the school has experienced chronic underperformance. Joshua Chadbourne Elementary remains the only FUSD school in ATSI after seven other schools met exit criteria on the 2024 Dashboard. This designation is based on Chronic Absenteeism and Suspension Rates for Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD). As part of federal ATSI requirements, Joshua Chadbourne will develop a School Plan for Student Achievement (SPSA) that aligns with ESSA guidelines to address these performance gaps. In addition, two FUSD schools—American High and Robertson High—qualify for Targeted Support & Improvement (TSI). At American High, African American students remain in the Red for Suspension Rates, while at Robertson High, Hispanic students are in the Red for Graduation Rate and College & Career Readiness. Both schools must develop SPSA plans that specifically address these disparities, ensuring that interventions are designed to improve student outcomes and support historically underserved populations.

Through alignment of LCAP actions, school-level plans, and targeted interventions, FUSD remains committed to addressing disparities, improving student performance, and ensuring equitable access to high-quality education for all student groups.

Fremont Unified School District (FUSD) has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds that will be used for the 2025–26 school year and beyond. These funds are being strategically allocated to support student mental health and well-being in alignment with Goal 2, Action 10 of our Local Control and Accountability Plan (LCAP). This action is consistent with allowable expenditures under Education Code §32526(c)(2)(F), which permits the use of LREBG funds to support mental health and counseling services.
A comprehensive needs assessment was conducted to gather data through multiple sources. First, staff met with each school leader and they highlighted persistent concerns regarding student engagement and the growing demand for mental health support services. In parallel, targeted outreach through a survey of families of unduplicated students (including low-income, English learners, and foster youth) revealed

that access to school-based counselors and social-emotional learning opportunities remains a high priority for these communities. Additionally, the Migrant Parent Advisory Committee (PAC) also indicated the need for more mental health support for students in our schools.
Additionally, findings from the California Healthy Kids Survey further reinforced the need for expanded mental health support. Students reported a continued need for feeling more connected to school. These data points align with chronic absenteeism underscoring the importance of proactive mental health interventions.
As a result, LREBG funds will be used to maintain and expand access to counseling staff, social-emotional learning programs, and wellness initiatives. These investments are designed to reduce barriers to learning, particularly for our most vulnerable students, and to create safe, supportive school environments that foster academic and personal growth

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.

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 Differentiated Assistance (DA) with the Alameda County Office of Education (ACOE) to address Long-Term English Learner (LTEL) performance in English Language Arts (ELA), Mathematics, and Suspension Rates, all of which were identified as Red indicators on the 2024 California School Dashboard. Through a structured collaboration with ACOE, the district is working to analyze student achievement data, strengthen instructional practices, and implement targeted interventions to better support LTELs in reaching reclassification and academic success.

Ongoing meetings between FUSD and ACOE have focused on aligning existing programs with new strategies designed to close achievement gaps. One of the district's primary areas of emphasis is evaluating the effectiveness of English 3D, a designated LTEL intervention course aimed at accelerating English proficiency. Early findings indicate that 86.4% of LTELs enrolled in English 3D successfully passed Semester 1, with a majority earning A or B grades, suggesting that structured language development supports are benefiting students academically. However, further analysis of reclassification data highlights that while some students perform well in coursework, they continue to struggle with ELPAC performance, often due to test-taking behaviors and the stigma associated with English Learner classification.

In addition to academic interventions, suspension data within the LTEL cohort is being closely monitored. While LTELs in this cohort had a 11% suspension rate, data showed no clear correlation between academic performance and disciplinary outcomes, indicating a need for further exploration into school climate and behavioral interventions. As a result, FUSD is exploring strategies to enhance social-emotional

learning supports, culturally responsive engagement practices, and restorative disciplinary approaches that align with the district's commitment to reducing exclusionary discipline practices.

Moving forward, FUSD is taking actionable steps to improve outcomes for LTELs. The district is expanding professional development for teachers, ensuring that content-area instruction is accessible to English Learners across all subjects. Additionally, the LTEL instructional model piloted at Kennedy High School is being considered for expansion across other secondary sites to improve consistency in language acquisition programs. To further support ELD progress monitoring, the district is exploring the use of $50,000 in DA funding for training on Summit K-12, a platform that enables educators to create personalized learning plans tailored to students' language development needs.

Through its ongoing partnership with ACOE, FUSD remains committed to ensuring that instructional strategies, student interventions, and school climate initiatives are aligned with county-level recommendations and state expectations. The district will continue to refine its approach by monitoring progress, adjusting support systems, and ensuring that at least one action within the LCAP directly addresses DA requirements to drive meaningful and sustained improvement for Long-Term English Learners.

Fremont Unified School District (FUSD) is identified for Differentiated Assistance based on the performance of Long-Term English Learners (LTELs), who were in the red performance level for Suspension Rate, English Language Arts, and Mathematics, and in orange for Graduation Rate and English Learner Progress on the 2024 California Dashboard. To address this, the district is implementing Action 1.9, which provides high-quality professional development and instructional coaching to improve classroom practices that directly impact LTEL academic achievement and reclassification. The action emphasizes early, evidence-based instructional strategies to support academic language, literacy, and rigorous content access across all grade levels, especially at the elementary level as a prevention strategy.

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.

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) provides a forum for parents/guardians to advise, assist, and make recommendations to district administration and the Board of Education for the improvement of programs, services, and policies for Multilingual Learners and their families. The committee is composed of elected ELAC representatives from each FUSD school with 21 or more English Learners. During the 2024-25 school year, DELAC has convened regularly to review Multilingual Learner data, progress, and needs. Meetings have focused on the EL program, district wide needs assessment, curriculum programs, professional development, reclassification efforts, review of MLL data and attendance. Interpretation services have been provided to ensure broad participation. On the April 7, 2025 meeting, the DELAC provided input on the development of the 2025-2026 LCAP. Additionally at the May 12, 2025 meeting, DELAC reviewed the draft 25-26 LCAP and provided further clarifying questions and comments.
Indian Parent Committee (IPC)	The Indian Parent Committee (IPC) serves as a collaborative advisory group within the Native American Studies Program (NASP), composed of parents, guardians, and students dedicated to improving educational outcomes for Native American students. Meetings are held both in person and virtually throughout the 2024-25 school year

Educational Partner(s)	Process for Engagement
	and focus on topics such as academic progress, cultural inclusion, student engagement, and district initiatives. Input from IPC members is gathered through meetings, online platforms, and discussions centered around district data and NASP-specific priorities. The IPC's ongoing collaboration with FUSD aims to ensure that Native American students receive equitable access to resources, culturally relevant education, and support for their academic and social-emotional growth. The IPC meeting on April 2, 2025 was dedicated to gather input on the development of the 2025-2026 LCAP. During the meeting, the committee was given an opportunity to provide input. Additionally, an online platform was developed so that the IPC could provide additional input through May 1st.
Migrant Education Committee	The Migrant Education Parent Advisory Committee (PAC) is a group of parents and guardians of migrant students who meet regularly to advise district leadership on programs and services that address the unique educational needs of migrant children. Meetings focus on providing guidance related to high school and college readiness, navigating district resources, and improving access to educational opportunities. Sessions are held both in person and virtually to ensure accessibility for all families. Input was gathered by survey and by personal phone calls during the month of May 2025. Both methods were done to ensure that we got feedback from our families on the services they would like to see to support their students for the upcoming school year.
Input from families of unduplicated students via Survey	FUSD conducted its annual LCAP Parent/Guardian Survey via a google survey to provide input, specifically targeting families of unduplicated students. The survey, available in English, Spanish, and Chinese, collected feedback on academic support, school climate, social-emotional services, and parent engagement. The survey was sent out to families of unduplicated students and the survey was open for three weeks and the survey closed on March 5, 2025. Analysis of

Educational Partner(s)	Process for Engagement
	the survey responses revealed broad alignment in perceptions across various student groups and schools, with specific feedback highlighting the need for enhanced support in areas such as English Learner services, foster care resources, socio-economic assistance, and services for students with disabilities.
Local Control Accountability and Advisory Committee (LCAAC)	The Local Control and Accountability Advisory Committee (LCAAC) met nearly monthly during the school year to provide input and guidance on the development and implementation of the Local Control and Accountability Plan (LCAP). The committee's responsibilities include reviewing the LCAP, monitoring the implementation plan, analyzing relevant data, and examining educational partner survey feedback to ensure supplemental funds are effectively serving unduplicated students. The LCAAC includes parents, students, community members, labor partners, and district staff. Parent and community representatives are selected by the FUSD Board of Trustees, with parent representatives from all five attendance areas. Labor partners from FUDTA, CSEA, SEIU, and FSMA also participate to present their perspectives and support their constituents. Teachers, Certificated staff, Classified staff and administrators are represented and provide input and review the components and content of the LCAP. During the 2024-25 school year, the LCAAC has focused on reviewing districtwide data metrics, monitoring the progress of actions and services supporting 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 13, 2025, during which the draft LCAP will be reviewed, and additional feedback will be provided. The LCAAC met on the following dates: 11/12/24, 1/14/25, 3/11/25, 4/15/25, and 5/13/25.
Special Education Local Plan Area (SELPA)	As part of our Comprehensive Coordinated Early Intervening Services (CCEIS) efforts, FUSD collaborates with the Mission Valley SELPA Director to ensure that special education services are effectively integrated into the LCAP, aligning with the SELPA's mission to support students with disabilities in achieving high academic and

Educational Partner(s)	Process for Engagement
	functional performance. FUSD met and consulted with the Mission Valley SELPA Director on May 13, 2025 to review and receive input.
FUSD All Principal Meetings	Principals attend the monthly "All Principal" meeting held at the district office to take part in district wide initiatives and provided input on the LCAP during February and March 2025 meetings.
Students United for Representation to the Fremont Unified School District Board of Education (SURFBoardE)	The Students United for Representation to the Fremont Unified School District Board of Education (SURFBoardE) is a student organization comprising fifteen elected representatives from Fremont Unified School District (FUSD): three from each comprehensive high school—American, Irvington, Kennedy, Mission, and Washington—and one from each middle school. SURFBoardE serves as a liaison between the student body and the FUSD Board of Education. In addition to selecting student representatives for various district committees, SURFBoardE ensures that the student voice is present in decision-making processes. Specifically, two SURFBoardE members sit on the Local Control and Accountability Advisory Committee (LCAAC) to provide input from the student body's viewpoint. The two student sat on our LCAAC which is advisory to the LCAP. The LCAAC met on the following dates: 11/12/24, 1/14/25, 3/11/25, 4/15/25, and 5/13/25.
Community Partners at Robertson High School an Equity Multiplier (EM) School	Robertson High School engaged students, staff, and families as part of its SPSA development and Equity Multiplier (EM) focus goal. Input was gathered through meetings with the School Site Council (SSC), staff-wide needs assessments, and student surveys. Partners identified key areas for support including course completion, post-secondary readiness, and mental health. This feedback shaped both site-level SPSA actions and the districtwide EM goal, ensuring alignment to state dashboard indicators and local priorities. On March 11–12, 2025, staff at Robertson High School conducted a needs assessment and root cause analysis using local and state data to identify priorities such as course completion, mental health, and attendance. On March 13, 2025, the School Site Council/ELAC reviewed data on course completion, attendance, interventions, and graduation projections, and recommended continued support for mental health and academic interventions. On March 19, 2025, the Associated Student Body reviewed staff meeting outcomes and

Educational Partner(s)	Process for Engagement
	submitted ranked priorities via Google Form, which aligned with staff-identified needs.

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

Fremont Unified School District implemented a comprehensive and inclusive process to engage educational partners in the development of its Local Control Accountability Plan (LCAP). Input was gathered from a broad range of stakeholders, including the District English Learner Advisory Committee (DELAC), the Instructional Program Council (IPC), the Migrant Education Parent Advisory Committee (PAC), the Local Control Accountability Committee, and families of unduplicated students through a districtwide survey. In addition, the district actively consulted with teachers, principals, administrators, classified staff, local bargaining units, parents, and students to ensure that multiple perspectives were reflected in the LCAP. As part of the district's receipt of Equity Multiplier funds, the school community at Robertson High School contributed to the development of a targeted focus goal to address the unique needs of their students. The development of the LCAP included multiple methods for outreach with our educational partners to provide input and feedback on the best ways to use the supplemental funds to support unduplicated students. FUSD's unduplicated percentage has increased 37%. With the supplemental funds that FUSD receives, the continued focus is to equip Multilingual learners, socio-economically disadvantaged, foster and unhoused youth with resources and services that will support them with the attainment of a well rounded educational experience and to meet academic standards.
Based on the feedback from educational partners, the LCAP reflects funding in the following categories listed below. The categories are centered in our work within the Multi-tier System of Support (MTSS) model.

District English Learner Advisory Committee (DELAC):
The DELAC suggests a multi-faceted approach to better support unduplicated students. Key recommendations include:

- Augmenting resources for parents/families to help Multilingual Learner students (MLL)
- Curriculum to support interrupted formal education and phonics based materials for newcomers

-Books in different languages in the library for all spoken languages

- Chromebooks

-Transportation for truant students
-Support for students with college applications

- Community Liaisons

Indian Parent Committee (IPC) : On April 2, 2025 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 25-26 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 1, 2025 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. The IPC has a parent member that is also a member of the LCAAC.

Migrant Education Program (MEP): At a Migrant Education PAC meeting the following feedback was received:
-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 such as tutoring, STEM and math.
-Support on how to navigate Aeries

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 Accountability Advisory Committee (LCAAC): The LCAAC committee memberships consist of representation from the school community which includes parents, students, community members, labor partners and district staff. Parent and community representatives are selected by the FUSD Board of Trustees. Parents members provide representation from all five attendance areas in the district. Labor

partners select their representative to serve on the committee. Each labor partner (certificated staff from the Fremont Unified District Teachers Association (FUDTA), classified staff from the California State Employees Association (CSEA) and the Service Employees International Union (SEIU), & management from the Fremont School Management Association (FSMA)) takes an active role in presenting and supporting their interests and perspectives. Additionally, the LCAAC committee has representation of the student perspective by having two members of the SURFBoardE sit on the committee to provide input from the student body viewpoint. The SurfBoard E is a committee of students who are selected by their peers. All FUSD committees have elected representatives to serve as the student voice and provide input. The members of LCAAC review survey data, reviewed input from other committees, metrics and local assessment data to help shape the 2025-2026 LCAP.
The following input is additional and reflective of other submitted input:

Hotspot cafe for Wifi open for students to work after school
Continuous support for elementary students for summer school
Advertise better regarding basic needs
washer and dryers at all Wellness Centers
High quality newspaper and journals to support MLL
Teachers to have access to breakfast items to support students who need food
Intervention for students who do not have educational experiences or limited experiences

Mission Valley SELPA Director meeting. Met with the MVSELPA Director on May 13, 2025 and in consultation with her and also in reviewing our disproportionality plan, the input includes:

- Review goals to directly name the student groups that are disproportionality identified for Special Education and impact to support this work.
- Continued efforts to align work with disproportionately work

* Additional professional development support via TOSA

Principals' Input: Based on the current local assessment data and trends that administrators are encountering at their schools sites and attendance areas, the administration team was asked to provide feedback and input on strategies and/or resources that are needed to support unduplicated students for the LCAP:

ELD Specialists
Release days for collaboration, walk throughs, data analysis to develop actions plans to address unduplicated needs
Sections for intervention
PBIS hours 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

YFS counselors
Structured Literacy support
Targeted behavioral programs
Support for LTELS
Programs to address chronic absenteeism
Extra duty for PLC work
Intervention teachers/sections
Instructional paras

Robertson High School, an Equity Multiplier School: In accordance with state requirements for Equity Multiplier (EM) schools, Robertson High School conducted a robust needs assessment to inform its SPSA and the aligned development of the districtwide EM goal. Through structured engagement with students, families, teachers, and support staff, Robertson identified course completion, graduation readiness, and suspension reduction as key priorities. Actions such as expanded push-in academic interventions, enhanced mental health supports, and improved access to college and career pathways were directly informed by this input. These priorities are reflected in the LCAP's Equity Multiplier focus goal, which aims to reduce disproportional suspension rates and increase College & Career Readiness among Hispanic, English Learner, and socioeconomically disadvantaged student groups.

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% of requests received by unduplicated students provided with technology support.	N/A (Baseline established in 2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	End-of-Year i-Ready Reading Diagnostic proficiency rates within Dual Language Immersion programs.	2023-24: i-Ready Reading Diagnostic • 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)	2024-25: i-Ready Spring 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)		i-Ready Reading Diagnostic • 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%)	i-Ready Reading Diagnostic • Blacow Elementary (-0.3%), Dual Immersion (-1.3%) • Bringhurst Elementary (-3.1%), Dual Immersion (-3.4%) • Hopkins Middle School (+2.8%), Spanish Dual Immersion (+12.5%), Mandarin Dual Immersion (-11.9%)
1.3	California School Dashboard:	2022-23: English Learner	2023-24: English Learner		English Learner Progress Indicator	English Learner Progress Indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Progress Indicator & Reclassified Fluent English Proficient (RFEP) rate.	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 (45.4% making progress) (source: California School Dashboard) 2023-24: RFEP Rate (13%)	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) • Glenmoor Elementary (51.4% making progress) • Maloney Elementary (57.7%		(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 Elementary (53.8% making progress) • Maloney Elementary (50.4% making progress)	(-0.7% making progress) • Blacow Elementary (-20.9% making progress) • Brier Elementary (-8.0% making progress) • Bringhurst Elementary (+22.3% making progress) • Cabrillo Elementary (+0.7% making progress) • Durham Elementary (-8.4% making progress) • Glenmoor Elementary (+2.6% making progress) • Maloney Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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)	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%) (source: FUSD Federal and State Programs)		RFEP Rate (18%) • Blacow Elementary (11%) • Brier Elementary (14%) • Bringhurst Elementary (17%) • Cabrillo Elementary (17%) • Durham Elementary (21%) • Glenmoor Elementary (11%) • Maloney Elementary (12%)	(+12.3% making progress) RFEP Rate (+/- 0%) • Blacow Elementary (-1%) • Brier Elementary (-2%) • Bringhurst Elementary (+11%) • Cabrillo Elementary (-9%) • Durham Elementary (-6%) • Glenmoor Elementary (+3%) • Maloney Elementary (+6%)
1.4	Number of translations (translation log), SSS logs for appt requiring language assistance,	2023-24: Student Support Services received and provided language	2024-25: Student Support Services received and provided		Receive and provide language support to 4,500 translation	-1,396 translation requests

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fed&State consultation log	support to 3,908 translation requests. (100% of services provided to families of English Learners.)	language support to 2,512 translation requests.(100% of services provided to families of English Learners.)		requests.(100% of services provided to families of English Learners.)	
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)		50.0% of program invitations accepted	+4.9% 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 Disadvantaged students, and Students with Disabilities.	2023-24: All Students (93.3%) • English Learners (90.7%) • Foster (82.2%) • Homeless (82.2%) • Socioeconomically Disadvantaged (85.7%) • Students with Disabilities (86.1%)	2024-25 All Students (96.5%) • English Learners (96.4%) • Foster (90.7%) • Homeless (90.7%) • Socioeconomically Disadvantaged (93.6%)		All Students (100%) • English Learners (100%) • Foster (100%) • Homeless (100%) • Socioeconomically Disadvantaged (100%)	All Students (+3.2%) • English Learners (+5.7%) • Foster (8.5%) • Homeless (+8.5%) • Socioeconomically Disadvantaged (+7.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: FUSD 2023-24 PD Evaluation Form)	• Students with Disabilities (93.2%) (source: FUSD 2024-25 PD Evaluation Form)		• Students with Disabilities (100%)	• Students with Disabilities (+7.1%)
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%) • 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	2023-24: Kennedy High School (49.5%) • English Learners (16.9%) • Long Term English Learners (20.7%**) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (36.8%) • Students with Disabilities (20.8%) (source: 2024 California School Dashboard Additional Reports and Data)		Kennedy High School (65.9%) • English Learners (24.8%) • Long Term English Learners (30.7%**) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (55.8%) • Students with Disabilities (17.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	Kennedy High School (-2.4%) • English Learners (+2.1%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (-9.0%) • Students with Disabilities (+13.7%) *Due to privacy concerns, data for student groups with fewer than 11 members is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	*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.		**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.	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 transportation will be tracked. Increased attendance rate will be tracked.	2024-25: 81 students	2024-25: 81 students (Baseline established in 2024-25)		86 students	N/A (Baseline established in 2024-25)
1.9	Students have access to Common Core State Standards (CCSS) aligned instructional materials	2023-24: 100% (source: FUSD Instructional Services)	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
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)		90% (New metric added in the 2025-26 LCAP)	+0.68% (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 established in 2024-25) (New metric added in the 2025-26 LCAP)		50% (New metric added in the 2025-26 LCAP)	N/A (Baseline established in 2024-25) (New metric added in the 2025-26 LCAP)
1.12	Decrease the percentage of English	2022-23:	2023-24:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners who maintained an ELPI level of 1, 2L, 2H, 3L, 3H or decreased at least one ELPI level.	• 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)	• 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)		• 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 (+1.9%) • Decreased at least one ELPI level (-1.6%) (New metric added in the 2025-26 LCAP)

Goal Analysis [2024-25]

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

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

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, 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.
In Action 2.2 funds were used to support dual immersion teachers in providing professional development to meet the goals of the program in students reaching biliteracy and bilingual in the target language and English. Additionally, supplemental programs were purchased in order to support students meeting literacy goals in the target language which allowed for teachers to pinpoint exact standards in which students need more support. Release days were also done to support the goals of biliteracy and bilingualism which allowed for educators to analyze student and classroom data to drive their instruction. Furthermore work was done on the development of scope and sequence to ensure that

the 90/10 model is being implemented to fidelity in the upper grades to support students transitioning from the elementary to middle school immersion programs.
In Action 1.3 Six out of the seven ELD Specialists were hired. They provided direct support to multilingual learners at elementary sites with a large percentage of MLL students. These teachers worked directly with newcomers, students making progress towards English acquisition and those students who have been identified as potential long term English learners. The main focus is to address the needs of newcomers and LTEL through their work of providing targeted 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 not only used the curriculum but also received training on how to implement it effectively. Sections were also allocated to the secondary sites to address the needs of newcomers and LTEL's as supplemental courses that are not part of the core instructional program. These courses are designed to meet the needs of these two populations within our MLL population in FUSD.
In Action 1.4 Bilingual and culturally responsive staff are available both at school sites and at the district level to be able to be responsive to our community needs and to be able to speak to our families in their primary language. For example bilingual community liaisons are deployed at some of our sites where there is a large Spanish or Farsi population to be able to strengthen the home to school connection by having a liaison to support in effective two way communication and support. Additionally, at the district level, bilingual staff supported families in navigating the school system by assisting them with whatever needs they might have. This enables families to be able to be heard and supported by having staff who are able to speak in the language that is most comfortable for them.
In Action 1.5 At the start of the school year, the PAR Joint Panel reached out to 58 newly hired FUSD teachers with clear credentials to offer support services. Two teachers were formally referred for assistance and collaborated with the Consulting Teacher (CT) to develop growth plans aligned with the California Standards for the Teaching Profession. However, due to the CT's extended absences, support was inconsistent, and the CT has since resigned effective February 28, 2025. After a thorough selection process, a new FUDTA member has been offered the CT position. Voluntary Teacher (VT) requests for support have continued throughout the year, with three total requests—one carried over from last year, one in October 2024, and one most recently in March 2025. By the end of January, 7.25 hours of Specialist support had been submitted for payment. The PAR Panel maintains regular communication with Specialists to ensure timely submission of timecards and conducts monthly budget reviews to monitor and adjust spending to align with educator needs.
In Action 1.6 The Special Education coach provided specific training for Resource and SDC teachers and paraeducators in structured literacy as well as general education teachers that have students with IEPs in their classrooms. This past year also held a focus on science instruction and materials for SDC elementary classrooms. In edition, the SPED coach worked with the Secondary ELD coach on LTEL content specific training at Kennedy High School. We found that there was a need for more coaching and in the new LCAP we propose to add an additional SPED Coach to better support the wide spectrum of need and content that is needed to support.
In Action 1.7 To support equitable access to credit recovery, acceleration, and expanded course offerings, Kennedy High School received an additional 4.76 FTE instructional sections beyond what is typically allocated to FUSD's traditional high schools during the 2024–25 school year. This additional staffing supports the school's 4x4 block schedule, which allows students to take up to 8 courses per year, compared to the 6-course maximum on a traditional schedule. The expanded schedule increases opportunities for unduplicated students to recover credits, accelerate academically, and access a broader range of coursework—addressing disproportionality in credit attainment and graduation outcomes.
In Action 1.8 We are continuing to see an increase in our number of unhoused students across the district. Our Youth Mentors at the school sites and meeting monthly with their students to discuss academic progress and any other needs that are necessary. This year we offered all of the high school students who are unhoused two field trips to local colleges which included a tour of the school and programs that they

offer. We opened up a community closet at the following locations: Cabrillo, Grimmer and Millard. The Community Closets are furnished with new and donated clothing, household items and canned foods. Transportation is provided if a family needs or requests transportation

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.

1.1 Access to Technology: FUSD has recently become a 1:1 chromebook district which meant that we did not expend the full amount for 1.1. These funds were instead used to support unduplicated students to have tech access to access credit recovery coursework which took place online.
1.2 Dual Immersion : FUSD did not use the complete amount of funds dedicated to before/after school intervention time for immersion classes.
1.3 Address the needs for newcomers and LTEL's: This action went over the planned amount because we added a new service to provide a supplemental ELD program to address the needs of newcomers and LTELs which is an area of need and requested by our educational partners.
1.4 Support for multilingual families: FUSD did not expend this full amount due to on going contract negotiations which were just recently settled.
1.5 Peer Assistance: This action was not fully spent due to not needing as many support hours due to a staff leave.
1.6 Special Education: This action was not fully spent due to capacity for the one teacher on special assignment. We anticipate more support next year as we are augmenting and adding a second teacher coach to support Special Education staff.
1.7 Kennedy Block Schedule and AP and included Robertson: This action was increased in cost due to supporting an Assistant Principal at Robertson High School. Robertson High has an unduplicated rate of 84.26% deeming it the school with the highest unduplicated rate. While it is our smallest secondary school, we supplement it with these funds to provide full wrap around services.
1.8 The original projected expenses for the program were higher than the implementation costs but it did not the affect the quality of the program.

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

Action 1.1: Equitable Access to Instructional Technology
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, 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.
Action 1.2: Dual Immersion Program Support
Efforts under Goal 1.2 were effective ,as measured with Metric 1.2, in supporting the district's dual immersion programs. Professional development for dual immersion teachers, targeted supplemental literacy programs, and structured release days allowed educators to refine

instruction and focus on biliteracy goals. The development of a scope and sequence to ensure fidelity in the 90/10 model further strengthened the program, particularly in helping students transition from elementary to middle school immersion. These coordinated actions directly supported the goal of enhancing bilingualism and biliteracy. This action was partially effective as our middle school students experienced growth while our elementary students had a slight decline. Next year, we will include the target language data, as our students are in a 90/10 model where they are instructed at the elementary level mostly in the target language.

Action 1.3: Support for Multilingual Learners (MLLs)

Hiring six out of seven planned ELD Specialists provided targeted support for newcomers and long-term English learners (LTELs) at elementary sites with high MLL populations. These specialists delivered instruction using new, relevant curriculum and received training for effective implementation. Secondary sites also benefited from supplemental ELD courses tailored to LTEL and newcomer needs. While nearly fully staffed, the shortfall of one specialist may have slightly impacted the full breadth of support envisioned under this goal. Four of the target schools with ELD Specialists (Cabrillo, Maloney, Glenmoor and Bringhurst) saw a increase to their English Learner Progress Indicator while two schools (Durham and Brier) had an decrease at around 8%. The position at Blacow was not filled and support was not given. Overall, this action was effective, as measured with Metric 1.3.

Action 1.4: Family Engagement Through Bilingual and Culturally Responsive Staff

This goal was effectively met by deploying bilingual community liaisons and staff who provided culturally and linguistically appropriate support to families. These personnel facilitated stronger home-to-school connections, especially in communities with large Spanish and Farsi-speaking populations. Their work helped bridge communication gaps and enabled families to better navigate the educational system, directly addressing the goal of fostering inclusive, responsive engagement across the district.

Tracking metric 1.4 shows that this action was effective in increasing access to critical school-based services for families of English Learners and Low-Income students, who comprise the vast majority of translation and interpretation requests. Student Support Services processed over 2,500 translation requests in 2024–25, with language access support concentrated in schools serving high percentages of unduplicated pupils. Staff provided assistance in Spanish, Farsi, and Mandarin, enabling parents to engage in IEP meetings, disciplinary hearings, and academic planning. While the metric tracks overall volume of requests, internal logs show that the majority of families served were eligible for LCFF Supplemental funding. This action remains an effective use of funds to reduce access barriers and support equitable communication with historically underserved families. The number of requested translated services did decrease due to a new automated platform that is used for communication as it has the capacity to provide translation support. This action was effective.

Action 1.5: Peer Assistance and Review (PAR) Program

Action 1.5 was partially effective but the scope of the program as robust due to personnel. Initial outreach to 58 new teachers demonstrated strong intent to provide early support. However, inconsistent services caused by the Consulting Teacher's (CT) extended absence and subsequent resignation disrupted continuity. Although a new CT has been selected and voluntary support requests continued, the program's full potential was hindered by staffing issues. Regular budget reviews and continued collaboration reflect a commitment to improvement, but consistent delivery of services remains an area for growth. Metric 1.5 tracks the participation rate of Special Education staff working under intern credentials or STSPs in the district's Peer Assistance and Review (PAR) program. These staff often serve unduplicated pupils, including students with disabilities who also identify as English Learners or Low-Income. An increase in participation in PAR reflects improved teacher support systems, which contribute to instructional quality for unduplicated student groups. While the metric is not disaggregated by student group, it supports LEA-wide improvement efforts aimed at ensuring more effective educators for historically underserved populations. While the metric is not currently disaggregated by student group, the district is committed to improving this by beginning to track the percentage of students served by teachers participating in PAR—for example, identifying what portion of those students are English Learners, Low-Income, or Students with Disabilities. This enhancement will help better evaluate how teacher support systems are benefiting unduplicated pupils and historically underserved populations.

Action1.6: Special Education Coaching and Training
Progress under Goal 1.6 was effective. Educators who received training from the coach expressed that they were prepared to support students with disabilities via the Staff Professional Development Survey. There was a 7.1% increase in preparation to support students with disabilities from previous year. The Special Education Coach successfully delivered structured literacy training to SPED and general education teachers and supported science instruction in SDC elementary classrooms. Collaboration with the Secondary ELD Coach also addressed LTEL-specific training needs.
Action 1.7: Expanded Access to Courses at Kennedy High School
This action was partially effective as the percentage of English learners who graduated meeting UC/CSU requirements increased by 2.1 % and by 13.7% for students with disabilities. Low income students decreased by 9.0% The allocation of 4.76 additional FTE instructional sections allowed Kennedy High School to offer a broader and more flexible course load through its 4x4 block schedule. This expanded access enabled students—particularly unduplicated pupils—to recover credits, accelerate academic progress, and take advantage of a wider range of learning opportunities. The initiative directly addressed disproportionality in access to graduation pathways and represents a strong example of targeted, equitable resource allocation.
Action 1.8: Support for Unhoused Students
Youth Mentors provided consistent check-ins and support, while opportunities like college field trips expanded students' exposure to postsecondary options. The establishment of Community Closets at multiple sites—coupled with transportation support—ensured students and families had access to essential items. These actions reflect a comprehensive and compassionate approach to supporting one of the district's most vulnerable populations. We are establishing a baseline in which we are unable to determine if this action is effective at this time, with effectiveness to be measured through Metric 1.8.

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

Reflection and Expansion on Action1.6:
In reviewing the outcomes of Goal 1.6 and analyzing the most recent California Dashboard results in English Language Arts (ELA) and Math, we recognize that our Students with Disabilities continue to fall within the orange performance band. While this data highlights ongoing challenges, it also affirms the positive impact of having a dedicated Special Education professional development coach. The coach has provided valuable training in structured literacy and inclusive practices, contributing to pockets of progress across our district. However, it has become clear that the diverse range of student needs, instructional settings, and staff support requirements exceeds what a single coach can manage effectively. To build on our initial success and scale support more equitably, we will be adding a second Special Education Coach in the upcoming year. This additional position will enable more consistent, responsive coaching that better meets the unique academic and social-emotional needs of our students with disabilities—ultimately improving access to high-quality instruction and accelerating student progress.

Expansion with New Actions 1.9 and 1.10:
In alignment with our commitment to equity and in response to identified student needs, FUSD will be adding two new goals—Goal 1.9 and Goal 1.10—focused on expanding learning opportunities for Multilingual Learners (MLLs), with a specific emphasis on Long-Term English

Learners (LTELs). Our internal data and the California Dashboard reveal persistent opportunity gaps for these students, and as a district currently identified for Differentiated Assistance for the LTEL subgroup, we are committed to proactive, targeted action.

Action 1.9 will expand extended learning time for all MLLs through supplemental academic programs, language development opportunities, and increased access to culturally and linguistically relevant materials. Goal 1.10 will focus specifically on LTELs by providing targeted support that addresses the unique barriers they face in reclassification and academic achievement. By creating more personalized and sustained interventions, including after-school and summer enrichment, we aim to reverse the trajectory toward long-term EL status and improve reclassification rates. These efforts will not only promote English proficiency but also boost performance across core academic subjects, helping our multilingual students reach their full potential.

Metric 1.5 will be updated to include data disaggregated for unduplicated student groups, ensuring alignment with LCFF evaluation requirements for LEA-wide contributing actions.

Metric 1.6 was revised to include disaggregated staff survey data and will be updated to include data disaggregated for unduplicated student groups, ensuring a more equitable evaluation of professional development effectiveness across diverse student populations.

Metric 1.7 has been updated to include measures for Long Term English Learners. 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. Additionally, Robertson High School has been included in this metric to ensure that progress monitoring includes all sites serving a significant population of LTEL students. Including Robertson increases transparency and ensures equitable representation of alternative education settings in goal measurement.

Metric 1.10 was added was added in alignment with LCFF Priority 1 to ensure compliance with Education Code Section 52060(d). Formal inclusion in the LCAP reinforces our commitment to transparency and equity. Including this metric allows us to better evaluate educator assignment trends and align professional development and hiring practices with student needs.

Metrics 1.11 and 1.12 are newly introduced to evaluate the outcomes of Goals 1.9 and 1.10. These metrics track participation in extended learning programs and LTEL reclassification rates, respectively, and were developed in response to stakeholder feedback and newly identified areas of student need.

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	$30,000.00	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	$175,000.00	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 and supplemental secondary courses to support newcomers and long term English learners	$3,024,413.00	Yes
1.4	Support multilingual families	Connect multilingual families access to bilingual, culturally responsive staff to support them with navigating the school system	$2,040,225.00	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	$292,647.00	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.	$713,042.00	Yes
1.8	Unhoused transportation and mentorship	Target assistance for unhoused youth by providing resources, transportation and mentorship	$177,172.00	Yes
1.9	LTEL support	Provide direct support in the areas of academic reading and writing for Long Term English Learners (LTEL's)	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Expanded learning opportunities for EL	Expanded learning opportunities for multilingual learners	$406,234.00	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 (*)	2024-25: i-Ready Spring Reading Diagnostic • English Learners (22.0%) • Foster (*)		i-Ready Reading Diagnostic • English Learners (31.3%) • Foster (*) • Homeless (30.0%)	i-Ready Reading Diagnostic • English Learners (-4.3%) • Foster (*) • Homeless (-9.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless (25.0%) • 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		• Socioeconomically Disadvantaged (48.3%) • Students with Disabilities (31.2%) i-Ready Mathematics Diagnostic • English Learners (21.4%) • 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.	• Socioeconomically Disadvantaged (+2.4%) • Students with Disabilities (-2.1%) i-Ready Mathematics Diagnostic • English Learners (+12.9%) • Foster (*) • Homeless (-8.0%) • Socioeconomically Disadvantaged (+22.9%) • Students with Disabilities (+14.3%) *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.			
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 Disadvantaged (85.7%) • Students with Disabilities (86.1%) (source: FUSD 2023-24 PD Evaluation Form)	2024-25 All Students (96.5%) • 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)		All Students (100%) • English Learners (100%) • Foster (100%) • Homeless (100%) • Socioeconomically Disadvantaged (100%) • Students with Disabilities (100%)	All Students (+3.2%) • English Learners (+5.7%) • Foster (+8.5%) • Homeless (+8.5%) • Socioeconomically Disadvantaged (+7.9%) • Students with Disabilities (+7.1%)
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%)	2024-25: i-Ready Spring Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (47%)		i-Ready Spring Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (55%) • English Learners (25%)	i-Ready Spring Reading Diagnostic: Reading Comprehension Domain Blacow Elementary (-3%) • English Learners (N/A**)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: Curriculum Associates)	• English Learners (20%**) • Foster (*) • Homeless (*%) • Students with Disabilities (31%**) Brier Elementary (46%) • English Learners (23%**) • Foster (*) • 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 (36%) Brier Elementary (58%) • English Learners (28%) • Foster (*) • Homeless (*%) • Students with Disabilities (27%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• Foster (N/A**) • Homeless (N/A**) • Students with Disabilities (N/A**) Brier Elementary (-7%) • English Learners (N/A**) • Foster (N/A**) • Homeless (N/A**) • Students with Disabilities (N/A**) **Baseline for individual student groups established in 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Supply supplementary core content programs in math to extend learning opportunities beyond the school day.	2023-24: 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.	2024-25: 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.		i-Ready Mathematics Diagnostic • English Learners (21.4%) • 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.	i-Ready Mathematics Diagnostic • English Learners (+12.9%) • Foster (*) • Homeless (-8.0%) • Socioeconomically Disadvantaged (+22.9%) • Students with Disabilities (+14.3%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.
2.5	CAASPP assessment performance, relative to the standard, for grades 3-8 and 11. &	2022-23: English Language Arts SBAC (70.4 points above standard) • English Learners (11	2023-24: English Language Arts SBAC (64.5 points above standard) • English Learners		English Language Arts SBAC (75.0 points above standard) • English Learners (2.0	English Language Arts SBAC (-5.9 points) • English Learners (+6.0 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students scoring at or above grade level on their Spring i-Ready Reading and Mathematics Diagnostics.	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) 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	(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 points below standard) Mathematics SBAC (51.8 points above standard)		points below standard) • Long Term English Learners (69.0 points below standard**) • Foster (*) • Homeless (5.0 points below standard) • Socioeconomically Disadvantaged (3.2 points above standard) • Students with Disabilities (5.0 points below standard) Mathematics SBAC (60.0 points above standard) • English Learners	• Long Term English Learners (N/A**) • Foster (*) • Homeless (-8.6 points) • Socioeconomically Disadvantaged (-4.9 points) • Students with Disabilities (-4.4 points) Mathematics SBAC (-3.1 points) • English Learners (-4.2 points) • Long Term English Learners (N/A**) • Foster (*) • Homeless (+3.3 points) • Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Disadvantaged (43.3%) • Students with Disabilities (26.2%) i-Ready Mathematics Diagnostic • English Learners (16.4%) • Foster (*) • Homeless (17.5%) • Socioeconomically	• English Learners (26.8 points below standard) • Long Term English Learners (138.5 points below standard) • Foster (*) • Homeless (138.5 points below standard) • Socioeconomically Disadvantaged (41.3 points below standard) • Students with Disabilities (86.7 points below standard) (source: 2024 California School		(13.6 points below standard) • Long Term English Learners (123.5 points below standard**) • Foster (*) • Homeless (25 points below standard) • Socioeconomically Disadvantaged (25 points below standard) • Students with Disabilities (25 points below standard) i-Ready Reading Diagnostic	Disadvantaged (-0.5 points) • Students with Disabilities (-2.0 points) **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 (-4.3%) • Foster (*) • Homeless (-9.6%) • Socioeconomically Disadvantaged (+2.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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 monitoring requirements under Education Code §52052.	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%) i-Ready Spring Mathematics Diagnostic • English Learners (29.3%) • Foster (*) • Homeless (9.5%) • Socioeconomically Disadvantaged (43.4%) • Students with		• English Learners (31.3%) • Foster (*) • Homeless (30.0%) • Socioeconomically Disadvantaged (48.3%) • Students with Disabilities (31.2%) i-Ready Mathematics Diagnostic • English Learners (21.4%) • Foster (*) • Homeless (22.5%) • Socioeconomically Disadvantaged (25.5%) • Students with Disabilities (17.0%) *Due to privacy concerns, data for student groups	• Students with Disabilities (-2.1%) i-Ready Mathematics Diagnostic • English Learners (+12.9%) • Foster (*) • Homeless (-8.0%) • Socioeconomically Disadvantaged (+22.9%) • Students with Disabilities (+14.3%) *Due to privacy concerns, data for student groups with fewer than 11members is suppressed. **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. An

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.		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.	initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education Code §52052.
2.6	Improved Intervention Outcomes	2023-24: • Mastered 3+ new phonics skills (70%) • Increased by 2+ reading levels (39%)	2024-25: Cycle1 • Mastered 2+ new phonics skills (79.6%)		• Mastered 3+ new phonics skills (80%) • Increased by 2+	N/A (Baseline re-established in 2024-25 due to the redesign of intervention cycle progress monitoring now disaggregated to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Demonstrated consistent understanding based on grade level standards (27%) (source: FUSD 2023-24 Intervention Cycle Progress Monitoring)	• 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+ fluency levels (27.3%) • Increased 1+ narrative retell levels (31.5%) • Increased 1+ comprehension levels (38.8%) • Increased level of math		reading levels (49%) • Demonstrated consistent understanding based on grade level standards (37%)	measure various domains of reading skills)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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%) • Increased 1+ comprehension levels (38.4%) • Increased level of math proficiency (90.2%) (source: FUSD 2024-25 Intervention Cycle Progress Monitoring) (This metric will be			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			updated to include data disaggregated for unduplicated student groups effective 2025-26)			
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	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%)		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	+24 elementary schools All Student Suspension Rate (+0.4%) • English Learners (+0.7%) • Long-Term English Learners (N/A**) • Foster (-6.1%) • Homeless (-0.5%) • Socioeconomically Disadvantaged (+0.3%) • Students with Disabilities (-0.8%) **LTEL data was disaggregated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	(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.		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.	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.
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)		100%	N/A (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)	2024-25: Total Major PBIS Referrals (947) (source: PBIS Tracking as of May		Total Major PBIS Referrals (473) All Student	N/A (Baseline established in 2024-25) All Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) (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	2025) (Baseline established in 2024-25) 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) (This metric has been updated to include data		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%) (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	Suspension Rate (+0.4%) • English Learners (+0.7%) • Long Term English Learners (N/A**) • Foster (-6.1%) • Homeless (-0.5%) • Socioeconomically Disadvantaged (+0.3%) • 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		update reflects new monitoring requirements under Education Code §52052.	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 is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.		Target Year 3 Outcome was established after the release of the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.	new monitoring requirements 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%)	2024-25: CHKS School Connectedness Key Indicator Grade 5 (77%) • African American (84%) • Asian (79%) • Latino (69%) • White (79%)		CHKS School Connectedness Key Indicator Grade 5 (89%) • African American (77%) • Asian (91%) • Latino (85%) • White (85%) • Mixed Races (84%)	CHKS School Connectedness Key Indicator Grade 5 (+3%) • African American (+22%) • Asian (+9%) • Latino (-1%) • White (+9%) • Mixed Races (+2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7 (61%) • African American (50%) • Asian (63%) • Latino (50%) • White (60%) • Mixed Races (58%) • 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%)	• Mixed Races (71%) • American Indian (74%) • Other (78%) Grade 7 (63%) • African American (56%) • 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%)		• American Indian (94%) • Other (91%) Grade 7 (76%) • African American (65%) • Asian (78%) • Latino (65%) • White (75%) • Mixed Races (73%) • American Indian (78%) • Other (77%) Grade 9 (69%) • African American (58%) • Asian (74%) • Latino (58%) • White (64%) • Mixed Races (64%)	• American Indian (-5%) • Other (+2%) Grade 7 (+2%) • African American (+6%) • Asian (+3%) • Latino (+/-0%) • White (-4%) • Mixed Races (+3%) • American Indian (+/-0%) • Other (+1%) Grade 9 (+2%) • African American (+6%) • Asian (+/-0%) • Latino (+3%) • White (+6%) • Mixed Races (+2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: CalSCHLS 2023-24 CHKS Main Report)	• African American (49%) • Asian (59%) • Latino (46%) • White (55%) • Mixed Races (51%) • 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%)		• American Indian (68%) • Other (64%) Grade 11 (65%) • African American (53%) • Asian (66%) • Latino (64%) • White (58%) • Mixed Races (62%) • American Indian (82%) • Other (66%)	• American Indian (+11%) • Other (+9%) Grade 11 (+5%) • African American (+/-0%) • Asian (+8%) • Latino (-5%) • White (+7%) • Mixed Races (+5%) • American Indian (-9%) • Other (-6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Mixed Races (52%) • American Indian (58%) -English Learners (58%) • Long Term English 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. • Other (45%) (source: CalSCHLS 2024-25 CHKS Main Report)			

Goal Analysis [2024-25]

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

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

In Goal 2.1 In Fremont Unified School District, we recognize that first teaching is not just a step in the learning process—it is the most powerful opportunity we have 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 using 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 is focused on release time for teachers to engage in discussion, providing input on district pedagogy and materials and also to engage in time to learn.
In Goal 2.2 This goal allowed FUSD to provide coaching and support for our teachers.
In Goal 2.3 Our elementary schools: Blacow, Cabrillo and Brier partnered with the Always Dream Foundation to provide exposure to books and literacy for all TK/K students and families. Students were provided with a tablet and access to EPIC an online library app which provides access to books at all levels. Students listened to stories and found books at their reading levels. Families were provided with a Book Coach to support access to this supplemental reading program that engages both the adults and the child.
In Goal 2.4 Provided supplemental materials and access to expand learning time for students both during the school day and beyond.
In Goal 2.5 Allowed us to provide time and support for staff to analyze school and student data to support academic proficiency of unduplicated students
In Goal 2.6 Intervention teachers at the elementary level supported FUSD multi tiered system of support (MTSS) by providing tier 2 and 3 support to identified students. Students were identified using local and state assessments that were timely to ensure that students receive support that aligns to core teaching. The intervention program is designed to conduct 4 cycles of intervention for 6 to 7 weeks a piece of targeted instruction on either supporting or foundational standards. These intervention cycles are targeted and support students in the areas of English Language Arts or mathematics. The focal areas were phonemic awareness, reading comprehension for English Language Arts. Math was focused on essential standards for grades 1-5 to support grade level achievement for math. The following number of students were supported with tier 2 and 3 instruction within the first three cycles. Cycle 4 is currently being conducted.
Phonemic Awareness:
1st grade =472 students
2nd grade = 467 students
3rd grade= 255 students
4th grade= 100 students
5th grade= 52 students

Reading Comprehension:
2nd grade= 25 students
3rd grade= 109 students
4th grade= 130 students
5th grade= 156 students

Math:

1st grade= 332 students
2nd grade= 408 students
3rd grade= 418 students
4th grade= 347 students
5th grade= 400 students

In Goal 2.7 Throughout the 2024–25 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 supports 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. Topics included Guaranteed Viable Curriculum (GVC), evidence-based instructional practices, and Universal Design for Learning (UDL). Liaisons were expected to present key takeaways at site staff meetings to support consistent implementation and communication around MTSS strategies.
In Goal 2.8 Our Wellness Centers are open all day in 5 out of 6 high schools. Students are able to visit if they need time to decompress. The Wellness Centers are staffed all day by a classified position. Starting in the 25-26 SY all 11 Secondary schools will have a wellness coach in the centers all day. Supplies have been purchased for each of the centers. Each site has their own google check-in form to monitor why students are visiting the center. Activities are provided at lunch throughout the year.
In Goal 2.9 During the 2024–25 school year, all five FUSD middle schools participated in Tier 1 Positive Behavioral Interventions and Supports (PBIS) training, facilitated by the Santa Clara County Office of Education. The training supported schools in developing and implementing a comprehensive school-wide PBIS framework as part of a broader MTSS. The four-session training sequence focused on establishing school-wide rules, clearly defining behavioral expectations across campus settings, developing lesson plans to explicitly teach those expectations, creating systems for acknowledgments and consequences, and using data to guide decision-making. Full participation by all middle schools in the Tier 1 PBIS training represents a critical step in strengthening proactive behavior support systems to promote positive school climate and student wellness.
All Elementary Schools will be finished with Year 2 training by May 2025. Many Elementary Schools have applied for PBIS Recognition which recognized schools for their fidelity of PBIS implementation and for achieving value outcomes at the Bronze, Silver, Gold and Platinum levels This application process entailed student/staff interviews, school walkthroughs and the completed Tiered Fidelity Inventory. All Elementary Schools have a behavior tracking system in place, incentive system in place and many are already using Tier 2 and 3 strategies to support student behavior.
In Goal 2.10 Fremont Unified School District is fortunate to have full-time school counselors at every school site—an investment that significantly enhances the academic, social-emotional, and personal development of our students. Each elementary school is staffed with a 1.0 FTE counselor, while our secondary schools are supported by teams ranging from 3 to 5 full-time counselors, ensuring that students have consistent access to meaningful guidance and support throughout their educational journey.
Counselors are a vital part of the school community. They deliver classroom presentations on topics such as emotional regulation, conflict resolution, goal setting, and college/career readiness—helping students build foundational life skills. Beyond the classroom, they provide individualized support for students facing academic challenges, mental health concerns, or personal struggles, offering a safe and trusted space for students to be heard, supported, and empowered. Whether through one-on-one counseling, small group interventions, or crisis response, school counselors are often the first line of support for students in need.

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

2.1 Tier 1 Instruction: The planned and actual expenditures have a slight discrepancy however, we do anticipate that more funds will be utilized based on tier 1 supports that will take place in June.
2.2 Coaches Due to having additional funding in the Educator Effectiveness Block Grant (EEBG) and coaches being an allowable expenditure, we were able to braid funds. Due to moving some of the coaches salaries and benefits to the EEBG we did not spend the entire amount that was planned.
2.4 Extended Learning Opportunities: We anticipated that more funding would be needed for supplemental programs. However, now that we are having district wide licenses for math, English language arts and English language development we are able to provide supplemental programs in which our community has asked for but streamline the process with district level licenses. For that reason there is a discrepancy between budgeted and estimated expenditures.
2.5 Unduplicated Student Proficiency: We planned for sites to provide release days to analysis 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.
2.6 Unduplicated Unfinished Learning: There was a decrease in the estimated actual compared to the planned expenditures due to the decrease in the numebr of staff providing intervention supports to address unfinished learning. Based on our data, because this work takes place outside or beyond the work day it was difficult to find staff to provide this supplemental.
2.7 MTSS Liaisons The planned expenditures was less than the estimated actuals due to the fact that we anticipated that each school would have two MTSS Liaisons. Some of our sites just had one person serve in this role. Other sites did not have anyone to take on the MTSS liaison. Due to these reasons, we did not spend the entire estimated actuals that we anticipated we would.
2.10 School Counselors - there is a material difference between the budgeted expenditure and the estimated actual expenditure in that we were in the midst of contract negotiations and we overestimated the cost of counseling staff. We anticipated a possible agreement during the time of the LCAP but we did not settle in time for the 24/25 LCAP.

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

Goal 2.1 – Teacher Release Time for Pedagogical Input and Learning
This goal has been largely effective, as measured by Metric 2.1, in supporting teacher collaboration and professional learning. Providing structured release time has allowed educators to reflect on first teaching practices, engage with evidence-based strategies, and help shape the district's pedagogical direction. Teachers' direct input enhances buy-in and ensures instructional materials are aligned with student needs. However, effectiveness is limited if release time is inconsistent or if outcomes from discussions aren't fully integrated into classroom practices. Some sites may need more support in facilitating high-impact collaboration during this time.
Goal 2.2 – Coaching and Support for Teachers
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 need. 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.
Goal 2.3 – Always Dream Foundation Partnership for Early Literacy
This initiative has been highly effective in promoting early literacy and family engagement. By providing tablets, access to digital books, and family Book Coaches, students and parents are empowered to build reading habits at home. This supports early literacy development and creates a foundation for long-term academic success. Metric 2.3 has been updated to include disaggregated i-Ready Reading Comprehension data for English Learners and Students with Disabilities at Blacow and Brier Elementary. Due to low n-size, Foster and Homeless student data is suppressed for privacy. This allows for a more nuanced evaluation of impact on unduplicated student groups and supports a targeted approach to improving early literacy outcomes.
Goal 2.4 – Supplemental Materials and Expanded Learning Time
Supplemental materials and extended learning time have provided students—particularly those who need more time to master standards—with additional academic support. These resources help close opportunity gaps and reinforce grade-level content. This has been effective as measured by Metric 2.4.
Goal 2.5 – Data Analysis Time for Staff
Providing structured time for data analysis has helped staff identify instructional gaps and adjust teaching practices to better serve unduplicated students. This aligns closely with MTSS principles and supports more personalized instruction. This has been effective as measured by Metric 2.5.
Goal 2.6 – Elementary Intervention Teachers and Tiered Support
This goal has been highly effective, as measured by Metric 2.6, in delivering targeted, data-informed Tier 2 and 3 instruction. The structured cycle system ensures timely support and reflects a strong commitment to preventing long-term academic deficits. The large number of students served across reading and math confirms the scale of impact.
Goal 2.7 – MTSS Liaison Sessions and Tier 1
These collaborative sessions have been instrumental in building a shared understanding of MTSS and helping school teams refine Tier 1 supports. The use of data, UDL strategies, and site-based application reflects a thoughtful, structured approach to systems improvement. Beginning in 2024–25, effectiveness of this action is being assessed through Metrics 2.7 and 2.9. While PBIS Major Referral data is available schoolwide but not by subgroup, suspension data provides a valid equity lens to evaluate behavior and climate shifts for unduplicated students. The inclusion of these measures enables a more comprehensive understanding of how well MTSS implementation is addressing the needs of historically underserved groups.
Goal 2.8 – Wellness Centers at Secondary Schools
The Wellness Centers have been effective, as measured in Metric 2.8, in providing students with a safe, calming space and a consistent support system during the school day. Activities and check-in systems enhance student engagement and monitor wellness trends. Currently, only 5 out of 6 high schools have full-time coverage. While future expansion to all 11 secondary schools is planned, the current gap may create unequal access. Staffing consistency and quality of services should be monitored as the program scales.
Goal 2.9 – PBIS Implementation at Middle and Elementary Schools
The full participation of all middle schools in PBIS Tier 1 training and the progress of elementary schools toward PBIS recognition signal strong system-wide implementation. Clear expectations, behavior tracking, and tiered supports contribute to a more positive and structured learning environment, as measured in Metric 2.9.
Goal 2.9 – PBIS Implementation at Middle and Elementary Schools
The full participation of all middle schools in PBIS Tier I training and the progress of elementary schools toward PBIS recognition signal strong system-wide implementation. During 2024–25, a baseline of 947 major PBIS referrals was established, providing a data anchor for

future reductions. In the same period, suspension data disaggregated by student group shows a decrease in rates for Foster (-6.1%), Homeless (-0.5%), and Students with Disabilities (-0.8%), suggesting early improvements in behavioral supports for these populations. While suspension rates for English Learners and Low-Income students showed slight increases, continued coaching and fidelity monitoring are essential to ensure all sites move beyond Tier I effectively. Based on these findings, this action is considered partially effective.
Goal 2.10 – Full-Time School Counselors at All Sites
This goal has been highly effective in supporting the whole child. Full-time counselors provide not only academic guidance but also critical mental health and social-emotional support. Their availability at every site ensures equitable access and consistent care for all students. To better understand the impact of this action, Metric 2.10 was updated to include disaggregated CHKS School Connectedness data by race/ethnicity. The expanded metric revealed that while overall connectedness rates improved for all grade levels, the growth was uneven across student groups. For example, African American students saw large gains in Grade 5 (+22%) and Grade 9 (+6%), but connectedness declined slightly in Grade 11 (-0%). These nuanced insights highlight how full-time counselors may be fostering improved relationships for some groups while others require more targeted outreach and support. Based on this analysis, the action is considered partially effective, with opportunities to strengthen its equity impact.

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.

Metric 2.3 was updated in 2024–25 to include disaggregated i-Ready Reading Comprehension data for English Learners and Students with Disabilities at Blacow and Brier Elementary. This change allows the LEA to better monitor the effectiveness of literacy actions for unduplicated student groups. Due to privacy concerns (n < 11), data for Foster and Homeless student groups is not reported but is reviewed internally.

Metric 2.5 has been updated to include measures for Long Term English Learners. 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.

Metric 2.6 has been redesigned in 2024–25 to disaggregate intervention cycle progress monitoring to include student growth in specific domains of literacy—phonics, fluency, narrative retell, and comprehension—rather than reporting a generalized measure of reading improvement. This change was made to provide a clearer understanding of which foundational reading skills are improving through targeted interventions. By specifying these domains, the metric now offers more actionable insight for instructional planning and allows for more precise evaluation of intervention effectiveness over time.

Metric 2.7 was updated to focus on PBIS referrals and suspension rates. The original metric for this action focused on implementation of the SWIFT assessment tool to reduce referrals to Special Education at CCEIS sites. However, after further review, the district determined that SWIFT implementation was not pursued. Instead, the district aligned this action with its broader MTSS initiative by emphasizing site-based tracking of PBIS Major Office Discipline Referrals at elementary schools. This shift reflects a more sustainable and school-embedded approach to addressing behavior and socio-emotional needs within a multi-tiered framework.

To meet the requirement for disaggregated student group data, the district has added a sub-metric: suspension rates disaggregated by English Learners, Low-Income students, and Foster Youth, as reported in the California School Dashboard. This addition ensures that the effectiveness of MTSS implementation is evaluated using relevant outcome data for unduplicated pupils, consistent with equity and accountability expectations.

Metrics 2.8 and 2.9 were adopted in the 2024–25 LCAP to strengthen systemwide monitoring of student wellness and behavior. At that time, the LCAP noted that baseline data would be established during the year, as full data had not yet been collected. With wellness centers newly expanded to all secondary sites, it became critical to track access at the site level to ensure equitable implementation. Similarly, tracking major PBIS referrals provides a more accurate and consistent picture of behavioral trends and the effectiveness of Tier 1 and Tier 2 interventions. Now that 2024–25 data collection is complete, we have established official baselines for both metrics. This enables consistent year-over-year progress monitoring, supports implementation fidelity, and informs future resource alignment to improve school climate and student well-being. Metric 2.9 was adjusted to include disaggregated suspension rates for English Learners, Low-Income, Foster Youth, and Students with Disabilities. While major PBIS referrals were already tracked, the inclusion of suspension data by student group provides a more equitable and outcome-based lens for evaluating the impact of PBIS implementation on unduplicated pupils. The change reflects district efforts to monitor how behavioral interventions affect equity in disciplinary outcomes.

Metric 2.10 was revised in 2024–25 to include disaggregated CHKS School Connectedness results by student self-reported race/ethnicity, in addition to the existing grade-level data. This change was made in response to a growing need to monitor how different student populations experience school connection and safety. By including subgroup-specific results, the district can more effectively evaluate whether universal supports—like full-time school counselors—are having an equitable impact across student groups. The new disaggregated data will inform adjustments to SEL strategies and counselor outreach in future years.

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	$200,000.00	Yes
2.2	Instructional Coaches	Cultivate instructional coaching relationships with classroom teachers to support effective tier 1 & 2 instruction	$642,321.00	Yes
2.3	Fostering Literacy	Foster literacy to improve reading skills for unduplicated students	$542,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Extended Learning Opportunities	Supply supplementary core content programs to extend learning opportunities beyond the school day	$1,342,150.00	Yes
2.5	Unduplicated Student Proficiency	Analyze school and student data to support academic proficiency of ucp students	$330,162.00	Yes
2.6	Unduplicated Unfinished Learning	Aid in supporting ucp students with unfinished learning through tier 2 and 3 academic supports	$3,934,263.00	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	$104,378.00	Yes
2.8	Wellness Centers	Establish and provide staffing for wellness centers to support students with socio-emotional needs	$654,069.00	Yes
2.9	PBIS	Promote positive behavior through the usage of PBIS and behaviorists	$1,030,029.00	Yes
2.10	School Counselors	Strengthen access to socioemotional supports and the well being of students via counselors	$10,662,086.00	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%)		Impact on All Students (100%) • English Learners (100%)	All Students (+3.2%) • English Learners (+5.7%)

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)		• Foster (100%) • Homeless (100%) • Socioeconomically Disadvantaged (100%) • Students with Disabilities (100%)	• Foster (+8.5%) • Homeless (+8.5%) • Socioeconomically Disadvantaged (+7.9%) • Students with Disabilities (+7.1%)
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)		700 student participants 50 local employer participants	+100 students +4 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	2023-24: Overall (93.5%) • English Learners (75.1%) • Long Term		Overall (95.8%) • English Learners (80.3%) • Long Term English	Overall (+0.7%) • English Learners (-2.2%) • Long Term English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners (N/A**) • 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.	English 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		Learners (85.6%**) • 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	Learners (N/A**) • Foster (*) • Homeless (-3.7%) • Socioeconomically Disadvantaged (+1.5%) • Students with Disabilities (+4.9%) *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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			new monitoring requirements under Education Code §52052.		under Education Code §52052.	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)		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 (+0.2% prepared) • English Learners (+1.1% prepared) • Long Term English Learners (N/A**) • Foster (*) • Homeless (+5.6% prepared) • Socioeconomically Disadvantaged (+1.6% prepared) • Students with Disabilities (+5.0% prepared) Meeting UC/CSU Requirements (-2.1%)

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	(source: 2024 California School Dashboard) 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		• 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 (+0.1%) • Long-Term English Learners (N/A**) • Foster (*) • Homeless (-6.8%) • Socioeconomically Disadvantaged (-0.2%) • Students with Disabilities (+0.4%) CTE Pathway Completion (+3.4%) • English Learners (+2.9%) • Long-Term English Learners (N/A**) • Foster (*) • Homeless (-0.9%) • 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.	Completion (20.0%) • 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		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 (+2.6%) • Students with Disabilities (+2.3%) *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
			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.			
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		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	All Students (-5.2%) • English Learners (*) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (-21.5%) • Students with Disabilities (*) *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
			student groups with fewer than 11 members is suppressed.		suppressed.	members is 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	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 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	• English Learners (+2.9%), LTEL (+2.9%**), RFEP (+40.0%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (+3.5%) • 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		§52052.	English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052.		group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052.	group for the first time in the 2023–24 school year. This update 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.		100%	-18%
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	2024-25: 100% caseload utilization achieved by March 2025. -Baseline established in 2024-25		100% caseload utilization achieved annually by the end of December. (This metric has been updated to include data	N/A (Baseline established in 2024-25) (This metric has been updated to include data disaggregated by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: 2024-25 Service Partners Logs) (This metric has been updated to include data disaggregated by unduplicated student group.)	(source: 2024-25 Service Partners Logs) (This metric has been updated to include data disaggregated by unduplicated student group.)		disaggregated by unduplicated student group.)	unduplicated student group.)
3.9	Number of unduplicated students enrolled, and their passage rate, in science and mathematics courses at Walters Middle School and Kennedy High School.	2024-25: • Walters Middle School (20 students) • Kennedy High School (20 students) (Baseline established in 2024-25)	2024-25: • Walters Middle School (20 students) • Kennedy High School (20 students) (Baseline established in 2024-25)		• Walters Middle School (21 students) • Kennedy High School (21 students)	N/A (Baseline established in 2024-25)
3.10	Number of COST meetings	2023-24: 1,890 COST Meetings • 1,191 Elementary Meetings • 352 Middle School Meetings • 347 High School Meetings	2024-25: 1,031 COST Meetings • 623 Elementary Meetings • 225 Middle School Meetings		2,078 COST Meetings • 1,310 Elementary Meetings • 387 Middle School Meetings	-859 COST Meetings • -568 Elementary Meetings • -127 Middle School Meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: FUSD Student Support Services) (This metric has been updated to include data disaggregated by unduplicated student group.)	• 183 High School Meetings (source: FUSD Student Support Services) (This metric has been updated to include data disaggregated by unduplicated student group.)		• 381 High School Meetings (This metric has been updated to include data disaggregated by unduplicated student group.)	• -164 High School Meetings (This metric has been updated to include data disaggregated by unduplicated student group.)
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 (*)	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**)		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)	N/A (Baseline established in 2025-26) College Career Indicator (+0.2% prepared) • English Learners (+1.1% prepared) • Long Term English Learners (N/A**) • Foster (*) • Homeless (+5.6% prepared) • Socioeconomically Disadvant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless (8.3% prepared) • Socioeconomically Disadvantaged (45% prepared) • Students with Disabilities (15.9% prepared) (source: 2023 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.	• Foster (*) • Homeless (13.9% prepared) • Socioeconomically Disadvantaged (46.6% prepared) • Students with Disabilities (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		• Socioeconomically Disadvantaged (55% prepared) • Students with Disabilities (35% prepared) *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 (+1.6% prepared) • Students with Disabilities (+5.0% prepared) *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
			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 and Sustainability)	2023-24: 100% (source: 2023 Local Indicator Self-Reflection Tool)	2023-24: 100% (source: 2024 Local Indicator Self-Reflection Tool)		100%	+/-0%
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)		Overall (88.6%) • African American (59.8%) • Asian (89.3%) • Hispanic (73.1%) • White (86.6%) • Two or More Races (82.9%)	Overall (+3.2%) • African American (+26.7%) • Asian (+2.5%) • Hispanic (+11.2%) • White (+3.4%) • Two or More Races (+6.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%) • 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%)	2023-24: English Language Arts (73.8%) • English Learners (16.3%) • Long Term English Learners (10.6%**) • Foster (*) • Homeless (19.3%) • Socioeconomically Disadvantaged (47.5%) • Students with Disabilities (24.1%) • African American (43.4%) • Hispanic (37.3%) Mathematics (69.0%) • English Learners (20.1%) • Long Term English		English Language Arts (83.3%) • English Learners (20.3%) • Long Term English Learners (15.6%**) • Foster (*) • Homeless (23.2%) • Socioeconomically Disadvantaged (60.4%) • 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%**)	English Language Arts (-4.5%) • English Learners (+1.0%) • Long Term English Learners (N/A**) • Foster (*) • Homeless (+1.1%) • Socioeconomically Disadvantaged (-7.9%) • Students with Disabilities (+4.9%) • African American (+6.2%) • Hispanic (-11.8%) Mathematics (+5.0%) • English Learners (+11.0%) • Long Term English Learners (N/A**)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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 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 (6.7%**) • Foster (*) • Homeless (7.2%) • Socioeconomically Disadvantaged (37.9%) • Students with Disabilities (20.2%) • African American (27.6%) • 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.		• Foster (*) • Homeless (14.1%) • Socioeconomically Disadvantaged (36.3%) • Students with Disabilities (13.9%) • African American (23.6%) • Hispanic (22.7%) *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	• Foster (*) • Homeless (-1.9%) • Socioeconomically Disadvantaged (+6.6%) • Students with Disabilities (+11.3%) • African American (+9.0%) • Hispanic (+6.6%) *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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Baseline data is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.		reflects new monitoring requirements under Education Code §52052.	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)		100%	+/-0%
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)		90% (New metric added in the 2025-26 LCAP cycle)	+0.68% (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	2023-24: Overall (72.6%) • Students with Disabilities (22.6%) (source: 2024 DataQuest) (New metric added		Overall (80.0%) • Students with Disabilities (30.0%) (New metric added in the 2025-26 LCAP cycle)	Overall (-2.7%) • Students with Disabilities (-0.7%) (New metric added in the 2025-26 LCAP cycle)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		cycle)	in the 2025-26 LCAP cycle)			

Goal Analysis [2024-25]

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

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

Goal 3.1There were 1,184 participants in 132 sessions. (This number does not include release day professional development).Instructional services provided 3 hours of choice-based PD in August of 2024 for all secondary sites from a menu of Challenge Success Stanford options. Specialist PD was offered for elementary specialist certificated staff (music, counselors, resource, computer, PE, science) in a coordinated effort during August PD days.
Cohort 1 and 2 Structured Literacy Sites had August kick-off days as well as planned training release days.
Washington High School and Centerville Middle School were pilot sites for Universal Design for Learning (UDL) full site training Day 1 Foundational Training during AUG PD and Day 2 was a release day.
Guided Language Acquisition and Design (GLAD) was provided to teachers to engage in high quality professional development to learn effective instructional strategies to support multilingual learners. GLAD supports student learning for MLL by supporting teachers in designing lessons that focus on comprehensible input, guided oral practice and visual representations to enhance language acquisition and academic achievement. Teachers learn how to integrate these instructional strategies within a unit of study to support the academic achievement of MLL students. Additionally, training was provided to secondary ELD teachers to support MLL students with acquiring foundational skills. Teachers attended several training sessions on Structured Literacy which supports the framework of the Science of Reading. This allowed for teachers to learn about the necessary instructional shifts that need to occur when teaching adolescents how to read.
Goal 3.2 For the 2025 school year, over 600 students attended the Career Faire that was hosted in collaboration with the City Of Fremont. This was a 30% increase over the previous year. Many students and families also utilized the career counseling on site provided by FUSD Alumni.
Goal 3.3 This was a goal centered in Multilingual Learner Graduation Outcomes by hiring a Counselor on Special Assignment to support district wide work. This goal was not accomplished due to staffing but plans are in place for the 25/26 school year.
Goal 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.

Goal 3.5 Funds have been utilized to increase 11th-grade students' college readiness through standardized testing and academic preparation. This includes PSAT/NMSQT testing for 1,963 students across all high schools, providing early exposure to college entrance exams. Additionally, resources were allocated for AP exam preparation materials to support student success in advanced coursework. These efforts help students strengthen their academic skills, improve test performance, and enhance college opportunities, particularly for underrepresented groups.
Goal 3.6 The College Connections Program (CCP), a partnership between Ohlone College and FUSD, offers high school seniors the opportunity to earn college credits while completing their high school graduation requirements. The program aims to increase college and career readiness, provide exposure to postsecondary academic environments, and support the success of underrepresented and non-traditional students.
For the 2024–25 school year, the program reached full capacity with 34 students enrolled. To ensure academic and social-emotional success, the program is supported by a dedicated 1.0 FTE teacher and counselor. This program directly supports Goal 3 by aligning secondary and postsecondary systems to improve access, preparation, and attainment for students, particularly those historically underrepresented in higher education
Goal 3.7 IXL math provides on site, in-time, and at home math skill building and gap closing activities for students K-10. Prisms creates virtual reality “hands on” learning opportunities for students working in Math and Science.
Goal 3.8 The 11 secondary sites have a .8 FTE Mental Health Therapists on site. The therapists provided individual therapy and group sessions throughout the year. The therapists work closely with the counseling and admin staff at the sites.
Goal 3.9 The MESA College Prep Program at CSU East Bay assists California K-12 students from local middle and high schools to excel in math and science, and go on to college in math-based majors. The MESA program focuses on historically underrepresented students and helps them to become eligible for admittance into college programs that focus on STEM majors. Both Kennedy High School and Walters Middle School participated with MESA in the 2024/2025 school year and maintained at least 20 students in each school program.
Goal 3.10 All sites have a COST coordinator. COST meetings are held on a bi-monhly or monthly. The COST coordinators must submit two reports to Alameda County with the reasons for the referral. For the 2024-2025 SY 623 meetings were held at the elementary level, 225 meeting at the middle school level and 183 meetings at the high school level
Goal 3.11 This goal was to provide college trips which we were unable to enact for this school year.

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

3.1 Professional Development: This action was overspent due to an increased need to provide release time and additional professional development. There was also an increased cost in providers.
3.2 Career Faire: The actual expense to implement the career faire was not what we anticipated the cost would be. We are very fortunate to work with many community partners who donated their time, materials and other resources needed to have a successful career faire for our students in FUSD.
3.3 MLL Graduation Outcomes: This action was not enacted due to staffing needs. We anticipate filling this position next year due to the need that was very apparent this year.

3.4 Credit Recovery: Due to when summer school is conducted, it straddles two fiscal years. We spent more than the planned expenditures initially indicated as we needed to prepare for the upcoming summer school by purchasing APEX licenses and get staff trained in preparation for summer school that will be starting in June 2025.
3.5 PSAT/NMSQT: The planned expenditure did not come to realization due to the fact that we over estimated the total amount needed for this action. Additionally, we over estimated the number of unduplicated students who would need support with the SAT.
3.6 Dual Enrollment: This action was enacted as to hiring the instructor needed to support dual enrollment at our local community college. We also utilize having a counselor to support the program that submits timecards for work dedicated to this program. We had overestimated the amount of extra duty that would be needed to support the program.
3.10 COST: The planned estimated expenditure for this action was overestimated. The estimated actual reflects the true amount that should have been in order to revise the budget to reflect the implementation of COST.
3.11 Post Secondary Opportunities-This LCAP action was not fully implemented as planned but has been deferred due to the complexities of securing staff and transportation to take large groups of students across the state.

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

Goal 3.1 – Professional Development (PD) for Instructional Excellence
FUSD provided diverse and targeted PD sessions aligned with best practices, including GLAD, Structured Literacy, and UDL. The 1,184 participants and 132 sessions reflect strong engagement and responsiveness to site needs. Focused training on multilingual learners and literacy shows alignment with equity and academic achievement goals. Effectiveness measured by Metric 3.1.
Goal 3.2 – Career Fair Participation and Engagement
The 30% increase, as measured in Metric 3.2, in student participation and partnership with FUSD alumni and the City of Fremont reflects strong community engagement and growing interest. On-site counseling provided practical, real-time support.
Goal 3.3 – Counselor on Special Assignment for MLL Graduation Outcomes
This goal was not implemented, Our MLLs remain a priority group, staffing delays slow systemic support. Planning for 2025–26 is positive. When implemented, effectiveness to be tracked against Metric 3.3.
Goal 3.4 – Summer School Credit Recovery
With 1,200 students completing 1,960 courses and 35 students graduating due to the program, this goal was highly effective, as measured in Metric 3.4, in addressing credit recovery and graduation readiness. The use of digital tools like Edmentum ensures continued access.
Goal 3.5 – PSAT/NMSQT and AP Readiness
Providing PSAT access to nearly 2,000 students helps level the playing field for college readiness. AP preparation materials enhance success in rigorous courses, especially for underrepresented students. Effective based on Metric 3.5.
Goal 3.6 – College Connections Program with Ohlone College
Reaching full enrollment and supporting students with a dedicated teacher and counselor shows this goal is effectively implemented. It builds dual enrollment capacity and exposes students to college-level coursework.
Goal 3.7 – Math Intervention Tools (IXL and Prisms)
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 VR for STEM provides innovative instruction. Effectiveness tracking revised under Metric 3.7.
Goal 3.8 – On-Site Mental Health Therapists

Having 0.8 FTE therapists at all secondary sites ensures sustained mental health access. Individual and group therapy supports student well-being and reduces barriers to learning. This action continues to be essential in expanding student access to site-based counseling and therapeutic services. Schools report that having these external providers on campus has reduced wait times and increased continuity of care for students in crisis. However, current MOUs with community-based providers do not include requirements for reporting student demographic data due to medical privacy regulations. As a result, while all providers and site leaders understand that services are funded through the LCAP to support unduplicated students, the district is not yet able to disaggregate participation or outcomes by English Learners, Low-Income students, or Foster Youth. Based on qualitative reports and informal tracking, and Metric 3.8the action is considered effective but in need of improved data infrastructure.
Goal 3.9 – MESA College Prep Program (STEM Focus)
The MESA program successfully engaged historically underrepresented students in STEM pathways, as measured in Metric 3.9. Maintaining active participation at both schools shows strong implementation. This metric was newly established in 2024–25 to monitor unduplicated student enrollment and passage rates in science and mathematics courses at Walters Middle School and Kennedy High School. During the first year of data collection, both sites each had approximately 20 unduplicated students enrolled in the target courses. Given the small sample size, disaggregating data by specific unduplicated student groups (e.g., English Learners, Foster Youth) is not feasible without risking the privacy of individual students, as these group sizes fall below the public reporting threshold (n < 11).
To maintain student confidentiality and comply with data privacy standards, the district reports data in aggregate only. However, the district acknowledges the importance of subgroup visibility and is exploring safe methods for future monitoring and internal use that can support equity-driven improvement without compromising student privacy. For now, the overall increase in enrollment (from 20 to 21 students at each site) provides an early indicator of access expansion, and the action will continue to be monitored to ensure unduplicated students are equitably represented in STEM coursework.
Goal 3.10 – Coordination of Services Team (COST) Meetings
With over 1,000 COST meetings across levels, this goal was effectively implemented as measured in Metric 3.10. The regular cadence ensures timely intervention for academic, behavioral, and social-emotional needs.
Goal 3.11 – College Trips
FUSD will be looking at alternatives for the incoming school year. When enacted, effectiveness will be measured in Metric 3.11.This action has been reshaped for the 25/26 LCAP that will focus on smaller groups of students who will take local trips to universities/colleges, trades, and also visit job sites/ internship opportunities which will be aligned with an internship fair.

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.

Goal 3.3 This was a goal centered in Multilingual Learner Graduation Outcomes by hiring a Counselor on Special Assignment to support district wide work. This goal was not accomplished due to staffing but plans are in place for the 25/26 school year. Goal 3.11 college trips will be revisited to ensure alternatives for expanded opportunities.

Goal 3.11 This action has been reshaped for the 25/26 LCAP that will focus on smaller groups of students who will take local trips to universities/colleges, trades, and also visit job sites/ internship opportunities which will be aligned with an internship fair.

Metrics 3.3, 3.4, and 3.6 have been updated to include measures for Long Term English Learners. 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.

Metric 3.6 initially referenced an increased target of English Learner enrollment in the Ohlone College Connections Program (CCP). The metric has been updated to batch together both current English Learners, Long Term English Learners, and students who have been Reclassified Fluent English Proficient. As CCP is available only to 12th grade students, it is counterproductive to both work to decreases EL/LTEL percentages in 12th grade while also aiming to increase their representation in the CPP. By including RFEP students, we can track how this program serves students who were in a unduplicated student group.

Metric 3.8 established the target of 100% caseload utilization by the end of the first semester to ensure earlier and more equitable access to mental health services. In 2024–25, full utilization was not achieved until March, limiting the availability of support during the critical early months of the school year. By advancing the timeline, we aim to address student mental health needs proactively and reduce delays in service delivery. This change reflects feedback from school staff and service providers and aligns with our broader commitment to early intervention and equitable support for student well-being. The district acknowledges that current mental health service providers do not report disaggregated data by student group due to medical privacy constraints. To improve tracking of unduplicated pupil access and outcomes, the district is revising its MOU language with providers to allow for future data collection while remaining compliant with applicable confidentiality laws. This change will strengthen monitoring of Action 3.8 and its impact on historically underserved student groups.

Metric 3.10 will include unduplicated students' disaggregated data.

Metric 3.16 was added was added in alignment with LCFF Priority 1 to ensure compliance with Education Code Section 52060(d). Formal inclusion in the LCAP reinforces our commitment to transparency and equity. Including this metric allows us to better evaluate educator assignment trends and align professional development and hiring practices with student needs.

Metric 3.17 was added to increase visibility and accountability around postsecondary access for students with disabilities. Although college and career readiness is a state priority, disaggregated outcomes for students with disabilities are often underreported. By tracking the percentage of students with disabilities meeting UC/CSU “a–g” requirements, we aim to close persistent opportunity gaps and support inclusive practices. The metric will guide targeted academic counseling, course access, and support strategies to ensure equitable preparation for postsecondary success.

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.	$491,500.00	Yes
3.2	College Readiness	Support unduplicated students by providing a career faire to connect them to post secondary pathways	$30,000.00	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	$168,439.00	Yes
3.4	Credit Recovery	Extend credit recovery options for unduplicated secondary students to meet the graduation and A to G requirements	$1,000,000.00	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	$211,735.00	Yes
3.7	Differentiated Mathematics Instruction	Stimulate engaging mathematical instruction for different learning styles to support unduplicated students	$0.00	No
3.8	Therapeutic Services	Access to therapeutic services for unduplicated students	$2,837,640.00	Yes
3.9	MESA Program	Access to the Mathematics, Engineering, Science Achievement (MESA) College Prep Program to prepare unduplicated students for STEM fields	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	COST Program	Intervene to address academic, socioemotional and/or behavioral needs of unduplicated students through Coordination of Services Team	$89,960.00	Yes
3.11	Post-Secondary Opportunities	Promote post secondary opportunities for unduplicated students via college, vocational and trade visits	$30,000.00	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		2,078 COST Meetings • 1,310 Elementary Meetings • 387 Middle	-859 COST Meetings • -568 Elementary Meetings • -127 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%)	• 225 Middle 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%)		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 • -164 High School Meetings CHKS Caring Adults Key Indicator Grade 5 (-17%) • African American (+4%) • Asian (-20%) • Latino (-8%) • White (-7%) • Mixed Races (-17%) • American Indian (-17%) • Other (-15%) Grade 7 (+1%) • African American (+7%) • Asian (+1%) • Latino (+4%) • White (+8%)

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.	• Asian (62%) • 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%)		• 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 (+/-0%) • American Indian (+1%) • Other (-3%) Grade 9 (+3%) • African American (+2%) • Asian (+2%) • Latino (+1%) • White (+1%) • Mixed Races (+8%) • American Indian (+6%) • Other (+6%) Grade 11 (+1%) • African American (+1%) • Asian (+2%) • Latino (+1%) • White (+7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Asian (52%) • 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.		• Mixed Races (65%) • American Indian (*) • Other (55%) *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.	• Mixed Races (-1%) • American Indian (*) • Other (+/-0%) *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.
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%)	2023-24: All Students (10.6%) • English Learners (15.1%) • Long Term English Learners (18.0%**)		All Students (10.0%) • English Learners (10.0%) • Long Term English Learners (10.0%**)	All Students (-2.2%) • English Learners (-2.1%) • Long Term English Learners (N/A**)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless (44.5%) • Socioeconomically 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.	• Foster (46.7%) • 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.		• Foster (10.0%) • Homeless (10.0%) • 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.	• Foster (-10.4%) • Homeless (-7.5%) • Socioeconomically Disadvantaged (-3.8%) • Students with Disabilities (-4.3%) **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%)	2023-24: All Students (2.1%)		All Students (1.1%)	All Students (+0.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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 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) **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		• 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 established after the release of the 2024 Dashboard. This update reflects new monitoring	• English Learners (+0.7%) • Long Term English Learners (N/A**) • Foster (-6.1%) • Homeless (-0.5%) • Socioeconomically Disadvantaged (+0.3%) • 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
			new monitoring requirements under Education Code §52052.		requirements under Education Code §52052.	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) This metric has been updated to include data disaggregated by unduplicated student group.	2024-25: • 48 SARB meetings • 50 home visits (source: FUSD Student Support Services) This metric has been updated to include data disaggregated by unduplicated student group.		• 100 SARB meetings • 100 home visits This metric has been updated to include data disaggregated by unduplicated student group.	-27 SARB meetings -30 home visits This metric has been updated to include data disaggregated by unduplicated student group.
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) This metric has been updated to include data disaggregated by unduplicated student group.	2024-25: 28 Family Engagement Events hosted by Federal & State Programs or Student Support Services staff. (Baseline established in 2024-25) This metric has been updated to include data		42 Family Engagement Events hosted by Federal & State Programs or Student Support Services staff. (Baseline established in 2024-25) This metric has been updated to include data disaggregated by	N/A (Baseline established in 2024-25) This metric has been updated to include data disaggregated by unduplicated student group.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			disaggregated by unduplicated student group.		unduplicated student group.	
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)		- Exemplary or Good (100%)	• Exemplary (+0.4%) • Good (+6.1%) • Fair (-6.4%) • 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) This metric has been updated to include data disaggregated by unduplicated student group.	2024-25: 5 Native American Family Engagement Events (Baseline established in 2024-25) This metric has been updated to include data disaggregated by unduplicated student group.		8 Native American Family Engagement Events (Baseline established in 2024-25) This metric has been updated to include data disaggregated by unduplicated student group.	N/A (Baseline established in 2024-25) This metric has been updated to include data disaggregated by unduplicated student group.
4.8	Disproportionality Data • Suspension Rates	2022-23: Suspension Rate All Students (1.7%)	2023-24: Suspension Rate All Students (2.1%)		Suspension Rate All Students (1.1%)	Suspension Rate All Students (+0.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• CAASPP Proficiency • CHKS Key Indicators	• 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%) • 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	• 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%) • African American (6.5%) • Hispanic (5.4%) • Pacific Islander (4.9%) • White (3.6%) • Filipino (1.5%) • American Indian (3.1%)		• 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%) • African American (4.5%) • Hispanic (3.6%) • Pacific Islander (3.6%) • White (2.8%) • Filipino (1.1%) • American Indian (1.1%)	• English Learners (+0.7%) • Long Term English Learners (N/A**) • Foster (-6.1%) • Homeless (-0.5%) • Socioeconomically Disadvantaged (+0.3%) • Students with Disabilities (-0.8%) • African American (-1.6%) • Hispanic (+0.9%) • Pacific Islander (+0.4%) • White (-0.1%) • Filipino (-0.1%) • American Indian (+1.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(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) • African American (22.6 points below standard) • Hispanic (27.1 points below standard) • Pacific Islander (26 points below standard)	• Two or More Races (2.6%) • Asian (1.0%) (source: 2024 California School Dashboard) 2023-24: 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)		• Two or More Races (1.7%) • Asian (0.3%) ELA SBAC All Students (75.4 points above standard) • 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	• Two or More Races (+0.3%) • Asian (+0.4%) ELA SBAC All Students (-5.9 points) • English Learners (-6.0 points) • Long Term English Learners (N/A**) • Foster (*) • Homeless (+8.6 points) • Socioeconomically Disadvantaged (-4.9 points) • Students with Disabilities (-4.4 points) • African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• White (36.4 points above standard) • Filipino (55.9 points above standard) • American Indian (57 points above standard) • 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	• Socioeconomically Disadvantaged (10.7 points below standard) • Students with Disabilities (61.8 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)		below standard) • Students with Disabilities (5.0 points below standard) • African American (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)	(+4.8 points) • Hispanic (-8.5 points) • Pacific Islander (-0.9 points) • White (-9.1 points) • Filipino (-4.5 points) • American Indian (-4.4 points) • Two or More Races (-8.1 points) • Asian (-4.9 points) Math SBAC All Students (-3.1 points) • English Learners (-4.2 points) • Long Term English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard) • Students with Disabilities (84.7 points below standard) • African American (76 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)	• Filipino (51.4 points above standard) • American Indian (52.6 points above standard) • 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		• American Indian (62 points above standard) • Two or More Races (60.9 points above standard) • 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 (*)	Learners (N/A**) • Foster (*) • Homeless (+3.3 points) • Socioeconomically Disadvantaged (-0.5 points) • Students with Disabilities (-2.0 points) • African American (+12.7 points) • Hispanic (-4.7 points) • Pacific Islander (-13.9 points) • White (-3.7 points) • Filipino (-3.6 points) • American Indian

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%) • Asian (47%) • Latino (40%) • White (52%) • Mixed Races (45%)	(138.5 points below standard**) • Foster (*) • Homeless (138.5 points below standard) • 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)		• Homeless (25.0 points below standard) • Socioeconomically Disadvantaged (25.0 points 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)	(+27.9 points) • Two or More Races (-3.1 points) • Asian (-2.2 points) CHKS Caring Adults Key Indicator Grade 5 (-17%) • African American (+4%) • Asian (-20%) • Latino (-8%) • White (-7%) • Mixed Races (-17%) • American Indian (-13%) • Other (-15%) Grade 7 (-1%) • African American (+7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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. **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	• Pacific Islander (78.7 points below standard) • White (5.9 points below standard) • 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)		• White (0.0 points above standard) • Filipino (19.8 points above standard) • American Indian (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%)	• Asian (+1%) • Latino (+4%) • White (+8%) • Mixed Races (+/-0%) • American Indian (+1%) • Other (-3%) Grade 9 (+5%) • African American (+2%) • Asian (+2%) • Latino (+1%) • White (+1%) • Mixed Races (+8%) • American Indian (+6%) • Other (+6%) Grade 11 (+1%) • African American (+1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		§52052.	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%) • Latino (56%) • White (65%) • Mixed Races (59%)		• Latino (81%) • White (84%) • Mixed Races (91%) • American Indian (95%) • 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%)	• Asian (+2%) • Latino (-1%) • White (+7%) • Mixed Races (-1%) • American Indian (-17%) • Other (+/-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. An initial distance from baseline will be calculated using the 2025 Dashboard. This update reflects new monitoring requirements under Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 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 (52%) • White (60%) • Mixed Races (59%)		• 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 (65%) • American Indian (*) • Other (55%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. **LTEL data was	Code §52052.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• American Indian (47%) • Other (50%) (source: CalSCHLS 2024-25 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 is now established with the 2024 Dashboard. This update reflects new monitoring requirements under Education Code §52052.		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.	
4.9	Percentage of interactive CAASPP Student Score Reports, with included next-step resources,	2023-24: 27% of CAASPP VSSRs accessed	2023-24: 27% of CAASPP VSSRs accessed		100%	N/A (Baseline established in 2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	accessed by unduplicated families.	(Baseline established in 2024-25)	(Future VSSR dashboards will allow for the disaggregation of results by student group.) (Baseline established in 2024-25)		(Baseline established in 2024-25)	
4.10	District-wide ADA	2023-24: 95.39% (source: 2023-24 LCFF Calculator)	2024-25: 96.45% (source: 2024-25 LCFF Calculator)		96.39%	+1.06%
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)		0	+/-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	2023-24: Overall (3.6%) • English Learners (13.9%) • Foster Youth (*) • Homeless (16.7%) • Migrant (*) • Students with Disabilities (9.8%)		Overall (0.0%) • English Learners (0.0%) • Foster (0.0%) • Homeless (0.0%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.0%)	Overall (+0.4%) • English Learners (+3.3%) • Foster (*%) • Homeless (-10.3%) • Migrant (*%) • Socioeconomically Disadvantaged (+0.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged (6.4%) (source: 2023 DataQuest) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	• Socioeconomically Disadvantaged (6.9%) (source: 2024 DataQuest) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.		• Students with Disabilities (0.0%)	• Students with Disabilities (+1.5%) *Due to privacy concerns, data for student groups with fewer than 11 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%)		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%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(source: 2024 DataQuest)			

Goal Analysis [2024-25]

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

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

Goal 4.1 Student Support Services provided wrap around services that included, home visits to assist with barriers coming to school, outreach to outside providers to provide direct services. Supplies purchased to assist barriers that elementary students may face in the classroom.
Goal 4.2 The CWA's work closely with our school sites and our parents. Meetings were held at the school sites with the Attendance clerks and office staff. For the 2024-2025 SY 50 home visits were conducted by the CWA's to try to understand the barriers on why attendance is an issue. 48 SARB meetings were held throughout the year. The SARB process is no longer punitive and we are aligning resources if needed. Community support providers attend the meetings as warm-hand offs occur if needed.
Goal 4.3 While FUSD did not contract with a provider to enact this work, department administrators supported secondary schools with restorative practices and meetings. The funding was not enacted with a provider with this goal.
Goal 4.4 The Student Support Services department is enhanced with staffing that provides wrap around services for our students. This direct support ensures students feel safe, come to school and have access to the full school experience.
Goal 4.5 The Parent Outreach Coordinator provided monthly family engagement meetings for unduplicated families. The monthly training was well attended having an average of over 100 people in attendance. Families are surveyed to determine what topics they would like to learn more about in which the input is reviewed to develop the monthly workshop topics. This year the following workshops were conducted via zoom as families have indicated that this is an optimal option for them:
Navigating FUSD- Introduction into Aeries (Student Information System)
Attendance and Routines
Cyberbullying and Digital Drama
Dealing with Challenging Behaviors
Mental Health and Wellness of Kids
Raising Resilient and Confident Kids
Understanding the ELPAC State Assessment
Understanding the CAASPP Assessment
Social Media and Digital Footprints: Our Responsibility
Preventing the Summer Slide
Additionally, the Parent Outreach Coordinator works with local agencies and organizations to support the needs of our families. A coordination between the San Francisco National Lawyer Guild and FUSD was done to support our immigrant population by providing them with direct access to lawyers and providing them with timely resources. Many documents and resources are updated and maintained on the

FUSD website under the Parent and Family Engagement website that has a multitude of resources that families can access to. Lastly, staff worked directly with school sites to be able to communicate and support families at the school sites by attending ELAC, family workshops and other school meetings.
Goal 4.6 Facilities continue to be maintained.
Goal 4.7 The community liaison for the Native American Studies Program provided direct support to native students within FUSD. This support was connecting students with cultural activities, providing academic tutoring and coordinating field trips to local universities and corporations. Affinity groups within these locations did outreach and support to native students in FUSD to learn more about university life and potential jobs post secondary.
Goal 4.8 Professional Development was provided to all FUSD Principals by Empowered Minds Collective. Two targeted meetings (12.09.24 and 2.10.25) were held to discuss anti-bias training and cultural sensitivity. These sessions were designed to equip school leaders with tools and strategies to recognize, address, and disrupt bias in their leadership practices. By focusing on self-awareness, systemic bias, and actionable equity steps, participants left with a deeper understanding of anti-bias leadership and practical strategies to foster equitable school cultures.
Both Durham and Millard each worked with consultants to discuss individual school site concerns and support. Additionally FUSD school administrators participated in a professional development session provided by the NAACP to support our work.
Goal 4.9 FUSD continued to provide increased access for families. Every unduplicated student received video reports that outlined the SBAC results and other assessments along with support.

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

4.1 Wrap around services: There is a minor difference between the planned expenditure versus the estimated actuals. This goal relates to staffing in which last year we were in contract negotiations in which we were anticipating increase to salary and benefits.
4.2 Chronic Absenteeism:There was a plan to acquire Attention to Attendance, a program that after reviewing it we saw that we can conduct the level of reports within our Student Information System. This realization is further substantiated because deeper learning must take place for our staff using a new tool and this allowed for this time before introducing any new programs.
4.3 Restorative Practices: This activity was not enacted. Upon review, the department director did not contract with an outside entity and instead internal staff met on a case by case basis with school staff that needed support with Restorative Practices.
4.4 School to Home Connectedness: The difference between the planned expenditures and the estimated actuals was due to the staffing associated with this goal and action. As mentioned previously, we were anticipating increase to salary and benefits based on labor negotiations. There was no settlement that was reached until this school year. Anticipating there would be an agreement, we overestimated the labor costs.
4.7 Native American Students: There is a slight discrepancy between the planned and actual expenditures as we anticipated that their would be a increase to labor costs due to negotiations with our labor partners.

4.8 Anti Bias Training: The funds for 4.8 were not fully expended. We had planned for an expanded full professional development roll out but we found that we needed to begin our focused work with our school leaders and then plan for expansion with school sites. This year we did provide some school specific support.
4.9 The cost of the program costed less than originally projected. Less expenses did not impact the overall goal of the program.

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

Goal 4.1 Student Support Services provided home visits, connected families to external providers, and addressed classroom barriers through the purchase of supplies. This multi-layered approach reflects an effective use of wraparound supports to improve attendance, reduce barriers, and foster engagement—particularly for vulnerable elementary students. Analysis of the CHKS Caring Adults survey indicator shows varied patterns of effectiveness across student groups and grade levels. In Grade 5, African American students experienced a 4-point gain, while Mixed Race and American Indian students saw significant declines of 17 and 17 points respectively. Grade 7 outcomes remained generally stable, with African American, Asian, Latino, and White students seeing changes of only ±1–2 percentage points. Grade 9 showed modest improvements, particularly for African American (+2%), Latino (+5%), and Mixed Race students (+8%). In Grade 11, most groups, including African American (+1%), Latino (+5%), and White (+7%) students, showed improvement. These results suggest that school-based wraparound supports had a more consistent and positive impact on connectedness perceptions among high school students and certain groups in Grades 9 and 11. However, the sharp declines observed for some Grade 5 subgroups—particularly Mixed Race and American Indian students—indicate uneven effectiveness and a potential need for targeted elementary interventions. Overall, the data reflect partial effectiveness, warranting differentiated strategies to improve the experience of connection and support for historically underserved students in earlier grades.
Goal 4.2 – Attendance Interventions and SARB Process
The 50 home visits and 48 SARB meetings show strong outreach. The shift from punitive to supportive measures aligns with best practices in chronic absenteeism work. Partnering with community providers for warm hand-offs further strengthens this system. Continued tracking of long-term attendance improvements would help measure the 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.
Goal 4.3 – Restorative Practices (Not Implemented via Provider)
Although administrators supported schools in restorative practices informally, the absence of a formal provider meant the goal's full scope was not achieved.
Goal 4.4 – Staffing to Support Student Well-being
Increased staffing in Student Support Services allowed for more direct service delivery, contributing to safer school climates and better student access to school experiences. While data on specific outcomes would strengthen the evaluation, this investment clearly addresses equity and engagement. The district's investment in wraparound services through home visits and SARB meetings demonstrates a measurable, though mixed, impact. Between 2023–24 and 2024–25, the number of SARB meetings declined from 75 to 48 (a 36%

decrease), while home visits dropped from 80 to 50 (a 38% decrease). While fewer interventions may reflect improved student outcomes or the effectiveness of Tier 1 and 2 supports, they may also indicate reductions in staff capacity or inconsistencies in referral practices across school sites.

Currently, these services are not disaggregated by unduplicated student groups. This is due in part to the small number of cases, which raises valid privacy concerns. Most SARB and home visit instances involve fewer than 11 students per site or group, making public reporting of subgroup status potentially identifiable. For this reason, the district has historically avoided subgroup tagging at the point of service delivery.

Goal 4.5 – Family Engagement via Parent Outreach Coordinator

With over 100 average attendees per session and a wide range of relevant, parent-driven topics, this program deeply engaged families. Zoom access, resource coordination, legal aid partnerships, and consistent site-level outreach all demonstrate a thoughtful and inclusive approach to family partnership—especially for unduplicated students. In 2024–25, family engagement efforts were strategically designed to address barriers faced by unduplicated student groups, including English Learners, foster youth, homeless students, and socioeconomically disadvantaged families. Event attendance data through February 2025 reflects high participation in targeted sessions: 405 participants attended technology-focused workshops aimed at improving access and support for academic platforms among low-income, foster, and homeless families; 115 parents engaged in ELPAC workshops specifically designed to support English Learner families in navigating state assessments and language development tools. Additionally, behavior-related family information nights—attended by 113—were invitation-only and directed to unduplicated student households based on student services records, reinforcing their targeted nature. These events not only reflect significant reach, but also alignment with priority needs voiced through DELAC and site engagement structures. The combination of high participation, focused topics, and unduplicated-specific outreach validates the effectiveness of this action.

Goal 4.6 – Facilities Maintenance

This goal was implemented and is funded outside of the LCAP.

Goal 4.7 – Native American Student Support and Cultural Outreach

This goal connected Native American students with academic support, cultural enrichment, and post-secondary exposure through field trips and mentorship. The program's culturally responsive design supports both identity development and academic success, aligning with district equity priorities. As a LEA-wide contributing action, 100% of activities were exclusively designed for Native American students and families—a subgroup of unduplicated pupils. Effectiveness was tracked through Metric 4.7, which established a baseline of engagement events in 2024–25 and demonstrated a consistent commitment to sustaining participation through targeted outreach and culturally relevant programming.

Goal 4.8 – Anti-Bias Training for Principals and School Leaders

Principals received professional development from Empowered Minds Collective and the NAACP, with school-specific consulting for Durham and Millard. These trainings addressed systemic bias, leadership equity, and actionable strategies. While a follow-up or evidence of culture shifts would strengthen the impact, the foundational work was delivered effectively.

Goal 4.9 – Assessment Communication with Families

Providing personalized video reports for SBAC and other assessments, especially to unduplicated students, demonstrates a student-centered and accessible approach to data sharing. This enhances transparency and enables families to better support their students' learning needs.

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.

Goal 4.3 was not enacted due to an inability to secure professional development provider and instead the department administrators provided support. FUSD anticipates not funding this next year and instead supporting this work via our internal staff next year.

Metrics 4.1 and 4.4 have been revised to include disaggregated data for unduplicated student groups. This ensures alignment with LCFF evaluation requirements for LEA-wide contributing actions. Including this disaggregation allows the district to more accurately monitor access and impact for students who are English Learners, Foster Youth, or from Low-Income households.

Metrics 4.2, 4.3, and 4.8 have been updated to include measures for Long Term English Learners. 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.

Metrics 4.2, 4.3, and 4.8 have been updated to include measures for Long Term English Learners. 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.

Metric 4.5 was adopted in the 2024–25 LCAP to formally track the number of family engagement events hosted by Federal & State Programs or Student Support Services staff. At the time of adoption, while unduplicated student groups and their families were the focus for engagement events there was no consistent system in place for collecting or reporting this data across departments. As a result, the 2024–25 plan indicated that baseline information would be established during the year. With improved data collection systems now in place, we have confirmed that 28 events were held in 2024–25. This baseline provides a clear foundation for setting future targets, monitoring growth in outreach efforts, and strengthening partnerships with families across the district.

Metric 4.7 was included in the 2024–25 LCAP to ensure visibility and accountability in outreach to Native American students and families. While family engagement has always been a priority, this subgroup had not previously been tracked through a distinct metric. The 2024–25 plan included a commitment to establish a baseline, and through intentional coordination with cultural liaisons and community partners, the district confirmed that five engagement events were held. Establishing this baseline enables the district to monitor progress, elevate culturally responsive engagement, and respond more effectively to the needs expressed by Native American families during LCAP consultation.

Metric 4.9 was adopted to monitor how effectively the district is engaging families with their child's CAASPP results and the next-step academic resources embedded in the interactive Video Student Score Reports (VSSRs). While the metric was included in the 2024–25 LCAP, baseline data was drawn from the 2023–24 CAASPP administration, during which 27% of VSSRs were accessed. Due to the nature of CAASPP reporting, Score Reports for the 2024–25 administration will continue to be generated and viewed through summer 2025. Therefore, complete access data for 2024–25 will not be available until after the start of the 2025–26 school year. This baseline now provides a clear foundation to increase awareness and usage of the VSSRs, especially among unduplicated student families, in alignment with family engagement goals.

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	$184,990.00	Yes
4.2	Chronic Absenteeism	Address attendance barriers with staff to support unduplicated students with chronic absenteeism	$262,670.00	Yes
4.3	Restorative Practices	Strengthen relationships with unduplicated students to foster safe learning environments through restorative practices	$50,000.00	Yes
4.4	School-To-Home Connectedness	Enhance unduplicated student, family and staff connectedness through direct services	$1,028,240.00	Yes
4.5	Family Engagement	Nurture positive relationships with unduplicated families through family engagement opportunities	$281,449.00	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	$26,786.00	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	$80,000.00	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)		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%)	N/A – EM Goal Identified Mid-Cycle (2024-25 Data Will Be First Outcome Measure)
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%) • Hispanic (6.5%)	N/A – EM Goal Identified Mid-Cycle (2024-25 Data Will Be First Outcome Measure)		Prepared for College/Career All Students (28.3%) • Socioeconomically Disadvantaged (27.1%) • Hispanic (26.5%)	N/A – EM Goal Identified Mid-Cycle (2024-25 Data Will Be First Outcome Measure)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: 2024 California School Dashboard)				

Goal Analysis [2024-25]

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

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

N/A – This Equity Multiplier (EM) goal was identified mid-cycle and newly established for the 2024-25 school year. Implementation data will be available in the next LCAP update.

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.

N/A – This Equity Multiplier (EM) goal was identified mid-cycle and newly established for the 2024-25 school year. Implementation data will be available in the next LCAP update.

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

N/A – This Equity Multiplier (EM) goal was identified mid-cycle and newly established for the 2024-25 school year. Implementation data will be available in the next LCAP update.

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.

N/A – This Equity Multiplier (EM) goal was identified mid-cycle and newly established for the 2024-25 school year. Implementation data will be available in the next LCAP update.

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
5.2	Eliminate barriers through transportation	Provide transportation to school to prevent barriers to learning	$65,000.00	No
5.3	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
5.5	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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26,081,762	$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
7.120%	0.611%	$2,182,590.66	7.731%

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.)

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		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	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. Currently 2024-25 survey data supports high effectiveness.

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	need to address the academic needs of this 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	• Students with Disabilities (93.2%) (source: FUSD PD Evaluation Form)

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		build lasting capacity, deepen instructional 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	

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		achievement gaps, improving student 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-	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	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

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	Income students showing “Low” status and in some cases, declining performance. Internal 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	unduplicated pupils are enrolled at every school site, and performance gaps are districtwide, this 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.	• English Learners (22.0%) • 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	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	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

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	Orange level in both English Language Arts 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	pupils are enrolled throughout the district and 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.	unduplicated students. 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 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,	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 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	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 report of increased circulation of library books to unduplicated students and families.

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	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	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.	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 support outside the traditional classroom, especially for students who struggle with conventional instruction.	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 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.	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).

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	Scope: LEA-wide		
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. 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	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.	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.

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	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		
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 the needs of our student groups and provide tier 2 and 3 support. **Scope:** Schoolwide	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. 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.	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 unduplicated student groups effective 2025-26)

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		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 dashboard data 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.	
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	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	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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	ongoing challenges with engagement, discipline disproportionality, and academic achievement. This action places an MTSS 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:** LEA-wide	that can more effectively analyze data, identify equity gaps, and implement targeted interventions. 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.	

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		Alternatively sites elect to pursue their own implementation of restorative practices and alternatives to suspension, but acting along does 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	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).

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		infrastructure that strengthens the school community as a whole.	
2.9	**Action:** PBIS **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	Investing LCAP funds in Positive Behavior Interventions and Supports (PBIS) directly addresses the needs of English learners, low-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.	Service logs PBIS team data Suspension rates of student groups

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		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.	
2.10	**Action:** School Counselors **Need:** 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	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 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	Percentage of students responding positively to the School Connectedness indicator on the California 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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		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.	
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 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:**	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 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	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 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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	LEA-wide	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 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:**	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	Percentage of high school graduates who meet one or more College and Career Indicator (CCI) measures, including

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	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	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 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	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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		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.	
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	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.	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

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	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	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 student participation in rigorous coursework and college pathways.	unduplicated student groups (English Learners, Low-Income, and Foster Youth).
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	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	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

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	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 essential to helping students remain in school, regulate behavior, and reengage with learning. **Scope:** LEA-wide	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 students experiencing academic, social, or emotional distress.	will be used to monitor general reach and trends in referral volume. This metric has been updated to include data 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	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	COST data will be monitored at the district level and collected by site leaders in preparation for districtwide principal meetings. The metric will

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	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. **Scope:** LEA-wide	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. 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.	demonstrate the number of students served, how many students move between the tiers, and include analysis of CHKS 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	This action is provided on an LEA-wide basis to ensure consistent and equitable access to post-secondary exposure for unduplicated students	This work will be measured by the participation lists of

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	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 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	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 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.	students attending the visits and also the College Readiness indicator for unduplicated students.
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	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	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

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	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 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	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 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.	students served, specificity as to the student groups served along with correlation to the California Healthy Kids Survey (CHKS).
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	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	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

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	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 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	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 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	disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth)

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		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, 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	

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		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 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	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	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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	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. **Scope:** LEA-wide	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.	
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.	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).

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	Scope: LEA-wide		
4.5	**Action:** Family Engagement **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	This action is implemented on an LEA-wide basis to ensure that families of unduplicated students 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.	Number of parents attending workshops and survey results. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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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 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	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 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.	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. This metric has been updated to include data disaggregated for unduplicated student groups (English Learners, Low-Income, and Foster Youth).

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		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 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	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	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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	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 academic and social-emotional outcomes for historically underserved student groups. **Scope:** LEA-wide	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.	
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	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	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,

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	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. **Scope:** LEA-wide	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.	Low-Income, and Foster Youth).

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**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.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	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.	unduplicated student groups effective 2025-26.)
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.	FUSD will monitor progress and effectiveness for unduplicated students using: "Level Learning" local Assessments in the target language and also using i-Ready assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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 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)	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 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.	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
		-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 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	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,	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	who can support families with navigating the school system is a need. **Scope:** Limited to Unduplicated Student Group(s)	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. 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.	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.)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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 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	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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 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	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,	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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. 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.	

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		-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 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	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged for the college and career indicator. **Scope:** Limited to Unduplicated Student Group(s)	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 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,	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
		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 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)	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 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.	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 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
		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 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.	
3.6	**Action:** Dual Enrollment **Need:**	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	FUSD will track the enrollment and completion rates of unduplicated students participating in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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:** Limited to Unduplicated Student Group(s)	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 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	the College Connections Program (CCP), disaggregated by English Learners (EL), Reclassified Fluent English Proficient (RFEP) students, Foster Youth, and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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, 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		background, have the opportunity to graduate college and career ready, with a direct pathway to higher education and meaningful employment.	

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	366,322,810	26,081,762	7.120%	0.611%	7.731%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,420,340.00	$20,115,252.00	$50,000.00	$0.00	$48,585,592.00	$40,658,125.00	$7,927,467.00

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	2025-2026 School Year	$0.00	$30,000.00	$30,000.00				$30,000.00	
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 and Hopkins K-8	2025-2026 School Year	$105,000.00	$70,000.00	$175,000.00				$175,000.00	
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 and Maloney for ELD Specialists. Supplemental sections: Walters, Kennedy, Washington, Centerville, Irvington and Horner	2025-2026 School Year	$3,024,413.00	$0.00	$3,024,413.00				$3,024,413.00	

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
							1st-5th grade and 6th - 12th									
1	1.4	Support multilingual families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026 School Year	$1,925,225.00	$115,000.00	$2,040,225.00				$2,040,225.00	
1	1.5	Peer Assistance and Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 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	2025-2026 School Year	$292,647.00	$0.00	$292,647.00				$292,647.00	
1	1.7	Kennedy and Robertson High Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kennedy and Robertson 9-12	2025-2026 School Year	$713,042.00	$0.00	$713,042.00				$713,042.00	
1	1.8	Unhoused transportation and mentorship	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2025-2026 School Year	$177,172.00	$0.00	$177,172.00				$177,172.00	
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	2025-2026 School Year	$30,000.00	$70,000.00	$50,000.00		$50,000.00		$100,000.00	
1	1.10	Expanded learning opportunities for EL	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools K-6	2025-2026 School Year	$100,000.00	$306,234.00	$406,234.00				$406,234.00	

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)											
2	2.1	Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$180,000.00	$20,000.00	$200,000.00				$200,000.00	
2	2.2	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$642,321.00	$0.00	$642,321.00				$642,321.00	
2	2.3	Fostering Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$119,687.00	$422,513.00	$542,200.00				$542,200.00	
2	2.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$0.00	$1,342,150.00	$1,342,150.00				$1,342,150.00	
2	2.5	Unduplicated Student Proficiency	English Learners Foster Youth Low Income	Yes	School wide	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	2025-2026 School Year	$330,162.00	$0.00	$330,162.00				$330,162.00	

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
							Valley, Mission San Jose Elementary, Niles, Oliveria, Parkmont, Patterson, Robertson, Vallejo Mill, Warm Springs, Warwick and Weibel Tk-5, 6-8 and 9-12									
2	**2.6**	Unduplicated Unfinished Learning	English Learners Foster Youth Low Income	Yes	School wide	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, Oliveria, Patterson, Vallejo Mill and Walters 1-5, 6-8 and 9-12	2025-2026 School Year	$3,894,263.00	$40,000.00	$3,934,263.00				$3,934,263.00	

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	2.7	MTSS Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$104,378.00	$0.00	$104,378.00				$104,378.00	
2	2.8	Wellness Centers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission San Jose, Robertson and Washington,	2025-2026 School Year	$654,069.00	$0.00	$654,069.00				$654,069.00	
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	2025-2026 School Year	$969,029.00	$61,000.00	$1,030,029.00				$1,030,029.00	
2	2.10	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	2025-2026 School Year	$10,646,086.00	$16,000.00	$5,803,626.00	$4,858,460.00			$10,662,086.00	
3	3.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2025-2026 School Year	$391,500.00	$100,000.00	$491,500.00				$491,500.00	
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	2025-2026 School Year	$10,000.00	$20,000.00	$30,000.00				$30,000.00	
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	2025-2026 School Year	$168,439.00	$0.00	$168,439.00				$168,439.00	

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	3.4	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	2025-2026 School Year	$750,000.00	$250,000.00	$1,000,000.00				$1,000,000.00	
3	3.5	PSAT/NMSQT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission, Robertson and Washington 11th	2025-2026 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	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Kennedy 12th	2025-2026 School Year	$211,735.00	$0.00	$211,735.00				$211,735.00	
3	3.7	Differentiated Mathematics Instruction	All	No				2025-2026 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.8	Therapeutic Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2025-2026 School Year	$1,470,000.00	$1,367,640.00	$2,837,640.00				$2,837,640.00	
3	3.9	MESA Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Walters Middle School, Kennedy High School, Robertson High School 6-12	2025-2026 School Year	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.10	COST Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$89,960.00	$0.00	$89,960.00				$89,960.00	

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	3.11	Post-Secondary Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 9-12	2025-2026 School Year	$5,000.00	$25,000.00	$30,000.00				$30,000.00	
4	4.1	Wrap Around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$0.00	$184,990.00	$184,990.00				$184,990.00	
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	2025-2026 School Year	$252,670.00	$10,000.00	$262,670.00				$262,670.00	
4	4.3	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.4	School-To-Home Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$993,240.00	$35,000.00	$1,028,240.00				$1,028,240.00	
4	4.5	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2025-2026 School Year	$273,349.00	$8,100.00	$281,449.00				$281,449.00	
4	4.6	Facilities	All	No			All Schools K-12	2025-2026 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	2025-2026 School Year	$16,786.00	$10,000.00	$26,786.00				$26,786.00	
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	2025-2026 School Year	$0.00	$80,000.00	$80,000.00				$80,000.00	
4	4.9	Supplemental Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$0.00	$65,000.00	$65,000.00				$65,000.00	
5	5.2	Eliminate barriers through transportation	Hispanic and SED student groups	No			Specific Schools: Robertso	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
							n High School 10-12 grade									
5	**5.3**	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	**5.5**	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	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
366,322,810	26,081,762	7.120%	0.611%	7.731%	$28,420,340.00	0.000%	7.758 %	**Total:**	$28,420,340.00
								LEA-wide Total:	$16,415,586.00
								Limited Total:	$6,313,218.00
								Schoolwide Total:	$5,691,536.00

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	$30,000.00	
1	1.2	Dual Immersion Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Blacow, Bringhurst and Hopkins K-8	$175,000.00	
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 and Maloney for ELD Specialists. Supplemental sections: Walters, Kennedy, Washington, Centerville, Irvington and Horner	$3,024,413.00	

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 (%)
						1st-5th grade and 6th -12th		
1	1.4	Support multilingual families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,040,225.00	
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	$292,647.00	
1	1.7	Kennedy and Robertson High Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy and Robertson 9-12	$713,042.00	
1	1.8	Unhoused transportation and mentorship	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$177,172.00	
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	$50,000.00	
1	1.10	Expanded learning opportunities for EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-6	$406,234.00	
2	2.1	Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.2	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$642,321.00	
2	2.3	Fostering Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$542,200.00	
2	2.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,342,150.00	

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 (%)
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	$330,162.00	
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, Oliveria, Patterson, Vallejo	$3,934,263.00	

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 (%)
						Mill and Walters 1-5, 6-8 and 9-12		
2	2.7	MTSS Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,378.00	
2	2.8	Wellness Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission San Jose, Robertson and Washington,	$654,069.00	
2	2.9	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary and middle schools K-8	$1,030,029.00	
2	2.10	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-12	$5,803,626.00	
3	3.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$491,500.00	
3	3.2	College Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.3	Multilingual Learner Graduation Outcomes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle and High Schools 6-12	$168,439.00	
3	3.4	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools 9-12 grade	$1,000,000.00	
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	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Kennedy 12th	$211,735.00	
3	3.8	Therapeutic Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$2,837,640.00	
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	$10,000.00	
3	3.10	COST Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,960.00	
3	3.11	Post-Secondary Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 9-12	$30,000.00	
4	4.1	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,990.00	
4	4.2	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$262,670.00	
4	4.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
4	4.4	School-To-Home Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,028,240.00	
4	4.5	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$281,449.00	
4	4.7	Native American Students	Yes	LEA-wide	English Learners Low Income	All Schools TK-12	$26,786.00	
4	4.8	Ant-Bias and Culturally Responsive Instruction	Yes	LEA-wide	English Learners Foster Youth	All Schools	$80,000.00	

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			
4	**4.9**	Supplemental Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$43,513,570.00	$38,208,912.00

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	$50,000.00	$11,808.00
1	**1.2**	Dual Immersion Programs	Yes	$200,000	$124,396.00
1	**1.3**	Address the needs of newcomers and Long Term English Learners (LTEL)	Yes	$1,223,463.00	$1,778,222.00
1	**1.4**	Support multilingual families	Yes	$2,785,800.00	$1,630,880.00
1	**1.5**	Peer Assistance and Review	Yes	$30,000.00	$13,640.00
1	**1.6**	Special Education Coaching	Yes	$240,640.00	$206,421.00
1	**1.7**	Kennedy High School	Yes	$445,887.00	$616,683.00
1	**1.8**	Unhoused transportation and mentorship	Yes	$278,683.00	$216,164.00
2	**2.1**	Tier 1 Instruction	Yes	$195,387.00	$101,289.00
2	**2.2**	Instructional Coaches	Yes	$1,381,479.00	$804,234.00
2	**2.3**	Fostering Literacy	Yes	$524,134.00	$522,725.00

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	2.4	Extended Learning Opportunities	Yes	$486,696.00	$386,028.00
2	2.5	Unduplicated Student Proficiency	Yes	$785,712.00	$566,966.00
2	2.6	Unduplicated Unfinished Learning	Yes	$4,463,171.00	$4,013,531.00
2	2.7	MTSS Liaisons	Yes	$215,052.00	$148,816.00
2	2.8	Wellness Centers	Yes	$411,215.00	$420,654.00
2	2.9	PBIS	Yes	$1,125,363.00	$1,052,134.00
2	2.10	School Counselors	Yes	$6,855,479.00	$5,907,691.00
3	3.1	Professional Development	Yes	$400,000.00	$471,737.00
3	3.2	College Readiness	Yes	$30,000.00	$2,488.00
3	3.3	Multilingual Learner Graduation Outcomes	Yes	$173,439.00	$0
3	3.4	Credit Recovery	Yes	$800,000.00	$904,726.00
3	3.5	PSAT/NMSQT	Yes	$80,000.00	$48,500.00
3	3.6	Dual Enrollment	Yes	$331,207.00	$205,748.00

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	3.7	Differentiated Mathematics Instruction	Yes	$290,000.00	$266,000.00
3	3.8	Therapeutic Services	Yes	$1,672,402.00	$1,643,482.00
3	3.9	MESA Program	Yes	$9,000.00	$9,000.00
3	3.10	COST Program	Yes	$101,047.00	$72,650.00
3	3.11	Post-Secondary Opportunities	Yes	$375,000.00	$5,927.00
4	4.1	Wrap Around Services	Yes	$382,537.00	$303,941.00
4	4.2	Chronic Absenteeism	Yes	$425,431.00	$95,231.00
4	4.3	Restorative Practices	Yes	$104,589.00	$0.00
4	4.4	School-To-Home Connectedness	Yes	$1,249,895.00	$957,456.00
4	4.5	Family Engagement	Yes	$297,339.00	$273,018.00
4	4.6	Facilities	No	$14,271,815.00	$14,271,815.00
4	4.7	Native American Students	Yes	$56,708.00	$38,803.00
4	4.8	Ant-Bias and Culturally Responsive Instruction	Yes	$620,000.00	$53,955.00
4	4.9	Supplemental Academic Programs	Yes	$145,000.00	$62,153.00

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)

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$23,849,208	$25,075,675.00	$23,937,097.00	$1,138,578.00	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	$50,000.00	$11,808.00		
1	1.2	Dual Immersion Programs	Yes	$200,000.00	$124,396.00		
1	1.3	Address the needs of newcomers and Long Term English Learners (LTEL)	Yes	$1,223,463.00	$1,778,222.00		
1	1.4	Support multilingual families	Yes	$2,785,800.00	$1,630,880.00		
1	1.5	Peer Assistance and Review	Yes	$30,000.00	$13,640.00		
1	1.6	Special Education Coaching	Yes	$240,640.00	$206,421.00		
1	1.7	Kennedy High School	Yes	$445,887.00	$616,683.00		
1	1.8	Unhoused transportation and mentorship	Yes	$228,683.00	$216,164.00		
2	2.1	Tier 1 Instruction	Yes	$195,387.00	$101,289.00		
2	2.2	Instructional Coaches	Yes	$1,381,479.00	$804,234.00		
2	2.3	Fostering Literacy	Yes	$524,134.00	$522,725.00		
2	2.4	Extended Learning Opportunities	Yes	$486,696.00	$386,028.00		
2	2.5	Unduplicated Student Proficiency	Yes	$785,712.00	$566,966.00		

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	2.6	Unduplicated Unfinished Learning	Yes	$2,306,502.00	$4,013,531.00		
2	2.7	MTSS Liaisons	Yes	$215,052.00	$148,816.00		
2	2.8	Wellness Centers	Yes	$411,215.00	$420,654.00		
2	2.9	PBIS	Yes	$1,125,363.00	$1,052,134.00		
2	2.10	School Counselors	Yes	$4,896,068.00	$5,907,691.00		
3	3.1	Professional Development	Yes	$400,000.00	$471,737.00		
3	3.2	College Readiness	Yes	$30,000.00	$2,488.00		
3	3.3	Multilingual Learner Graduation Outcomes	Yes	$173,439.00	$0		
3	3.4	Credit Recovery	Yes	$800,000.00	$904,726.00		
3	3.5	PSAT/NMSQT	Yes	$80,000.00	$48,500.00		
3	3.6	Dual Enrollment	Yes	$331,207.00	$205,748.00		
3	3.7	Differentiated Mathematics Instruction	Yes	$290,000.00	$266,000.00		
3	3.8	Therapeutic Services	Yes	$1,672,402.00	$1,643,482.00		
3	3.9	MESA Program	Yes	$9,000.00	$9,000.00		
3	3.10	COST Program	Yes	$101,047.00	$72,650.00		
3	3.11	Post-Secondary Opportunities	Yes	$375,000.00	$5,927.00		
4	4.1	Wrap Around Services	Yes	$382,537.00	$303,941.00		
4	4.2	Chronic Absenteeism	Yes	$425,431.00	$95,231.00		
4	4.3	Restorative Practices	Yes	$104,589.00	$0.00		

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	**4.4**	School-To-Home Connectedness	Yes	$1,249,895.00	$957,456.00		
4	**4.5**	Family Engagement	Yes	$297,339.00	$273,018.00		
4	**4.7**	Native American Students	Yes	$56,708.00	$38,803.00		
4	**4.8**	Ant-Bias and Culturally Responsive Instruction	Yes	$620,000.00	$53,955.00		
4	**4.9**	Supplemental Academic Programs	Yes	$145,000.00	$62,153.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
356,993,658	$23,849,208	0.636	7.317%	$23,937,097.00	0.000%	6.705%	$2,182,590.66	0.611%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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 #	Goal#.Action #
LEA-wide Lowest Performance	District	Homeless	Graduation	3.4	3.4
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation	3.4	3.4
LEA-wide Lowest Performance	District	Filipino	Chronic Absent...	4.2	4.2
LEA-wide Lowest Performance	District	Foster Youth	Chronic Absent...	4.2	4.2
LEA-wide Lowest Performance	District	Homeless	Chronic Absent...	4.2	4.2
LEA-wide Lowest Performance	District	Foster Youth	Suspension	4.3	4.3
LEA-wide Lowest Performance	District	Students with Disabilities	Suspension	4.3	4.3
LEA-wide Lowest Performance	District	African American	Suspension	4.8	4.8
LEA-wide Lowest Performance	District	Homeless	ELA	2.4, 2.5, 2.6, 3.7, 4.9	2.4, 2.5, 2.6, 3.7, 4.9
LEA-wide Lowest Performance	District	Homeless	Math	2.4, 2.5, 2.6, 3.7, 4.9	2.4, 2.5, 2.6, 3.7, 4.9
LEA-wide Lowest Performance	District	Homeless	CCI	3.4, 3.5, 3.6	3.4, 3.5, 3.6
Required Action (s) for LREBG Funding	District	English Learner	N/A	2.10	2.10
Required Action (s) for LREBG Funding	District	Foster Youth	N/A	2.10	2.10
Required Action (s) for LREBG Funding	District	Socioeconomically Disadv...	N/A	2.10	2.10
Required Action for English Learners	District	English Learner	N/A	1.3, 1.4, 3.3	1.3, 1.4, 3.3
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1.3	1.3
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1.6	1.6
Required Action(s) for Technical Asssitance	District	LTEL	Multiple Indicat...	1.9	1.9
School Student Group Lowest Performance	John F. Kennedy High	English Learner	CCI	1.7	1.7
School Student Group Lowest Performance	Brookvale Elementary	English Learner	ELA	3.1	3.1
School Student Group Lowest Performance	Vallejo Mill Elementary	English Learner	ELA	3.1	3.1
School Student Group Lowest Performance	Robertson High (Continuation)	Hispanic	Graduation	3.1	3.1
School Student Group Lowest Performance	Cabrillo Elementary	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	Centerville Junior High	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	Fred E. Weibel Elementary	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	G. M. Walters Middle	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	Irvington High	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	John M. Horner Middle	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	Oliveira Elementary	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	Washington High	Students with Disabilities	ELA	3.1	3.1
School Student Group Lowest Performance	Brier Elementary	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	Cabrillo Elementary	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	G. M. Walters Middle	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	Irvington High	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	Oliveira Elementary	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	Washington High	Students with Disabilities	Math	3.1	3.1
School Student Group Lowest Performance	Glenmoor Elementary	Asian	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Asian	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Ardenwood Elementary	English Learner	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Brookvale Elementary	English Learner	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Centerville Junior High	English Learner	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	J. Haley Durham Elementary	English Learner	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	John Blacow Elementary	English Learner	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Steven Millard Elementary	English Learner	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Steven Millard Elementary	Filipino	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Brookvale Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Centerville Junior High	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	E. M. Grimmer Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Harvey Green Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Mission Valley Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Parkmont Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Vallejo Mill Elementary	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	William Hopkins Junior High	Hispanic	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Ardenwood Elementary	Socioeconomically Disadv...	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Socioeconomically Disadv...	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Joshua Chadbourne Elementary	Socioeconomically Disadv...	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Brier Elementary	Students with Disabilities	Chronic Absent...	4.2	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 #	Goal#.Action #
School Student Group Lowest Performance	Brookvale Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Glenmoor Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	J. Haley Durham Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Joseph Azevada Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Mission Valley Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	O. N. Hirsch Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Patterson Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Warm Springs Elementary	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	William Hopkins Junior High	Students with Disabilities	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Parkmont Elementary	Two Or More Races	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Thornton Junior High	Two Or More Races	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Brier Elementary	White	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Forest Park Elementary	White	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	G. M. Walters Middle	White	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	Vallejo Mill Elementary	White	Chronic Absent...	4.2	4.2
School Student Group Lowest Performance	John F. Kennedy High	Homeless	Suspension	4.3	4.3
School Student Group Lowest Performance	J. Haley Durham Elementary	Socioeconomically Disadv...	Suspension	4.3	4.3
School Student Group Lowest Performance	John F. Kennedy High	Socioeconomically Disadv...	Suspension	4.3	4.3
School Student Group Lowest Performance	American High	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	Centerville Junior High	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	Fred E. Weibel Elementary	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	Irvington High	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	John M. Horner Middle	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	Joshua Chadbourne Elementary	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	Thornton Junior High	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	Washington High	Students with Disabilities	Suspension	4.3	4.3
School Student Group Lowest Performance	American High	African American	Suspension	4.8	4.8
School Student Group Lowest Performance	John F. Kennedy High	African American	Suspension	4.8	4.8
School Student Group Lowest Performance	Washington High	African American	Suspension	4.8	4.8
School Student Group Lowest Performance	Centerville Junior High	English Learner	Suspension	4.8	4.8
School Student Group Lowest Performance	John F. Kennedy High	English Learner	Suspension	4.8	4.8
School Student Group Lowest Performance	Centerville Junior High	Hispanic	Suspension	4.8	4.8
School Student Group Lowest Performance	John F. Kennedy High	Hispanic	Suspension	4.8	4.8
School Student Group Lowest Performance	Thornton Junior High	Two Or More Races	Suspension	4.8	4.8
School Student Group Lowest Performance	American High	White	Suspension	4.8	4.8
School Student Group Lowest Performance	G. M. Walters Middle	White	Suspension	4.8	4.8
School Student Group Lowest Performance	John F. Kennedy High	White	Suspension	4.8	4.8
School Student Group Lowest Performance	Cabrillo Elementary	Hispanic	ELA	2.3, 2.4	2.3, 2.4
School Student Group Lowest Performance	Cabrillo Elementary	Hispanic	Math	2.3, 2.4	2.3, 2.4
School Student Group Lowest Performance	Washington High	Hispanic	Math	2.3, 2.4	2.3, 2.4
School Student Group Lowest Performance	G. M. Walters Middle	Hispanic	Math	2.3, 2.4, 3.9	2.3, 2.4, 3.9
School Student Group Lowest Performance	John F. Kennedy High	Hispanic	Math	2.3, 2.4, 3.9	2.3, 2.4, 3.9
School Student Group Lowest Performance	Cabrillo Elementary	English Learner	ELA	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Irvington High	English Learner	ELA	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	ELA	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Washington High	English Learner	ELA	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	English Learner	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Centerville Junior High	English Learner	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	G. M. Walters Middle	English Learner	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Irvington High	English Learner	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Washington High	English Learner	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Socioeconomically Disadv...	ELA	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Socioeconomically Disadv...	Math	2.5, 3.1	2.5, 3.1
School Student Group Lowest Performance	Robertson High (Continuation)	Hispanic	CCI	3.4, 3.5, 3.6	3.4, 3.5, 3.6
School Student Group Lowest Performance	Robertson High (Continuation)	Socioeconomically Disadv...	CCI	3.4, 3.5, 3.6	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	3.4, 3.5, 3.6
School-wide Lowest Performance	Vista Alternative	All Students	Graduation	3.4	3.4
School-wide Lowest Performance	Forest Park Elementary	All Students	Chronic Absent...	4.2	4.2
School-wide Lowest Performance	J. Haley Durham Elementary	All Students	Chronic Absent...	4.2	4.2
School-wide Lowest Performance	Joseph Azevada Elementary	All Students	Chronic Absent...	4.2	4.2
School-wide Lowest Performance	Vallejo Mill Elementary	All Students	Chronic Absent...	4.2	4.2
School-wide Lowest Performance	Robertson High (Continuation)	All Students	ELA	2.3, 2.4, 3.9	2.3, 2.4, 3.9
School-wide Lowest Performance	Robertson High (Continuation)	All Students	Suspension	2.3, 2.4, 3.9	2.3, 2.4, 3.9