Fremont Unified School District
2024-25 LCAP Package

Approved by the Alameda County Office of Education on September 15, 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fremont Unified School District

CDS Code: 01611760000000

School Year: 2024-25

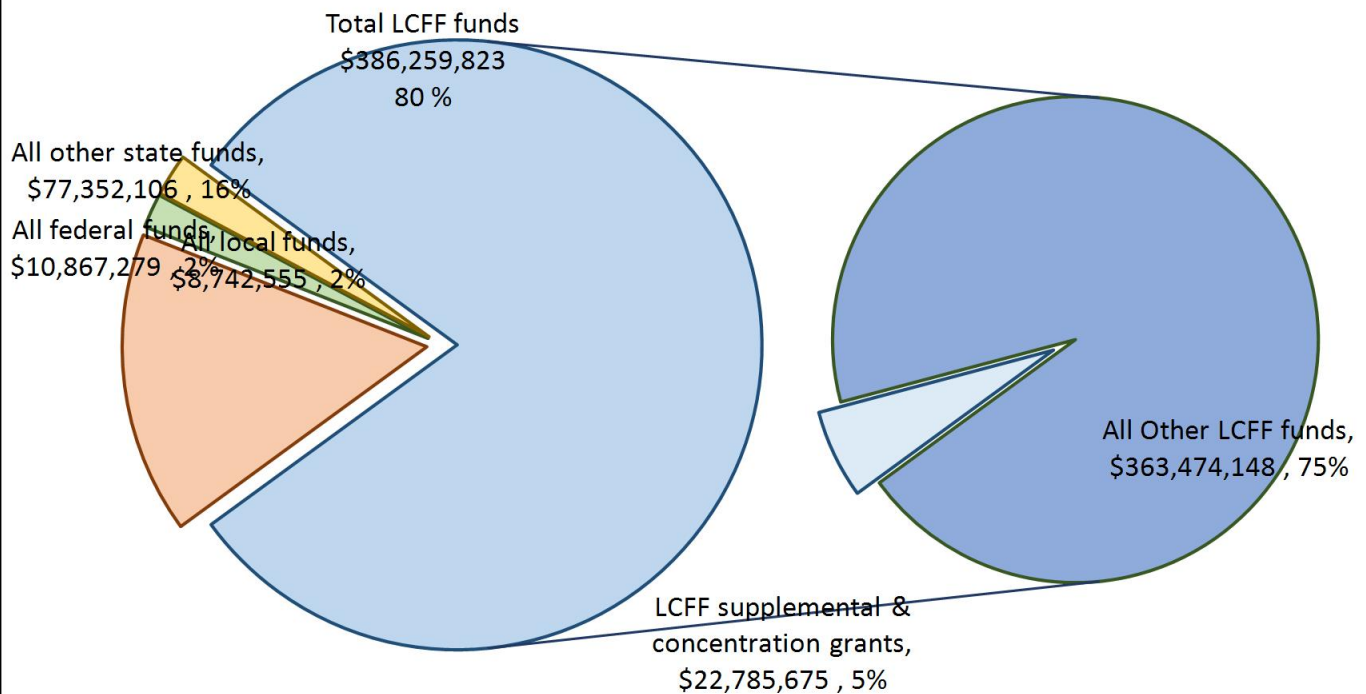LEA contact information:

Leticia Salinas

Assistant 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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $386,259,823 80 %

All other state funds, $77,352,106 , 16%

All federal funds $10,867,279 , 2%

All local funds, $8,742,555 , 2%

All Other LCFF funds, $363,474,148 , 75%

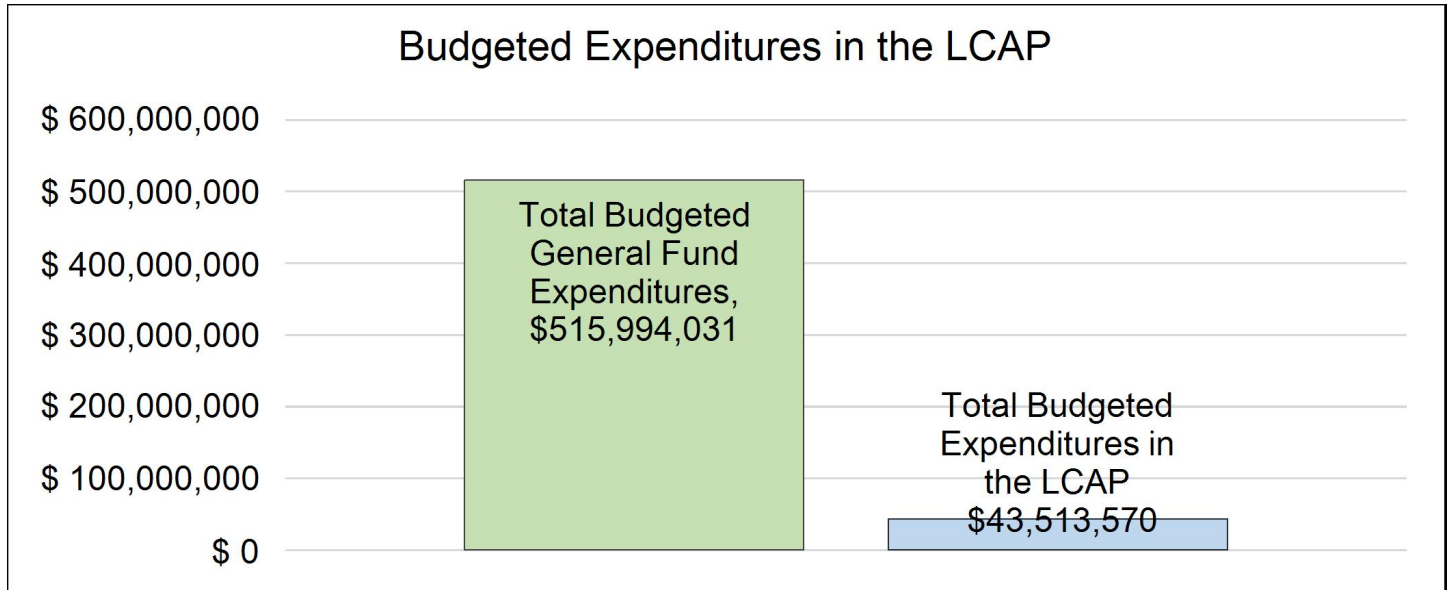LCFF supplemental & concentration grants, $22,785,675 , 5%

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 $483,221,763, of which $386,259,823 is Local Control Funding Formula (LCFF), $77,352,106 is other state funds, $8,742,555 is local funds, and $10,867,279 is federal funds. Of the $386,259,823 in LCFF Funds, $22,785,675 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $515,994,031	Total Budgeted Expenditures in the LCAP $43,513,570

(Y-axis values: $ 600,000,000 / $ 500,000,000 / $ 400,000,000 / $ 300,000,000 / $ 200,000,000 / $ 100,000,000 / $ 0)

This chart provides a quick summary of how much Fremont Unified School District plans to spend for 2024-25. 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 $515,994,031 for the 2024-25 school year. Of that amount, $43,513,570 is tied to actions/services in the LCAP and $472,480,461 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
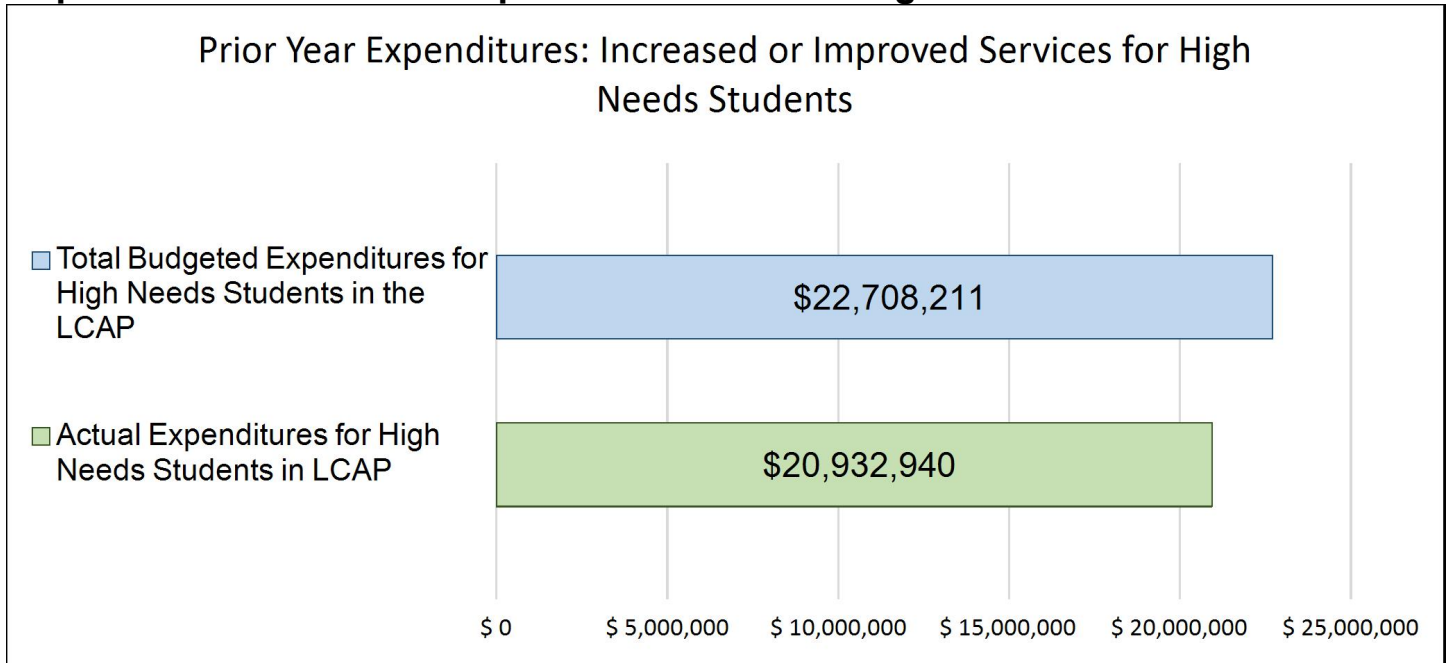
Fremont Unified School District expends general funds to maintain school facilities along with needing supplies and the appropriate staffing levels for each school site. General fund is also used to purchase instructional materials that are aligned to the common core standards and will support the implementation of the standards. Additionally, funds were used to support students and access to real world careers through the MissionValley Regional Occupation (MVROP) so that students have access.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Fremont Unified School District is projecting it will receive $22,785,675 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 $25,075,675 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $22,708,211

☐ Actual Expenditures for High Needs Students in LCAP — $20,932,940

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000

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 2023-24, Fremont Unified School District's LCAP budgeted $22,708,211 for planned actions to increase or improve services for high needs students. Fremont Unified School District actually spent $20,932,940 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,775,271 had the following impact on Fremont Unified School District's ability to increase or improve services for high needs students:

All of the actions and services to increase and improve services for high needs students were implemented. However, FUSD faced hiring challenges and costs associated which were less than expected. The 2023-2024 LCAP is budgeted for $22,708,211 for planned actions to increase or improve services for high needs students. Fremont Unified School District spent $20,932,940 for actions to increase or improve services for high needs students in 2023-2024 school year. The carryover will be used to support the actions and services in the 2024-2025 school year.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fremont Unified School District	Leticia Salinas Assistant Superintendent	lsalinas@fusdk12.net (510) 657-2350

Goals and Actions

Goal

Goal #	Description
1	Provide an educational environment that is conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessment Results for English Language Arts (grades 3-8 and 11)	2018-19: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 2.2 points below standard • Students with Disabilities: 57.7 points below standard • African American: 8.3 points below standard	2021-22: Fall 2021 i-Ready ELA diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 61% Tier 2 (One Grade Below): 20% Tier 3 (Two or More Grade Levels Below): 18% Winter 2021-22 i-Ready ELA diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 66% Tier 2 (One Grade Below): 17% Tier 3 (Two or More Grade Levels Below): 17%	2021-22: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 51.2 points below standard • African American: 12.8 points below standard	2022-23: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 5.8 points below standard • Students with Disabilities: 57.4 points below standard • African American: 22.6 points below standard	Desired outcome for 2023-24: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: At standard • Students with Disabilities: 45 points below standard • African American: At standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• American Indian: 30.7 points above standard • Hispanic/Latino: 10.9 points below standard • Pacific Islander: 13.8 points below standard • Students without permanent housing: 35.6 points below standard		• American Indian: 38.6 points above standard • Hispanic/Latino: 18.4 points below standard • Pacific Islander: 17.6 points below standard • Students without permanent housing: 75.3 points below standard	• American Indian: 57 points above standard • Hispanic/Latino: 27.1 points below standard • Pacific Islander: 26 points below standard • Students without permanent housing: 98.9 points below standard (source: California School Dashboard)	• American Indian: 15 points above • Hispanic/Latino: At standard • Pacific Islander: At standard • Students without permanent housing: 20 points below standard
CAASPP Assessment Results for Mathematics (grades 3-8 and 11)	2018-19: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 29.1	2021-22: Fall 2021 i-Ready Math diagnostic exam results (grades 1-8) Tier 1 (On or Above Grade Level): 51% Tier 2 (One Grade Below): 32% Tier 3 (Two or More Grade Levels Below): 17%	2021-22: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 54 points	2022-23: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 40.8	Desired outcome for 2023-24: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantag

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard • Students with Disabilities: 79.4 points below standard • African American: 53.6 points below standard • Hispanic/Latino: 44.1 points below standard • Pacific Islander: 40.9 points below standard • Students without permanent housing: 76.9 points below standard	Winter 2021-22 I-Ready Math diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 62% Tier 2 (One Grade Below): 22% Tier 3 (Two or More Grade Levels Below): 16%	below standard • Students with Disabilities: 80.2 points below standard • African American: 69.9 points below standard • Hispanic/Latino: 67.9 points below standard • Pacific Islander: 75.5 points below standard • Students without permanent housing: 130.3 points below standard	points below standard • Students with Disabilities: 84.7 points below standard • African American: 76 points below standard • Hispanic/Latino: 73.4 points below standard • Pacific Islander: 64.8 points below standard • Students without permanent housing: 141.8 points below standard (source: California School Dashboard)	ed: 14 points below standard • Students with Disabilities: 65 points below standard • African American: 38 points below standard • Hispanic/Latino: 29 points below standard • Pacific Islander: 25 points below standard • Students without permanent housing: 61 points below standard
CAASPP Assessment Results for CAST Science	2018-19: FUSD - Standard Met or Exceeded: 58.49%	2020-21: FUSD - Standard Met or Exceeded: 59.77%	2021-22: FUSD - Standard Met or Exceeded: 59.96%	2022-23: FUSD - Standard Met or Exceeded: 61.64%	Desired outcome for 2023-24: FUSD - Standard Met or Exceeded:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(State - Standard Met or Exceeded: 29.92%)	State - Standard Met or Exceeded: 28.72%	State - Standard Met or Exceeded: 29.45%	State - Standard Met or Exceeded: 30.18% (source: Test Results for California's Assessments)	65%
English Learner Progress Indicator (ELPI)	2018-19: 53.1% of EL students making progress toward English language proficiency (2,395 EL students) Student English Language Acquisition Results: • EL students who progressed at least one ELPI level: 46.8% • EL students who maintained ELPI level 4: 6.1% • EL students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H: 30.2%	2020-21: ELPI not available from 2021 Dashboard	2021-22: 54.0% of EL students making progress toward English language proficiency (2,887 EL students) Student English Language Acquisition Results: • EL students who progressed at least one ELPI level: 45.9% • EL students who maintained ELPI level 4: 8.1% • EL students who decreased at least one ELPI level: 19.4%	2022-23: 51.9% of EL students making progress toward English language proficiency (3,234 EL students) • EL students who progressed at least one ELPI level: 43.5% • EL students who maintained ELPI level 4: 6.4% • EL students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H: 28.4% • EL students who decreased at least one	Desired outcome for 2023-24: 60% of EL students making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• EL students who decreased at least one ELPI Level: 16.7%			ELPI level: 17.5% (source: California School Dashboard)	
Reclassification Rate	2020-21: 10.1%	2021-22: 14.0%	2022-23: 14.4%	2023-24: 13.0% as of mid-year diagnostic	Desired outcome for 2023-24: 25%
Rate of Teacher Misassignments	2020-21: 0%	2021-22: 0%	2022-23: 1.40% 25 positions under a GELAP, SELAP, EMCLAD, or EMBCLAD (Note: Locally collected staffing data. See description below in Goal Analysis.)	2021-22: 3.74% (source: School Accountability Report Card)	Desired outcome for 2023-24: 0%
Credentialed Teachers Teaching Outside of Subject Area Rate	2020-21: 0%	2021-22: 0%	2022-23: 1.40% 25 positions under a GELAP, SELAP, EMCLAD, or EMBCLAD (Note: Locally collected staffing data.	2021-22: 1.78% (source: School Accountability Report Card)	Desired outcome for 2023-24: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			See description below in Goal Analysis.)		
Teachers of English Learners Misassignment Rate	2020-21: 0%	2021-22: 0%	2022-23: 1.40% 25 positions under a GELAP, SELAP, EMCLAD, or EMBCLAD (Note: Locally collected staffing data. See description below in Goal Analysis.)	2021-22: 11.41% (source: School Accountability Report Card)	Desired outcome for 2023-24: 0%
Compliance on Williams Compliance Quarterly Reports	2019-20: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100% as of April 2024 Quarterly Report	Desired outcome for 2023-24: 100%
Good or Exemplary designations on the Facility Inspection Tool (FIT)	2020-21: Good or Exemplary designations on the Facility Inspection Tool (FIT): 2020-21: 100% By Category: Exemplary: 30 Good: 13 Fair: 0 Poor: 0	2021-22: 100% By Category: • Exemplary: 19 • Good: 25 • Fair: 0 • Poor: 0	2022-23 97.8% By Category: • Exemplary: 14 • Good: 30 • Fair: 1 • Poor: 0	2023-24: 78.6% By Category: • Exemplary: 3 • Good: 30 • Fair: 9 • Poor: 0 (source: School Accountability Report Card)	Desired outcome for 2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access to Common Core State Standards (CCSS) materials	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	Desired outcome for 2023-24: 100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1.1 For the 2023-24 school year, the Peer Assistance and Review (PAR) program offered support to new Special Education teachers that were not yet Induction support eligible due to their intern or Short-Term Staff Permit (STSP) status. PAR support was offered to 6th grade teachers at the three middle schools that transitioned from junior highs at the start of the 2023-24 school year. To coordinate this work, the PAR Joint panel solicited the assistance of various Specialist Mentors across grade levels and instructional programs. educators with professional mentoring, collaborative coaching, release time, and materials and supplies. A consulting teacher is provided with a stipend to render support to Voluntary Teachers and mentor Specialists are paid hourly to support their assigned interns and STSPs. Release time is provided to all participating educators for the purpose of planning, observation, and reflection to improve and/or strengthen instructional pedagogy. An oversight panel composed of both administrators and teacher leaders receive a stipend for their coordination of the district's PAR program. This was fully implemented.

Goal 1.2 School facilities are maintained in good repair. These allocated funds are not within the LCAP but as part of the general fund. Facilities were maintained and reviewed as indicated by the Facilities Inspection Tool (FIT). This was fully implemented.

Goal 1.3 The Implementation of the state board adopted academic content and performance standards for all students' Goal 1.4 Create a variety of professional development opportunities for all instructional staff and Goal 1.5 Programs and services that will enable English Learners to access the California State Standards (CSS) and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency. We provided a significant opportunity for professional development for instructional staff. The different departments (Curriculum & Instruction, Federal & State Programs, and Assessment & Accountability) presented more than 100 online professional development sessions, with more than 2,000 attendees. Topics included: how to best support students with unique needs, how to address students' social-emotional needs, IXL Math Support, Structured Literacy, Climate Education Literacy, Math Alignment and more. These goals and activities were fully implemented. Instructional services provided 3 hours of choice-based PD in August of 2023 for all elementary sites with a particular focus on meeting the needs of unduplicated students. Additionally secondary math teachers engaged in work with the Silicon Valley Math Initiatives (SVMI) to deepen their knowledge of how to engage with students. Educators, working alongside SVMI, examined student work and learned about ways to improve math instruction. Additionally, specialist professional development was offered for the first time for elementary specialist certificated staff (music, counselors, resource, computer, PE, science) in a coordinated effort during the August days.

In Goal 1.6, Re-engagement Leads to support social-emotional learning at secondary, FUSD fully implemented this action to support the MTSS model. Our re-engagement leads are teacher leaders tasked with supporting the implementation of the SEL curriculum at the school site in tandem with the site leader.

Lastly in Goal 1.7, Provide technology to support the educational environment was fully implemented. Carry over LCAP funds were used to address this area of need. Chrome carts and also individual chrome carts were purchased to support unduplicated students at the school site. This year we responded to community need and request to augment the expenditures for student technology. This increase is responsive to the need to support school sites and also to support a lending program due to enhanced learning opportunities both inside and outside of class, the use of online support lessons and textbooks and as a tool for students to support different learning modalities.

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

The material differences between Budgeted Expenditures and the Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services are in goals 1.5 and 1.7.In Goal 1.5 Programs and services that will enable English Learners to access the California State Standards (CSS) we had an increase in funding. This increase was due to an increase in participating teachers. We had more teachers take part in these offered workshops. Additionally, we did have an increase in the cost of substitute teachers. This increase in salary was needed to ensure substitute coverage and while it increased in cost it also supported more teachers to have the ability to attend as it ensured sub coverage. Goal 1.7, Provide technology to support the educational environment had an increase. Due to the carryover amount, this action expended less funds as we used the carryover to address the technology gap. FUSD used the carryover and added to this goal to enable more unduplicated students and schools with the highest unduplicated rates to receive chromecarts for student use.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1: For the 2023-24 school year, the Peer Assistance and Review (PAR) program supported 8 Referred Teachers, Voluntary Teachers, interns, and Short Term Staff Permit (STSP) educators with professional mentoring, collaborative coaching, release time, and materials and supplies. A Consulting Teacher is provided with a stipend to render support to both Referred and Voluntary Teachers and mentor Specialists are paid hourly to support their assigned interns and STSPs. Release time is provided to all participating educators for the purpose of planning, observation, and reflection to improve and/or strengthen instructional pedagogy. An oversight panel composed of both administrators and teacher leaders receive a stipend for their coordination of the district's PAR program.

Action 1.2: Facility Inspection Tool (FIT) results for the 2023-24 indicate district facilities are being effectively maintained. Personnel and resources were provided to effectively maintain facilities. The focus continued with cleaning and maintenance along with continued improvements across the district, especially as it related to remaining middle school conversions

Action 1.3: Instructional materials review was conducted at the start of the school year and showed 100% compliance with the Williams Act. Purchasing worked closely with Instructional Services to ensure that all classrooms had the needed materials. In response to Assembly Bill

446, new Slant Manuscript and Cursive Handwriting curriculum was developed and approved for use in grades K-6. At the middle school level, a new textbook adoption was approved for Mathematics core instruction in grades 6-8, bringing about greater alignment with instructional resources and the new California Math Framework. During the 2023-24 school year, there were a number of new courses added to the district's offerings to expand upon its secondary grade level's broad course of study. The following courses were approved in October 2023, and are available in the course catalog effective for the 2024-25 school year: History and Study of Film, Introduction to Ethnic Studies, Modern Poetry, PLTW Computer Integrated Manufacturing, Art and the Human Figure, Beginning to Advanced, Competitive Dance, Painting, Chemistry 101A and Chemistry 101B, Agriscience, Astronomy, Biotechnology, Career Discovery, Culinary Arts, Earth and Space Science, Financial Mathematics, Foundations of Green Energy, Marine Science, Philosophy, Workplace and Internship Readiness, and World Geography. FUSD has implemented "Benchmark Hello" at the elementary grade levels; an English Language Arts curriculum specifically designed to meet the needs of newcomer multilingual learners. The district

Action 1.4: Throughout the 2023-24 school, over 1,500 certificated staff members participated in professional development specifically designed to address the needs of various unduplicated student groups. Professional development was hosted by each department within the Instructional Services Division. Topic included Social-emotional Learning (SEL), ELD Resources, Supporting Newcomers, Structured Literacy, Inclusive Practices, Strategic Small Group Instruction, Ethnic Studies, Silicon Valley Mathematics Initiative, and more.

Action 1.5: FUSD continued to partner with the Silicon Valley Math Initiative (SVMI), organization whose mission is to improve mathematics instruction and student learning. Teams of teachers engaged in work throughout the year on the use of language rich mathematics instruction to support newcomers and English Learners.

Action 1.6: MTSS Liaisons and re-engagement leads at the elementary and secondary grade levels worked to support sustained implementation of Social-Emotional Learning (SEL) curriculum in grades TK-12 (Second Step for elementary and Lions Quest for secondary).

Action 1.7: Up-to-date technology is an essential component to providing students with a supportive learning environment. Chromebook acquisitions and deployment continue to support Google Single-Sign-On to instructional apps, each of which have their own minimum systems requirements. Updates to hardware also supports the increased levels of digital security for both students and staff. The district continues to evaluate the technology and network needs of unduplicated students and works to ensure that students have access to both Chromebooks and an internet network to support learning.

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

FUSD has established new goals for our new LCAP. This action was taken to ensure we are meeting the needs of unduplicated students.

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.
This new goal will target unduplicated students in a strengthened approach.

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.

Goals and Actions

Goal

Goal #	Description
2	Increase the academic achievement of all students through challenging and engaging instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessment Results for English language arts (grades 3-8 and 11)	2018-19: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 2.2 points below • Students with Disabilities: 57.7 points below • African American: 8.3 points below • American Indian: 30.7 points above	2020-21: Fall 2021 i-Ready ELA diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 61% Tier 2 (One Grade Below): 20% Tier 3 (Two or More Grade Levels Below): 18% Winter 2021-22 i-Ready ELA diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 66% Tier 2 (One Grade Below): 17% Tier 3 (Two or More Grade Levels Below): 17%	2021-22: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 12.0 points below standard • Students with Disabilities: 51.2 points below standard • African American: 12.8 points below standard	2022-23: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 5.8 points below standard • Students with Disabilities: 57.4 points below standard • African American: 22.6 points below standard	Desired outcome for 2023-24: CAASPP Assessment Results for English language arts (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: At standard • Students with Disabilities: 45 points below standard • African American: At standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic/Latino: 10.9 points below • Pacific Islander: 13.8 points below • Students without permanent housing: 35.6 points below		• American Indian: 38.6 points above standard • Hispanic/Latino: 18.4 points below standard • Pacific Islander: 17.6 points below standard • Students without permanent housing: 76.4 points below standard	• American Indian: 57 points above standard • Hispanic/Latino: 27.1 points below standard • Pacific Islander: 26 points below standard • Students without permanent housing: 98.9 points below standard (source: California School Dashboard)	• American Indian: 15 points above • Hispanic/Latino: At standard • Pacific Islander: At standard • Students without permanent housing: 20 points below standard
CAASPP Assessment Results for mathematics (grades 3-8 and 11)	2018-19: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantag	2020-21: Fall 2021 i-Ready Math diagnostic exam results (grades 1-8) Tier 1 (On or Above Grade Level): 51% Tier 2 (One Grade Below): 32% Tier 3 (Two or More Grade Levels Below): 17%	2021-22: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 54 points	2022-23: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantaged: 40.8	Desired outcome for 2023-24: CAASPP Assessment Results for mathematics (grades 3-8 and 11) - Increase number of points above level 3 for the following student groups: • Socioeconomically Disadvantag

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ed: 29.1 points below • Students with Disabilities: 79.4 points below • African American: 53.6 points below • Hispanic/Latino: 44.1 points below • Pacific Islander: 40.9 points below • Students without permanent housing: 76.9 points below	Winter 2021-22 I-Ready Math diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 62% Tier 2 (One Grade Below): 22% Tier 3 (Two or More Grade Levels Below): 16%	below standard • Students with Disabilities: 80.2 points below standard • African American: 69.9 points below standard • Hispanic/Latino: 67.9 points below standard • Pacific Islander: 75.5 points below standard • Students without permanent housing: 130.3 points below standard	points below standard • Students with Disabilities: 84.7 points below standard • African American: 76 points below standard • Hispanic/Latino: 73.4 points below standard • Pacific Islander: 64.8 points below standard • Students without permanent housing: 141.8 points below standard (source: California School Dashboard)	ed: 14 points below standard • Students with Disabilities: 65 points below standard • African American: 38 points below standard • Hispanic/Latino: 29 points below standard • Pacific Islander: 25 points below standard • Students without permanent housing: 61 points below standard
CAASPP Assessment Results for Science (CAST)	2018-19: FUSD - Standard Met or Exceeded: 58.49%	2020-21: FUSD - Standard Met or Exceeded: 59.77%	2021-22: FUSD - Standard Met or Exceeded: 59.96%	2022-23: FUSD - Standard Met or Exceeded: 61.64%	Desired outcome for 2023-24: FUSD - Standard Met or Exceeded:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	State - Standard Met or Exceeded: 29.92%	State - Standard Met or Exceeded: 28.72%	State - Standard Met or Exceeded: 29.45%	State - Standard Met or Exceeded: 30.18% (source: Test Results for California's Assessments)	65%
College Career Indicator (CCI)	Class of 2020: Overall: 75.0% prepared % meeting CCI standard for the following student groups: • Socioeconomically Disadvantaged: 53.4% • Students without permanent housing: 35.9% • Students with Disabilities: 28.3% • English Learners: 32.6% • African American: 36.1% • Hispanic/Latino: 47.0%	2020-21: This data was unavailable due to the suspension of the CA Dashboard.	2021-22: The CCI was not reported on the 2022 California School Dashboard. 2022: 2,704 students in the graduating cohort: 45.2% of the cohort scored 3 or higher on at least two AP exams 10.4% of the cohort completed at least one CTE pathway with a grade of C- or better in the capstone class 72.6% of the cohort met the UC/CSU a-g criteria 7.0% of the cohort completed the UC/CSU a-g criteria and completed at least one CTE	2022-23: Overall: 72.4% prepared (source: California School Dashboard)	Desired outcome for Class of 2023: Overall: 80% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Two or More Races: 73.3%		pathway with a grade of C- or better in the capstone class 32.8% of the cohort completed one college credit course; 16.1% completed at least two college courses 21.0% of the cohort earned the State Seal of Biliteracy 61.1% of the cohort earned the Golden State Seal Merit Diploma		
UC/CSU A-G Required Course Completion	2019-20: 72.1%	2020-21: 61.2	2021-22: 72.6%	2022-23: 69.2%. (source: School Dashboard Additional Reports and Data)	Desired outcome for Class of 2023: 70%
Dual Enrollment (CCI) - # of courses completed	2019-20: 1,642 students took a dual enrollment course in 2019-20	2020-21: 1,171 students took a dual enrollment course Class of 2021: 795 students earned college credit	2021-22: 1,194 students took a dual enrollment course Class of 2022: 889 students earned college credit	2022-23: For the combined four- and five-year graduation cohort: 263 students completed two semesters, three quarters, or three trimesters of college	Desired outcome for 2023-24: 1,800 students take a dual enrollment course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded 19 students completed one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (source: School Dashboard Additional Reports and Data)	
Completion of CTE Pathways	2019-20: 484 pathway completers; 2773 additional CTE participants	2020-21: 337 pathway completers; 2361 additional CTE participants	2021-22: 282 pathway completers; additional CTE participants no longer reported through CALPADS	2022-23: 445 pathway completers (source: School Dashboard Additional Reports and Data)	Desired outcome for 2023-24: 55% pathway completers in 2022-23
i-Ready results	2020-21: Administered Spring 2021 to students in grades 1-8	2021-22: Fall i-Ready ELA diagnostic exam results (grades 1-12) l	2022-23: Fall i-Ready Reading diagnostic exam results (grades 1-12):	2023-24: Fall i-Ready Reading diagnostic exam results (grades 1-12)	Desired outcome for 2023-24: Reading:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reading: 20,258 assessed (out of 20,991 possible) Tier 1 (On or Above Grade Level): 78% Tier 2 (One Grade Below): 13% Tier 3 (Two or More Grade Levels Below): 10% Math 20,323 assessed (out of 20,987 possible) Tier 1 (On or Above Grade Level): 73% Tier 2 (One Grade Below): 18% Tier 3 (Two or More Grade Levels Below): 8%	Tier 1 (On or Above Grade Level): 61% Tier 2 (One Grade Below): 20% Tier 3 (Two or More Grade Levels Below): 18% Winter i-Ready ELA diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 66% Tier 2 (One Grade Below): 17% Tier 3 (Two or More Grade Levels Below): 17% 2021-22: Fall i-Ready Math diagnostic exam results (grades 1-8) Tier 1 (On or Above Grade Level): 51% Tier 2 (One Grade Below): 32% Tier 3 (Two or More Grade Levels Below): 17%	Tier 1 (On or Above Grade Level): 62% Tier 2 (One Grade Below): 20% Tier 3 (Two or More Grade Levels Below): 19% Winter i-Ready Reading diagnostic exam results (grades 1-12): Tier 1 (On or Above Grade Level): 65% Tier 2 (One Grade Below): 18% Tier 3 (Two or More Grade Levels Below): 17% 2022-23: Fall i-Ready Math diagnostic exam results (grades 1-8): Tier 1 (On or Above Grade Level): 52% Tier 2 (One Grade Below): 32% Tier 3 (Two or More Grade Levels Below): 15% Winter i-Ready Math diagnostic exam results (grades 1-6):	- Tier 1 (On or Above Grade Level): 58% - Tier 2 (One Grade Below): 21% - Tier 3 (Two or More Grade Levels Below): 21% Spring i-Ready Reading diagnostic exam results (grades 1-12) - Tier 1 (On or Above Grade Level): 70% - Tier 2 (One Grade Below): 15% - Tier 3 (Two or More Grade Levels Below): 16% Fall i-Ready Math diagnostic exam results (grades 1-12) - Tier 1 (On or Above Grade Level): 50% - Tier 2 (One Grade Below): 33%	- Tier 1 (On or Above Grade Level): 85% - Tier 2 (One Grade Below): 10% - Tier 3 (Two or More Grade Levels Below): 5% Math: - Tier 1 (On or Above Grade Level): 80% - Tier 2 (One Grade Below): 15% - Tier 3 (Two or More Grade Levels Below): 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Winter i-Ready Math diagnostic exam results (grades 1-12) Tier 1 (On or Above Grade Level): 62% Tier 2 (One Grade Below): 22% Tier 3 (Two or More Grade Levels Below): 16%	Tier 1 (On or Above Grade Level): 65% Tier 2 (One Grade Below): 26% Tier 3 (Two or More Grade Levels Below): 9%	• Tier 3 (Two or More Grade Levels Below): 17% Spring i-Ready Math diagnostic exam results (grades 1-12) • Tier 1 (On or Above Grade Level): 73% • Tier 2 (One Grade Below): 18% • Tier 3 (Two or More Grade Levels Below): 10% (source: Curriculum Associates)	
STAMP assessment results in Spanish	2018-19: • Reading: 86% Standard Met or Exceeded • Writing: 59% Standard Met or Exceeded • Listening: 93% Standard Met or Exceeded	2020-21: n/a - STAMP administration has been on hold since 2019-20 move to distance learning.	2022-23: n/a - STAMP administration has been on hold since 2019-20.	2023-24: n/a - STAMP administration has been on hold since 2019-20.	Desired outcome for 2023-24: • Reading: 90% Standard Met or Exceeded • Writing: 68% Standard Met or Exceeded • Listening: 95% Standard Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Speaking: 61% Standard Met or Exceeded				• Speaking: 70% Standard Met or Exceeded
% of students enrolled in dual-immersion programs proficient on Interim Assessments in Spanish & English	2018-19: • Spanish Language Assessment: 69.6% • ELA Assessment: 50.5% • Math Assessment (in English): 70.3% • Math Assessment (in Spanish): 69.0%	Year 1 Outcome data was unavailable due to the testing platform being unable to adapt to a virtual setting.	2022-23 • ELA (Gr1-6): 46.1% • SLA (Gr1-6): 47.9% • Math (Gr1-5) in Spanish: 23.5% • Math (Gr6) in English: 56.5%	2023-24: Unavailable through May 31, 2024	Desired outcome for 2023-24: • Spanish Language Assessment: 75% • ELA Assessment: 60% • Math Assessment (in English): 75% • Math Assessment (in Spanish): 75%
English Learner Progress Indicator (ELPI)	2018-19: 53.1% of EL students making progress toward English language proficiency (2,395 EL students) Student English Language Acquisition Results:	2020-21: No ELPI released since 2018-19 due to disruptions of state testing due to distance learning	2021-22: 54.0% of EL students making progress toward English language proficiency (2,887 EL students) Student English Language Acquisition Results:	2022-23: 51.9% of EL students making progress toward English language proficiency (3,234 EL students) • EL students who progressed at least one	Desired outcome for 2023-24: 60% of EL students making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• EL students who progressed at least one ELPI level: 46.8% • EL students who maintained ELPI level 4: 6.1% • EL students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H: 30.2% EL students who decreased at least one ELPI Level: 16.7%		• EL students who progressed at least one ELPI level: 45.9% • EL students who maintained ELPI level 4: 8.1% • EL students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H: 26.6% • EL students who decreased at least one ELPI level: 19.4%	ELPI level: 43.5% • EL students who maintained ELPI level 4: 6.4% • EL students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H: 28.4% • EL students who decreased at least one ELPI level: 17.5% (source: California School Dashboard)	
Reclassification Rate	2020-21: 10.1%	2021-22: 14.0%	2022-23: 14.4%	2023-24: 13.0% as of mid-year diagnostic	Desired outcome for 2023-24: 25%
Percentage of pupils who have passed an Advanced Placement (AP) examination with a score of 3 or higher	2020-21: • Overall: 87.9% • African-American: 57.1%	The College Board requires an annual authorization for the individual(s) that district-wide Advanced Placement score	2021-22: • Overall: 82.8% • African American: 63.3%	2022-23: Overall: 83.6% • African American: 54.8% • Asian: 84.3%	Desired outcome for 2023-24: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Asian: 88.5% • Hispanic: 76.8% • White: 78.3% • Two or More Races: 84.6%	reporting may be accessed by. Presently authorization and access is being transferred from previous users and Year 1 outcome data for this goal is expected to be received by the district mid-September 2022. Goal 3 College and Career indicator Year 1 outcome data is unavailable due to the suspension of the California Dashboard	• Asian: 83.3% • Hispanic: 67.5% • White: 81.1% • Two or More Races: 80.7%	• Hispanic: 68.1% • White: 81.6% • Two or More Races: 77.9% (source: CollegeBoard AP Score Reports)	
% of graduates who meet a-g requirements and completed a CTE pathway	2019-20: 209 graduates met a-g requirements and completed a CTE pathway (2,591 students in four-year cohort)	2020-21: 151 graduates met a-g requirements and completed a CTE pathway (2,591 students in four-year cohort)	2021-22: 190 graduates met a-g requirements and completed a CTE pathway (2,704 students in combined four-year and five-year cohort)	2022-23: 267 graduates met a-g requirements and completed a CTE pathway (10% of the cohort) (source: School Dashboard Additional Reports and Data)	Desired outcome for 2023-24: 250 graduates met a-g requirements and completed a CTE pathway
% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5	2020-21: 100% (20/20)	2020-21: 100% (20/20)	2022-23: 100% (20/20)	2023-24: 95% (19/20)	Desired outcome for 2023-24: 100% (20/20)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Full Implementation and Sustainability)					
% of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	2020-21: 100% (3/3)	2020-21: 100% (3/3)	2022-23: 100% (3/3)	2023-24: 100% (3/3)	Desired outcome for 2023-24: 100% (3/3)

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

2.1: Through the 2023-24 school year an Elementary Report Card Study Group met to explore the topic of transitioning elementary school report cards to a semester system versus trimesters. Additional insight was gained from the group's discussion that will be used to ensure an effective rollover of elementary report cards and grade books into Aeries, scheduled to take place for the 2025-26 school year. The group also looked at the grading and support for Multilingual Learners and what is needed in the upcoming year. The action also included a continued support for i-ready to support a district-wide data collection/ assessments to support our MTSS work.

2.2: MTSS Liaisons met for a kickoff session focused on SEL and relationship building with students. Over the course of the school year they met in person at the district office with their site administration to look at data, define tier 1 academic structures at their site, and share case study solutions. During those meetings/workshops, liaisons learned about topics essential to support students focused on the site implementation of the MTSS model. There was a particular focus on Social Emotional Learning and Behavioral aspects of the MTSS model. The liaisons used this information to present PD to their site colleagues, offer individual support to teachers as needed, and to support the work of the site administrator and instructional leadership team for at least an additional 27 hours per liaison.

2.3: Instructional coaches continued their work supporting school site staff and focused on pedagogy and practice.

2.4: Our middle schools offer a section on Automation and Robotics which helps support and introduce PLTW pathways that are part of the course of studies at our high schools. FUSD held the 1st annual Student Internship/Job Fair. Staff from our high schools and employers from the community were present. The Student Internship/Job Fair took place on April 24, 2024, at Centerville Middle School.

2.5: Funds were used to support school libraries with new book purchases. Professional learning for all library staff, mentorship hourly pay, funding for new books, salary for District Library Media Technician, additional pay for District Teacher Librarian extra duty pay 20 hours per month.

All five high school Librarian Teachers had access to the California School Library Association Conference and shared learning and presented at librarian collaboration meetings within the district which included our elementary school Library Media Technicians.

2.6: Both Spanish and Mandarin Dual Immersion programs continue to work on the alignment of instruction and assessments to the priority standards for our K-8 program and vertical alignment to high school world language courses (levels 3 and above). Materials and supplies were purchased to continue to provide immersion teachers with tools to support Multilingual Learners in meeting California standards. Teachers attended conferences and trainings to continue to grow their craft and be current on curriculum and instruction for immersion programs.

2.7: Provided supplemental program, IXL Math to address the needs of our students. Professional learning opportunities were also provided to our staff to ensure the implementation of the supplemental program.

2.8: Each elementary site devised a plan of an innovation for their school site focused on supporting unduplicated students to boost student achievement through innovative practices, which encompassed MakerSpace, Wellness Centers, School Gardens, Art supplies, and Calming Corners to enrich educational opportunities for students. Additionally, FUSD implemented Prisms Virtual Reality Math Curriculum as a pilot across FUSD middle schools as well as at Robertson High School (FUSD Continuation School).

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.

All planned actions within this goal were enacted. In Goal 2.1 Establish a district-wide assessment system that delivers information about students' academic growth we did have an increase in the funding. FUSD sustained our work with I-Ready to build on our work with a districtwide assessment program to allow ongoing progress monitoring in ELA and math to support unduplicated students. These data sets support our fidelity of Tier 1 implementation and guides our work with Tier 2 and Tier 3. FUSD conducted an elementary report card/data committee that included a focus on Multilingual learners grading and specific subject areas. The cost of the substitute release teachers increased along. Additionally, FUSD reviewed the i-ready program and used the carryover funds to purchase additional license for a district wide program that will monitor and support data rich discussion particularly to review the growth targets for unduplicated students to give ongoing data points. Goal 2.5 Train Teacher Liaisons at every site to deliver professional development that will increase student achievement

for unduplicated students had an increase in funds. School sites received additional funds to add additional multicultural, diverse and multilingual books for each elementary school to support literacy. Goal 2.8 Establish innovative practices and programs to improve academic outcomes had a decrease in funds that were expended. The cost of Prisms VR had a lower than anticipated cost for the student license and not all funds were needed. FUSD still fully enacted the supplemental program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1: With the scheduled transition to a new student information system, effective July 1, 2024, the licensing of additional assessment or "early warning" monitoring programs could not be supported. Funds for this action also support the establishment of a district-wide system that delivers information about student progress. To that end, an Elementary Report Card Study Group meet throughout the year to examine potential areas of revision to TK-5 report cards so that reporting documents provide improved standards-based progress information to both students and their families.
Action 2.2: Professional development survey results indicate that the majority of sessions attended resulted in a positive instructional impact to supporting the varied learning needs of unduplicated student groups across all grade levels within the district. MTSS Liaisons in collaboration with administration work to define effective Tier 1 instructional strategies. This common definition is a key component in calibrating both observational and data analysis protocols.
Action 2.3: While instructional and data coaches continue to support school site staff with grading practices, curriculum implementation, and instructional pedagogy, the cost of these Teachers on Special Assignment was pad out of the remaining funds of Education Effectiveness Block Grant.
Action 2.4: Secondary course offerings, such as Project Lead the Way (PLTW) and Career Technical Education (CTE) pathways establish connections between classroom learning and career opportunities. New to the 2023-24 school year was the 1st annual Student Internship/Job Fair. Sustained implementation of engagement events like this is predicted to have an impact on both course requests as well as potential positive influence on the College/Career Indicator.
Action 2.5: Library pass through funds, and their targeted allocation at the site level, are identified annually through each school's School Plan for Student Achievement (SPSA). Available circulation of books within school libraries is increased annually with text that is reflective of student interests and student populations. Enhanced library offerings, as well as professional development for Library Media Technicians (LMTs) extends learning beyond the classroom walls to support the language needs of multilingual learners.
Action 2.6:   As has been documented in previous years, both Spanish and Mandarin Dual Immersion programs continue to work on the alignment of instruction and assessments to the priority standards for our K-8 program and vertical alignment to high school world language courses (levels 3 and above). Materials and supplies were purchased to continue to provide immersion teachers with tools to support Multilingual Learners in meeting California standards. Teachers attended conferences and trainings to continue to grow their craft and be current on curriculum and instruction for immersion programs. Local i-Ready diagnostic results at Blacow, Bringhurst, and Hopkins indicate students within dual immersion programs are also demonstrating core learning within Reading and Math alongside their general program peers across the district.
Action 2.7: i-Ready Math Diagnostic results (captured in the Fall and the Spring of 2023-24) show that students are achieving their predicted annual growth, and many are exceeding that value buy attaining their stretch growth goal. Access to supplemental support programs such

as IXL add to the suite of available resources to be used both in school and at home to support learning targets in all levels of math instruction.

Action 2.8: The impact of Prism Virtual Reality Math Curriculum implementation is yet to be fully measured as the 2023-24 school year saw both logistical hurdles relating to technological considerations as well as the identification of appropriate measures to analyze program success. While staff and students at middle schools and Robertson High School used Prism Virtual Reality Math Curriculum, the use was not accompanied by a standardized number of lessons or placement in the instructional pacing of the year to warrant an effectiveness comparison to other classrooms or longitudinally within a section itself. We will build on this learning and now have a plan for data gathering and review. We have now invested in the hardware tools and will be able to use it next year.

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

FUSD has written a new goal for this section. The new Goal 2 is:Expand an effective Multi-Tiered System of Supports (MTSS) to eliminate barriers to improve academic, behavioral, and emotional wellness outcomes for students. This new goal is direct and detailed to ensure our expansion of the MTSS model is at the forefront of the plan versus the previous plan when it was an action.

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

Goals and Actions

Goal

Goal #	Description
3	Implement strategies to involve students in their learning and interventions to eliminate barriers to success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with full access to courses outlined in CA Education Codes 51210 (grades 1-6) and 51220 (grades 7-12)	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	Desired outcome for 2023-24: 100%
College Career Indicator (CCI)	Class of 2020: Overall: 75.0% prepared % meeting CCI standard for the following student groups: • Socioeconomically Disadvantaged: 53.4% • Students without permanent housing: 35.9%	2020-21: 2020-21 data was delivered in a different format by the CDE 2021: 2591 students in the graduating cohort: • 44.3% of the cohort scored 3 or higher on at least two AP exams • 3.2% of the cohort completed at least one	2021-22: The CCI was not reported on the 2022 California School Dashboard. 2022: 2,704 students in the graduating cohort: • 45.2% of the cohort scored 3 or higher on at least two AP exams • 10.4% of the cohort completed at	2022-23: Overall: 72.4% prepared (source: California School Dashboard)	Desired outcome for Class of 2023: Overall: 80% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Students with Disabilities: 28.3% • English Learners: 32.6% • African American: 36.1% • Hispanic/Latino: 47.0% • Two or More Races: 73.3%	CTE pathway with a grade of C- or better in the capstone class • 57.7% of the cohort met the UC/CSU a-g criteria • 5.8% of the cohort completed the UC/CSU a-g criteria and completed at least one CTE pathway with a grade of C- or better in the capstone class • 30.7% of the cohort completed one college credit course; 17.7% completed at least two college courses	least one CTE pathway with a grade of C- or better in the capstone class • 72.6% of the cohort met the UC/CSU a-g criteria • 7.0% of the cohort completed the UC/CSU a-g criteria and completed at least one CTE pathway with a grade of C- or better in the capstone class • 32.8% of the cohort completed one college credit course; 16.1% completed at least two college courses		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 20.6% of the cohort earned the State Seal of Biliteracy	• 21.0% of the cohort earned the State Seal of Biliteracy • 61.1% of the cohort earned the Golden State Seal Merit Diploma		
% of students indicating college readiness in English language arts as ready and conditionally ready (Early Assessment Program – EAP)	2018-19:% of students indicating college readiness in English language arts as ready and conditionally ready (Early Assessment Program – EAP) in the following student groups: • Socioeconomically Disadvantaged: 55.25% • Students with Disabilities: 16.30% • African American: 47.27% • Hispanic/Latino: 52.02%	2020-21: n/a - No EAP scores since 2018-19 due to disruptions of state testing cause by distance learning	2021-22: % of students indicating college readiness in English language arts as ready and conditionally ready (Early Assessment Program - EAP) in the following student groups: • Socioeconomically Disadvantaged: 55.81% • Students with Disabilities: 20.00% • African American: 58.18% • Hispanic/Latino: 52.42%	2022-23: % of students indicating college readiness in English language arts as ready and conditionally ready (Early Assessment Program -- EAP) in the following student groups: • Socioeconomically Disadvantaged: 55.39% • Students with Disabilities: 19.17% • African American: 37.21%	Desired outcome for Class of 2023: % of students indicating college readiness in English language arts as ready and conditionally ready (Early Assessment Program – EAP) in the following student groups: • Socioeconomically Disadvantaged: 60% • Students with Disabilities: 21% • African American: 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Pacific Islander: 35.72% • Students without permanent housing: 52.17%		• Pacific Islander: 42.86% • Students without permanent housing 21.43%	• Hispanic/Latino: 49.14% • Pacific Islander: not reported • Students without permanent housing: 18.18% (source: Test Results for California's Assessments)	• Hispanic/Latino: 57% • Pacific Islander: 41% • Students without permanent housing: 57%
% of students indicating college readiness in mathematics as ready and conditionally ready (Early Assessment Program – EAP)	2018-19: % of students indicating college readiness in mathematics as ready and conditionally ready (Early Assessment Program – EAP) in the following student groups: • Socioeconomically Disadvantaged: 34.74% • Students with Disabilities: 9.29% • African American: 23.22%	2020-21: n/a - No EAP scores since 2018-19 due to disruptions of state testing cause by distance learning	2021-22: % of students indicating college readiness in mathematics as ready and conditionally ready (Early Assessment Program -- EAP) in the following student groups: • Socioeconomically Disadvantaged: 31.04% • Students with Disabilities: 8.47%	2022-23: % of students indicating college readiness in mathematics as ready and conditionally ready (Early Assessment Program -- EAP) in the following student groups: • Socioeconomically Disadvantaged: 31.27% • Students with Disabilities: 8.86%	Desired outcome for Class of 2023: % of students indicating college readiness in mathematics as ready and conditionally ready (Early Assessment Program – EAP) in the following student groups: • Socioeconomically Disadvantaged: 40% • Students with Disabilities: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic/Latino: 22.85% • Pacific Islander: 14.29% • Students without permanent housing: 26.08%		• African American: 23.63% • Hispanic/Latino: 22.60% • Pacific Islander: 22.73% • Students without permanent housing: 0.00%	• African American: 18.61% • Hispanic/Latino: 17.65% • Pacific Islander: not reported • Students without permanent housing: 9.09% (source: Test Results for California's Assessments)	• African American: 28% • Hispanic/Latino: 28% • Pacific Islander: 20% • Students without permanent housing: 31%
District-wide ADA	2019-20: 97.05%	2021-22: 96.18%	2022-23: 94.79%	2023-24: 95.39% (source: LCFF Calculator)	Desired outcome for 2023-24: 97%
School attendance rates - ADA at all high needs elementary schools	2019-20: • Blacow: 95.62% • Brier: 96.49% • Cabrillo: 95.98% • Grimmer: 96.33%	2020-21: • Blacow: 95.70% • Brier: 97.99% • Cabrillo: 96.20% • Grimmer: 98.01%	2021-22: • Blacow: 92.42% • Brier: 93.85% • Cabrillo: 92.75% • Grimmer: 93.27%	2022-23: • Blacow: 92.94% • Brier: 93.70% • Cabrillo: 93.69% • Grimmer: 93.35% (source: LCFF Calculator)	Desired outcome for 2023-24: • Blacow: 97% • Brier: 97% • Cabrillo: 97% • Grimmer: 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease district chronic absenteeism rate	2018-19: 4.5%	2020-21: 3.2%	2021-22: 13.1%	2022-23: 12.8% (source: California School Dashboard)	Desired outcome for 2023-24: 3%
Decrease chronic absenteeism rates by student group	2018-19: • African American: 13.8% • American Indian: 12.5% • Hispanic/Latino: 8.9% • Pacific Islander: 19.4% • Foster Youth: 16% • Students without permanent housing: 28.3% • Socioeconomically Disadvantaged: 10.4% • Students with Disabilities: 11.8%	2020-21: • African American: 15.7% • American Indian: 5.8% • Hispanic/Latino: 10.2% • Pacific Islander: 14.8% • Foster Youth: 36.8% • Students without permanent housing: 33.0% • Socioeconomically Disadvantaged:10.6% • Students with Disabilities: 10.7% • English Learners: 6.1%	2021-22: • African American: 34.9% • American Indian: 18.1% • Hispanic/Latino: 30.2% • Pacific Islander: 46% • Foster Youth: 45.5% • Students without permanent housing: 39.8% • Socioeconomically Disadvantaged: 28.8% • Students with Disabilities: 27% • English Learners: 19.2%	2022-23: • African American: 31.7% • American Indian: 19% • Hispanic/Latino: 27.2% • Pacific Islander: 39.5% • Foster Youth: 57.1% • Students without permanent housing: 44.5% • Socioeconomically Disadvantaged: 23% • Students with Disabilities: 24.7% (source: California School Dashboard)	Desired outcome for 2023-24: • African American: 10% • American Indian: 9% • Hispanic/Latino: 6% • Pacific Islander: 15% • Foster Youth: 12% • Students without permanent housing: 20% • Socioeconomically Disadvantaged: 7% • Students with Disabilities: 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate	2019-20: Overall: 91.9% • 2,517 students in four-year cohort • 2,312 students received regular HS diplomas • 1,693 students graduated meeting UC/CSU requirements • 478 students earned a Seal of Biliteracy • 1,167 students earned a Golden State Seal Merit Diploma	2020-21: Overall: 92.3% • 2,591 students in four-year cohort • 2,392 students received regular HS diplomas • 1,470 students graduated meeting UC/CSU requirements • 534 students earned a Seal of Biliteracy • 1,100 students earned a Golden State Seal Merit Diploma	2021-22: Overall: 93.9% • 2,644 students in four-year cohort • 2,500 students received regular HS diplomas • 1,960 students graduated meeting UC/CSU requirements • 566 students earned a Seal of Biliteracy • 1,527 students earned a Golden State Seal Merit Diploma	2022-23: Overall: 92.8% • 2,678 students in four-year cohort • 2,486 students received regular HS diplomas • 1,853 students graduated meeting UC/CSU requirements • 583 students earned a Seal of Biliteracy • 1,505 students earned a Golden State Seal Merit Diploma (source: California School Dashboard and School Dashboard Additional Reports and Data)	Desired outcome for 2023-24: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout rate	2019-20: 6.12%	2020-21: 6.3%	2021-22: 3.5%	2022-23: 3.2% Total: 85 (source: DataQuest)	Desired outcome for 2023-24: 2%
Number of students reported as Middle School Dropouts	2019-20: 0	2020-21: 2	2021-22: 1	2022-23: 3	Desired outcome for 2023-24: 0
English Learners dropouts	2019-20: Rate: 21.1% Total: 52	2020-21: Rate: 23.4% Total: 48	2021-22: Rate: 9.2% Total: 24	2022-23: 10.6% Total: 27 (source: DataQuest)	Desired outcome for 2023-24: 5
English Learners graduation rate	2019-20: 77.1%	2020-21: 75.4%	2021-22: 79.9%	2022-23: 77.3% (source: California School Dashboard)	Desired outcome for 2023-24: 80%
Socioeconomically Disadvantaged dropouts	2019-20: Rate: 12.2% Total: 90	2020-21: 12.4%	2021-22: Rate: 6.8% Total: 48	2022-23: 6.4% Total: 50 (source: DataQuest)	Desired outcome for 2023-24: 15
Socioeconomically Disadvantaged graduation rate	2019-20: 85.7%	2020-21: 86.2%	2021-22: 88.0%	2022-23: 87% (source: California School Dashboard)	Desired outcome for 2023-24: 89%
Students with Disabilities dropouts	2019-20: Rate: 18.3% Total: 46	2020-21: Rate: 18.6% Total: 44	2021-22: Rate: 5.5% Total: 13	2022-23: 8.3% Total: 22	Desired outcome for 2023-24: 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				(source: DataQuest)	
Students with Disabilities graduation rate	2019-20: 70.0%	2020-21: 75.2%	2021-22: 80.8%	2022-23: 72.5% (source: California School Dashboard)	Desired outcome for 2023-24: 75%
Homeless Youth dropouts	2019-20: Rate: 28.6% Total: 12	2020-21: Rate: 31.4% Total: 11	2021-22: Rate: 24.3% Total: 9	2022-23: 25.6% Total: 10 (source: DataQuest)	Desired outcome for 2023-24: 0
Homeless Youth graduation rate	2019-20: 69.2%	2020-21: 76.5%	2021-22: 62.2%	2022-23: 65.9% (source: California School Dashboard)	Desired outcome for 2023-24: 70%
Students with disabilities - CAASPP assessment results for English language arts	2018-19: • Students with Disabilities: 57.7 points below standard	2020-21: • Students with Disabilities: 29.7% met of exceeded ELA standards (grade 11 only)	2021-22: Students with Disabilities: 51.2 points below standard	2022-23: Students with Disabilities: 57.4 points below standard (source: California School Dashboard)	Desired outcome for 2023-24: • Students with Disabilities: 45 points below standard
Students with disabilities - CAASPP assessment results for mathematics	2018-19: • Students with Disabilities: 79.4 points	2020-21: • Students with Disabilities: 15.0% met of exceeded	2021-22: Students with Disabilities: 80.2 points below standard	2022-23: Students with Disabilities: 84.7 points below standard.	Desired outcome for 2023-24: • Students with Disabilities: 65 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below standard	Math standards (grade 11 only)		(source: California School Dashboard)	below standard
CAASPP assessment results for high needs schools: English language arts - % meeting or exceeding standards	2018-19: • Blacow: 45.08% • Brier: 61.96% • Cabrillo: 50.47% • Grimmer: 65.44%	2020-21: n/a - No CAASPP ELA administration for FUSD elementary students in 2020-21 due to distance learning	2021-22: • Blacow: 39.66% • Brier: 46.04% • Cabrillo: 36.74% • Grimmer: 67.00%	2022-23: • Blacow: 47.04% • Brier: 48.25% • Cabrillo: 29.38% • Grimmer: 76.19% (source: Test Results for California's Assessments)"	Desired outcome for 2023-24: • Blacow: 50% • Brier: 65% • Cabrillo: 55% • Grimmer: 70%
CAASPP assessment results for high needs schools: mathematics - % meeting or exceeding standards	2018-19: • Blacow: 45.03% • Brier: 51.71% • Cabrillo: 37.56% • Grimmer: 67.28%	2020-21: n/a - No CAASPP Math administration for FUSD elementary students in 2020-21 due to distance learning	2021-22: • Blacow: 32.02% • Brier: 45.23% • Cabrillo: 23.35% • Grimmer: 65.33%	2022-23: • Blacow: 40.59% • Brier: 46.65% • Cabrillo: 21.30% • Grimmer: 63.84% (source: Test Results for California's Assessments)	Desired outcome for 2023-24: • Blacow: 50% • Brier: 55% • Cabrillo: 45% • Grimmer: 71%
% of Parent & Staff Satisfaction Survey results that have an approval rating for	2020-21: • Parent Survey (Q7): 71.28%	2021-22: • Parent Survey (Q7): 69.1%	2022-23: • Parent Survey (Q8): 68.1%	Parent Satisfaction Survey redesigned in 2023-24 resulting in a new baseline being	Desired outcome for 2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
questions related to college & career readiness				incorporated into the 2024-25 LCAP.	• Parent Survey (Q7): 80%
Graduates earning Seal of Biliteracy	2019-20: 478 students earned a Seal of Biliteracy (2,517 students in four-year cohort)	2020-21: 534 students earned a Seal of Biliteracy (2,591 students in four-year cohort)	2021-22: 566 students earned a Seal of Biliteracy (2,644 students in four-year cohort)	2022-23: 583 students	Desired outcome for 2023-24: 600 students a year

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

FUSD has evaluated and reviewed the actions. All actions within Goal 3 were enacted.
In Goal 3.1 High needs high school support, Kennedy High School has continued to receive an additional 4.5 FTEs to support the 4X4 block schedule and an additional 1.0 FTE for an Assistant Principal. Kennedy High School is our comprehensive high school with the lowest enrollment but also the highest unduplicated rate, along with school wide Title 1 identification. These supplemental funds are allocated to supplement the base allocation based on enrollment and also to support the school as the only 4x4 block high school.
Goal 3.2 Establish a Multi-tier System of Support (MTSS) with a wide range of academic, behavioral, and social-emotional interventions
For the 2023-24 school year we have all 29 elementary schools participating in PBIS training. Cohort one is in full implementation and receives 10 coaching sessions from the Santa Clara County Office of Education(SCCOE). Cohorts 2,3, and 4 participated in 8 days of training with SCCOE. In-between each training session, each school site meets with their PBIS team to work on creating behavior matrices, Major and Minor Behavior flowcharts, collecting and reviewing data, and working on Tier 2 support for students. In addition each team presents information and gathers feedback from the entire staff at staff meetings. This is a major underpinning of our MTSS model at the elementary school level. Additionally, we have three behaviorists that work directly with the elementary sites, directly with teachers, students and families that need more support. An action plan is provided to teachers for each student that a referral has been made. Students are monitored for 8 weeks with frequent check-ins by the behavioralists.
FUSD has worked with Collaborative Learning Solutions (CLS) and a representative team to develop an overall MTSS definition, as well as Tiers 1, 2, and 3 definitions. In addition, a plan was developed for an MTSS Teaming Structures for all levels.
Goal 3.3 Increase achievement of core content standards by providing extended learning options for students during summer; after school, and/or the school day highlights the work of our five comprehensive high schools along with Robertson High School that offered learning

opportunities for students who are credit deficient and require credit recovery for graduation and A-G eligibility. The learning opportunities for credit recovery were offered in a variety of settings, including our summer school session, after school, as well as during the school day.

Goal 3.4 Advise staff on effective interventions for students with early truancy patterns including training and sessions with site leaders and staff regarding attendance data, collaborative conversations with other school staff and direct support from our Child Welfare and Attendance staff to ensure all students are supported.

Goal 3.5 Provide direct services to English Learners included supplemental support via ELD teachers. Multilingual learners at these identified schools site received direct supplemental support and intervention. The supported schools (Cabrillo, Blacow, Brier, Maloney, Bringhurst, Durham and Glenmoor) have ELD specialists who prioritize supporting classroom teachers with the specific needs of newcomers and addressing students needs before becoming long term English language Learners.

Goal 3.6 Additional support and resources at the highest needs elementary sites (Blacow, Brier, Maloney, Glenmoor and Grimmer). The identified schools have an unduplicated rate of 35% or more and the sites receive supplemental funds to meet the needs of their students. Each site's plan, as outlined in their Single Plan for Student Achievement, provides improved or increased services to students.

Goal 3.7 Offer college readiness tests free of charge to increase student's post-high school educational options included offering the Preliminary Scholastic Aptitude Test (PSAT) was solely offered by the College Board as a digital exam during the 2023-24 school year and we had every 10th grade student within FUSD examination fee covered. In October of 2023, there were 2,194 10th grade students who took the digital PSAT at no cost to their families. Additionally, both Kennedy and Washington High Schools partnered with Equal Opportunity School (EOS). EOS works with schools to remove barriers that have historically led to the underrepresentation of specific student groups in Advanced Placement courses. Through data analysis of historic enrollment figures, both high schools engaged in an opportunity analysis and Washington High School completed additional student surveys to gain greater insight as to perceived barriers towards enrolling in these upper-level courses.

Goal 3.8 Support English Learners to meet or exceed graduation requirements by providing English Language Development (ELD) supports for newcomers and long term ELs at the secondary schools
FUSD continues to see a large increase of newcomer students enrolling in our schools and we have seen the need to improve our course for newcomers by conducting a pilot in reviewing the latest curricula available to meet the needs of newcomers. This pilot was done over the course of the fall in which 6 sites participated in (middle and high school) where teachers and students implemented the potential curricula. Students and staff were surveyed and it was determined that a new curriculum would move forward for board approval. This will revamp the supplemental course which will provide the needed integration of math, science and elective support as well as foundational support for newcomers to navigate the school system.
Supplemental courses for Long Term English Learners are available for students who need this support. The purpose of this course is to provide additional support in the areas of academic reading and writing for students who are no longer in the English Language Development course sequence but who need more intensive support in the areas of reading and writing.

Goal 3.9 Resources to support academic, behavioral, and social-emotional needs to Homeless students
Supports 17 school sites with youth mentor stipends so that each identified school has a mentor to support students on a monthly basis. This year FUSD held college visits at San Jose State for our 10th-12th grade students. FUSD provided school supplies, chromebooks and clothing. We also provide transportation for families as needed.

Goal 3.10 Provide instructional support for unduplicated students with special needs to meet the goals of their IEPs
Currently, approximately 23% of our special education students are unduplicated. These students are represented across the continuum of special education programs–from speech-only to resource to special day classes. There are 7 program specialists in the District who serve in a variety of capacities, including support to site programs that serve our unduplicated special education students. Below is a list of tasks they have completed this year:

- Ongoing revisions and additions to the District special education handbook, including the process for developing goals for multilingual learners and policies and procedures specific to redesignation.
- ELPAC and Alternate ELPAC trainings in November and December of 2023 to support staff in determining when a multilingual learner is eligible for redesignation.
- Quarterly Job Alike Group (JAG) meetings to provide ongoing training in addressing research-based instructional practices in the classroom.
- Regular site visits to collaborate with teams in addressing the needs of unduplicated students.
- Collaboration with the federal and state department to monitor elements related to unduplicated students who are receiving special education services.
- Attendance at symposiums to stay up-to-date on current legal statutes related to unduplicated students in special education.

Goal 3.11
Support for dual enrollment students with Ohlone College
During the 2023-24 school year, FUSD continued its partnership with Ohlone College's College Connections Program (CCP), the program in essence is a Middle College program. CCP allows high school seniors to complete their high school education on the Ohlone Campus while still being part of their senior year activities from their high school, including Prom, Grad Nite, and walking at graduation. CCP students take high school classes in the morning and the college courses of their choice in the afternoon, allowing them to get a head start on college, whether it be continuing at a community college or earning transferable units to a four-year college or university. This program is based at Kennedy High School.

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.

All planned actions within this goal were enacted. In Goal 3.2 Establish a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions we had a decrease in the costs incurred because the cost will not impact until July, 2024. FUSD is providing all site administrators and up to two teachers (MTSS Liaisons) with professional development at the 2024 MTSS Conference. The cost will be covered by carryover once the staff returns. In Goal 3.7 Offer college readiness tests free of charge to increase student's post-high school educational options had a decrease in funds used. We anticipate receiving an invoice in July and will ensure having carryover funds to meet the needs of this goal but at this time we have not yet fully expended the funds. In Goal 3.10 Provide

instructional support for unduplicated students with special needs to meet the goals of their IEPs we did not expend all of the funds planned for this goal/activity. The staffing was provided but due to other one time funds that were used to support professional development and other support not all funds were encumbered.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1: Funds allocated to this action help pay for the cost of additional sections that allow for Kennedy High School's block schedule to function. With each of the two terms that Kennedy High School students are enrolled in, they are able to access more courses and credits each school year than what would normally be available to them through traditional scheduling. In addition, the funds helped provide an additional Assistant Principal position to support students based on their needs.

Action 3.2: All elementary sites have implemented Positive Behavior Interventions and Supports (PBIS), transforming discipline into explicit instruction that models and corrects behavior. Many staff members have been trained in Restorative Practices and utilization of alternatives to suspension. The district continues to see suspension rates on the California School Dashboard that are below that of the county and state averages across all grade spans. When students are better equipped to navigate their own emotions, they are more likely to respond appropriately to challenges. The implementation of Social-Emotional (SEL) curriculum at both the elementary and secondary level provide valuable instruction that works to improve behavioral outcomes. Creating and sustaining a school culture with low rates of suspension is in part due to the work of a range of support staff including General Education Behaviorists, Counselors, MFTs, and COST and SST Coordinators). These positions along with the district-wide focus on defining effective tiers of instruction and intervention with a Multi-Tiered System of Supports, reducing the amount of instructional time missed and is associated with higher levels of learning.

Action 3.3: Graduation rates have increased by approximately 1% since the establishment of the baseline value. Credit recovery options, in the form of summer school or in-school Apex based programs, have successfully allowed students to graduate within their original 4-year cohort. Summer programs at the elementary and middle school levels, help fill in essential learning gaps for students so that by the next school year they are more likely to perform at grade level. Those students who transition to high school already performing at grade level are more likely not to develop credit deficiencies.

Action 3.4: As evidenced by the many schools who have demonstrated both school-wide attendance improvement as well as improved rates within specific student groups, the work of Child Welfare and Attendance staff has been effective during the 2023-24 school year. The majority of sites that were in Additional Targeted Support and Improvement (ATSI), relating to high Chronic Absenteeism rates, were able to exit from that eligibility status during the 2023-24 school year.

Action 3.5: Direct services to multilingual learners were provided by ELD Specialists. In addition to working directly with students, these specialists also provided coaching and professional development to staff on the effective use of designated ELD instruction. While the district's ELPI rate decreased by near 2%, it should be noted that a smaller percentage of students across the district saw a decline in their ELPI level from the year prior.

Action 3.6: When the baseline was established, FUSD had four high need elementary school sites that have unduplicated rates of 45% or more. Currently FUSD has six sites that have unduplicated rates of 35% or higher. The sites receive supplemental funds to provide targeted supports for their students. These supports include intervention teachers, para educators, supplemental online programs to support core curricula, family engagement nights, targeted intervention to address chronic absenteeism, enrichment activities, technology and literacy.

Action 3.7: For three years in a row, Fremont has had more National Merit Scholar nominations than any other city in the state of California. The college-bound culture that exists within the district is supported through the prioritization scholastic preparation and assessment. While funds have been used to pay for 10th grade PSAT exams, many students elect to participate in the PSAT/NMSQT in 11th grade. Kennedy and Washington High Schools partnered with Equal Opportunity Schools (EOS) to begin a root cause analysis of why upper level coursework enrollment numbers at their site have historically had disparities for unduplicated student groups. The work with EOS has allowed for both programmatic reviews to be conducted as well as acting as a focus of conversation to take place with staff regarding institutional bias and/or expectation levels for student learning.

Action 3.8: The implementation of elementary ELA curriculum designed to specifically meet the needs of newcomer students assists with language acquisition. Language rich instruction takes place in other core content areas, and FUSD's continues to partner with the Silicon Valley Mathematics Initiative for professional development for math teachers. Learning opportunities have increased with both extended day kinder as well as expanded learning after school programs. Investments in ELD TOSAs as well as ELD specialists at schools with high concentrations of multilingual learners benefit both students and staff. Vista, a newcomer curriculum, will be implemented at the secondary level, and professional development will continue to build the instructional capacity of our staff to drive language acquisition forward.

Action 3.9: The district remains in Differentiated Assistance (DA) for the Homeless student group as a result of performance on the 2023 Dashboard. While targeted work for high school students with unstable housing is underway to address credit recovery needs, the support of Family Liaisons and Youth Mentors that support McKinney-Vento students/families serves as early intervention prior.

Action 3.10: The Special Education Department employs Program Specialists and provides them with training to support our students and supporting IEP teams in addressing data, student progress and appropriate placements.

Action 3.11: The Ohlone College Connections program provides our FUSD 12th grade students with the opportunity to take college courses concurrently with their high school requirements. The LCAP supplements and prioritizes funding for our unduplicated students to take part in this program. Recruitment of additional unduplicated student participation will be a focus in 2024-25.

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

FUSD, upon reflection, has developed a new goal 3. This new goal will address a district wide alignment that will impact our unduplicated students in a streamline, positive manner so that all services and work are aligned to meeting the goal. Goal 3: Align P-12 systems to help increase post secondary preparation and attainment.

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.

Goals and Actions

Goal

Goal #	Description
4	Establish partnerships with our families and community to increase academic success for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Bullying incident reports	2019-20: 38 incidents reported	2020-21: Data not available due to distance learning	2021-22: 23 incidents reported	2022-23: 9	Desired outcome for 2023-24: 25
Overall pupil suspension rate	2019-20: 1.0%	2020-21: 0.1%	2021-22: 1.2%	2022-23: 1.7% (source: California School Dashboard)	Desired outcome for 2023-24: 0.7%
Overall pupil expulsion rate	2019-20: 0.01%	2020-21: 0.0%	2021-22: 0.028%	2022-23: 0.00029% (source: DataQuest)	Desired outcome for 2023-24: 0%
Decrease suspension rates	2019-20: • All students: 1.0% suspended at least once • Foster Youth: 2.6% • Students without permanent	2020-21: • All students: 0.1% suspended at least once • Foster Youth: 0.0% • Students without permanent	2021-22: • All students: 1.2% suspended at least once • Foster Youth: 9.5% • Students without permanent	2022-23: All students: 1.7% • Foster Youth: 15.2% • Students without permanent housing: 7.8%	Desired outcome for 2023-24: • All students: 0.5% • Foster Youth: 0.9% • Students without permanent housing: 1.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	housing: 3.7% • English Learners: 1.3% • Socioeconomically Disadvantaged: 2.5% • Students with Disabilities: 3.1% • Migrant Education: 1.4% • African American: 4.0% • American Indian: 0.0% • Hispanic/Latino: 2.1% • Pacific Islander: 3.2% • Two or More Races: 1.7% • White: 2.2%	housing: 0.0% • English Learners: 0.1% • Socioeconomically Disadvantaged: 0.1% • Students with Disabilities: 0.3% • Migrant Education: 0.0% • African American: 0.0% • American Indian: 0.0% • Hispanic/Latino: 0.1% • Pacific Islander: 0.0% • Two or More Races: 0.3% • White: 0.1%	housing: 6.8% • English Learners: 1.6% • Socioeconomically Disadvantaged: 3.3% • Students with Disabilities: 3.8% • Migrant Education: 8.9% • African American: 4.9% • American Indian: 1.9% • Hispanic/Latino: 3.3% • Pacific Islander: 3.5% • Two or More Races: 2.1% • White: 2%	• English Learners: 2.4% • Socioeconomically Disadvantaged: 4.2% • Students with Disabilities: 6.1% • Migrant Education: 2.2% • African American: 8.1% • American Indian: 1.8% • Hispanic/Latino: 4.5% • Pacific Islander: 4.5% • Two or More Races: 2.3% • White: 3.7% (source: California School Dashboard and DataQuest for Migrant rate)	• English Learners: 0.5% • Socioeconomically Disadvantaged: 0.8% • Students with Disabilities: 1.0% • Migrant Education: 0.5% • African American: 1.3% • American Indian: 0.0% • Hispanic/Latino: 0.7% • Pacific Islander: 1.1% • Two or More Races: 0.6% • White: 0.7%
Decrease number of expulsions	2019-20: • Total: 4	2020-21: • Total: 1	2021-22: • Total: 10	2022-23: Total: 10 By student group:	Desired outcome for 2023-24: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	By student group: • Asian: 1 • Hispanic/Latino: 2 • White: 1	By student group: • Asian: 1	By student group: • Hispanic/Latino: 5 • Pacific Islander: 1 • Two or More Races: 2 • White: 2	• English Learners: 3 • Homeless Youth: 2 • Socioeconomically Disadvantaged: 6 • Students with Disabilities: 4 • African American: 1 • Asian: 1 • Filipino: 1 • Hispanic/Latino: 4 • White: 2 • Two or More Races: 1 (source: DataQuest)	
Expansion of Restorative Practices	2019-20: 13 sites	2021-22: 13 sites	2022-23: 13 sites	2023-24: 13 sites 275 educators trained	Desired outcome for 2023-24: 13 sites
% of California Healthy Kids Survey results that have a medium or high rate of school connectedness	2019-20: • Grade 5: 76% • Grade 7: 65% • Grade 9: 54% • Grade 11: 52%	2020-21: n/a - No CAHKS administered in FUSD during 2020-21 school year due to pandemic 2021-22: • Grade 5: 76%	2022-23: • Grade 5: 77% • Grade 7: 56% • Grade 9: 54% • Grade 11: 51%	2023-24: • Grade 5: 75% • Grade 7: 60% • Grade 9: 54% • Grade 11: 50% (source: CalSCHLS CHKS Main Report)	Desired outcome for 2023-24: • Grade 5: 90% • Grade 7: 75% • Grade 9: 70% • Grade 11: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		The CHKS was administered only to Grade 5 students in 2021-22. Challenge Success surveys were administered to secondary grade levels.			
# of sites that receive training on Gender Spectrum	2020-21: 42 schools; new employees	2021-22: Year 1 outcome data is unavailable as the scheduled trainings were canceled due to COVID concerns.	2022-23: 0 schools; training no longer supported by original contractor	2023-24: 1 school and substitute training	Desired outcome for 2023-24: 42 schools; new employees
Number of sites participating in Coordination of Services Team (COST) model	2020-21: 42 schools	2021-22: 42 schools	2022-23: 43 schools	2023-24: 43 schools	Desired outcome for 2023-24: 42 schools
Home visits & SARB meetings to connect parents to resources	2019-20: 48 SARB meetings	2020-21: 0 SARB meetings 275 home visits	2021-22: 30 SARB meetings 75 home visits	2023-24: As of Spring 2024 31 SARB meetings 52 home visits	Desired outcome for 2023-24: 40 SARB meetings 50 home visits
Attendance at parent workshops/committees	2020-21: PIQE Graduates: 33	2021-22: Avg. 147 parents attending parent workshops	2022-23: PIQE Graduates: 70 (note:	2023-24: Unavailable through May 31, 2024.	Desired outcome for 2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• African American Parent Advisory Committee: 10 meetings • Special Education Community Advisory Committee: 5 meetings	FUSD will promote parental participation in programs for Students with Disabilities in an ongoing effort to establish partnerships with our families and community to increase academic success for all students. Participation relating to our Special Education Community Advisory Committee will be used to track progress.	Program now only at Walters Middle School, Kennedy High School, Robertson High School, and VISTA) • African American Parent Advisory Committee: 9 meetings (Number revision after review of meeting minutes.) • Special Education Community Advisory Committee: 5 meetings		• PIQE Graduates: 60 • African American Parent Advisory Committee: 10 meetings • Special Education Community Advisory Committee: 5 meetings
# of completed Parent Satisfaction Surveys	2020-21: • TOTAL: 2,243 total • Spanish: 83 • Mandarin: 169	2021-22: • TOTAL: 1,831 total • Spanish: 55 • Mandarin: 129	2022-23: • TOTAL: 1,318 total • Spanish: 59 • Mandarin: 59	2023-24: Parent Satisfaction Survey redesigned in 2023-24 resulting in a new baseline being	Desired outcome for 2023-24: 5,000

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				incorporated into the 2024-25 LCAP.	
English Learner parent groups	2020-21: Avg. participants per DELAC meeting: 30	2021-22: Avg. participants per DELAC meeting: 29	2022-23: Avg. participants per DELAC meeting: 25	2023-24: 25	Desired outcome for 2023-24: 40
Reduction in numbers of 5150's	2018-19: 35	2021-22: 25	2022-23: 17 (Final number for 2022-23 is higher than initially reported preliminary value.)	2023-24: 18	Desired outcome for 2023-24: 25
% of Satisfaction Survey results that have an approval rating on school counseling	2020-21: • Parent Survey (Q16): 53.7%	2021-22: • Parent Survey (Q16): 54.1%	2022-23: • Parent Survey (Q17): 53.5%	2023-24: Parent Satisfaction Survey redesigned in 2023-24 resulting in a new baseline being incorporated into the 2024-25 LCAP.	Desired outcome for 2023-24: 75%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4.1 Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district
The district social worker works directly with families and provides workshops for parents. The social worker also provides direct support to staff and training. They are a member of the District Crisis Team and respond to sites if a crisis arises. In November and December of 2023, students in grades 5, 7, 9, and 11 took part in the California Healthy Kids Survey (CHKS). The CHKS enables schools and communities to

collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. In addition to the core survey module, elementary students also responded to Tobacco Use Prevention Education Program (TUPE) questions and secondary students completed an additional module of behavioral health. The CHKS meets the LCAP Priority 6 School Climate requirements, including disaggregation by all 7 subgroups.

Goal 4.2 Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) mode . Each school site has a COST coordinator. Two reports are given to the county with the number of meetings and the reasons and this is an integral part of the MTSS model.

Goal 4.3 Offer parent workshops on academics, life skills, and social-emotional supports for students
Parents play a crucial role in supporting their children's health and learning at school. Research shows that when parents are engaged in their children's school activities, their children get better grades, choose healthier behaviors, and have better social skills.
Monthly workshops have been given on a variety of topics for families to engage with school staff on informing them and supporting the needs of their students. The topics range from month to month and are driven by the needs of the families. All meetings are conducted in English, Spanish and Chinese. Our Farsi community has also grown in which we have provided targeted workshops and support for families. All of the family engagement workshops are recorded and the materials are available on our district website for families who were unable to attend the meeting.

Goal 4.4 Employ bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners
Fed & State: In order to meet the needs of our families, we continue to hire and maintain bilingual staff to support families who need support in their primary language. Staff works directly with families by helping to facilitate effective communication between the home and school. Staff provides translation, serves as translators and supports instructional programs all with the lens of improving services and programs for our students and their families.
Student Support Services: SSS has maintained bilingual staff in Farsi, Chinese and Spanish to assist families with enrollment and who need support. Oral translations in all languages are provided to all sites.

Goal 4.5 Provide TK-12 counselor positions to assist students with social-emotional and academic guidance
Student Support Services (SSS) oversees a robust TK-12 counseling program. Our coordinator facilitates monthly counselor collaboration meetings that consist of presentations from outside service providers. SSS also supports bi-monthly elementary counselor meetings.

Goal 4.6 Establish a Marriage Family Therapist (MFT) Associates to provide therapeutic services for individuals or groups of students
An MFT Associate was hired at American, Irvington and Mission. The Associates are providing direct services to our students four days a week. Direct services include individual or group sessions

While all goals within Goal 4 were enacted, we did have a difference in all of the activities in terms of actual expenditures within this goal.
In Goal 4.1 Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district we had staff openings with some starting mid year. This accounts for a decrease in spending for Goal 4.1.

In Goal 4.2 Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) mode we had an increase in this goal due to an increase in the stipend amount for staff coordinating.

In Goal 4.3 Offer parent workshops on academics, life skills, and social-emotional supports for students. This year we engage many parents and families via in-person and via zoom workshops. Unfortunately we were not able to secure a contract with Franklin Covey for 7 Habits workshops for families which accounts for less expenditures due to not contracting for this service.

Goal 4.4 Employ bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners. In this goal and action we had staff vacancies that were hired late accounting for less spent in this goal.

Goal 4.5 Provide TK-12 counselor positions to assist students with social-emotional and academic guidance. In this goal and action we had staff vacancies that were hired late accounting for less spent in this goal.

Goal 4.6 Establish a Marriage Family Therapist (MFT) Associates to provide therapeutic services for individuals or groups of students . Our students receive services but due to a late hiring of one MFT we did not spend the full estimated amount.

Action 4.1: FUSD provides support throughout the district to enhance school climate, foster inclusive school communities, and promote healthy school environments. This approach directly aligns with our goals to develop strategies for improving school climate, creating inclusive schools for diverse families, and fostering healthy relationships across the district. Additionally, the Federal and State Programs department staff offered direct assistance to families needing bilingual services. A bilingual team ensures effective communication with our diverse school community, which is crucial for inclusivity. District staff collaborated with schools and parents to strengthen the home-school connection, involving administrators, certificated staff, and classified staff, all contributing to the implementation of programs that serve FUSD's unduplicated students and their families. Furthermore, funding was allocated to hire consultants to meet the demand for translating documents into Fremont's two primary languages besides English: Spanish and Mandarin. This comprehensive support structure helps us achieve our mission of fostering a positive school climate and building strong, inclusive, and healthy relationships district-wide.
Action 4.2: Continued support for our students is provided through the Coordination of Services Teams (COST) process, which ensures that students are monitored throughout their educational journey. Each school has an active COST team led by a designated COST team lead, who receives a stipend to gather data, organize meetings, and ensure the proper allocation of services and resources. These COST

coordinators play a crucial role in facilitating this important work, tracking data, and collaborating with wrap-around services both within and outside the school. By maintaining an effective COST process, we ensure that our students receive the comprehensive support they need to thrive academically and behaviorally, with dynamic supports provided in a timely manner.

Action 4.3: This school year, Parent Outreach Coordinators and other support staff conducted monthly family engagement meetings to foster strong connections between families and the school community. These meetings were shaped by the input provided by families to ensure their needs were addressed. Workshop topics included Navigating FUSD Secondary and Elementary, Social Media, Gaming and Mental Health, Self-care and Mindfulness, Cal Kids Information Session, Graduation Requirements, Understanding the ELPAC, Understanding the CAASPP, Communicating with Students, and Preventing Summer Slide. To facilitate attendance, funds were allocated to support child care during these events, ensuring that parents could fully participate and benefit from the workshops.

Action 4.4: FUSD employs multilingual staff to support families in their primary languages, ensuring effective communication and assistance as they navigate the U.S. education system. Our bilingual and trilingual staff provide outreach, communicate about programs and services, and engage families to meet students' academic, social, and emotional needs. This includes language technicians fluent in Spanish, Mandarin, and Farsi who assist with enrollment, and bilingual personnel (Spanish and Mandarin) who assess students for appropriate English Language Development (ELD) courses or placements. Additionally, staff provide written and oral translations in Spanish and Mandarin, and we have ELD Teachers on Special Assignments to further support these efforts.

Action 4.5: School counselors across grades TK-12 receive funding through the LCAP to provide essential support to students in both social-emotional and academic realms. Elementary counselors play a crucial role in providing social-emotional and academic guidance to students. Their primary charge is to prioritize services and support for unduplicated students and student groups, ensuring that those with the greatest needs receive necessary assistance. Secondary schools receive additional counselor allocations to effectively case manage unduplicated students, particularly those who are unhoused. These additional counselors also bolster the efforts of site COST teams. Elementary counselors are present at all elementary schools, as well as middle schools, high schools, and continuation schools within the district.

Action 4.6: Supplemental mental health support stands as a significant advantage for FUSD students, recognizing the multifaceted nature of their well-being. While the district employs Marriage Family Therapists (MFT) to address student needs, it acknowledges the necessity of partnering with external service providers for appropriate case load management. In this endeavor, FUSD has entered into a valuable partnership with HUME Behavioral Health and Training Center. Through this collaboration, licensed mental health providers are stationed on campus, enabling the provision of therapeutic services to individual students as well as groups. This approach not only ensures that students have access to timely and comprehensive mental health support but also underscores the district's commitment to fostering a supportive and nurturing learning environment.

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

The new goal four is focused on wrap around services for our unduplicated students and their families. This targeted goal includes direct services for students along with professional development for staff and access for the family/ guardians. Goal 4: Enhance student, family and staff connectedness by fostering and supporting an inclusive school culture

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 Assistant Superintendent	lsalinas@fusdk12.net (510) 657-2350

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Fremont Unified School District (FUSD) serves over 32,664 students and employs 3,000 teachers and staff across 43 schools. FUSD is comprised of 29 elementary schools, 5 middle schools and 5 comprehensive high schools and one alternative high school. Our students come from diverse ethnic and linguistic backgrounds, including: Asian 65.46%; Hispanic/Latino 16.02%; White 7.21%; Filipino 4.17%; Two or More Races 3.48%; African American 1.75%; Pacific Islander/ Native Hawaiian 0.48%; and American Indian 0.36%. English Learners comprise 16.37% of our population. Students with Disabilities comprise 10.8% of our student population. 24% of FUSD students are Socioeconomically Disadvantaged, with 0.5% of our students identified as Homeless and 0.1% Foster Youth. FUSD's school sites are composed of caring educators, hands-on learning activities, and inclusive programs to give students the best possible experience inside and outside of the classroom. In addition, the city of Fremont, California, is ranked among the nation's very best communities in which to live, learn, work, and raise a family. As a community, we are committed to providing high-quality education that helps students prepare to become tomorrow's leaders. We value high academic standards and enriched educational experiences to build strong scholars and active citizens. The students who enter our classrooms each day come to us full of promise and hope. Together, we provide all students with educational experiences that will prepare them to excel today, tomorrow, and in the future. Fremont Unified's mission is to Inspire, Educate, and Challenge our students.

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 (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. Based on the Local Control Funding Formula (LCFF), which was passed in 2013, the Dashboard is a component of the state's school accountability and continuous improvement system. Its reports provide information about how districts are meeting the needs of California's diverse student population based on a concise set of measures. The 2023 Dashboard, which was released on December 15, 2023, reflects a full return of California's accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and Performance Levels (colors) for most State Indicators. Districts and schools receive one of five color-coded performance levels on the State Indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. The State Indicators are:

LCFF Priority 4
- English Language Arts
- Mathematics
- English Learner Progress

LCFF Priority 5
- Chronic Absenteeism
- Graduation Rate

LCFF Priority 6
- Suspension Rate

LCFF Priority 7:
- College/Career

In conjunction with the annual approval of the district's Local Control Accountability Plan, the FUSD Board of Trustees received information on a Local Indicator self-reflection tool that was submitted to the state to inform performance on the Local Indicators. Text from that self-reflection was incorporated into the 2023 Dashboard. Local indicators received either a Met or Not Meet status, and FUSD received a Standard Met rating on all five Local Indicators. New to the 2023 Dashboard, for LCFF Priority 1 in relation to basic services, was the reporting of Teacher Assignment data. This Local Indicator now references the percentage of assigned teachers within the district who possess a Clear teaching credential. FUSD's rate of near 90% was above that of both the rates within Alameda County and the State of California.

The Combined Academic Indicator reports on the performance of the Smarter Balanced Assessments in English Language Arts and Mathematics. These summative assessments are administered in the spring to students in grades 3 through 8 and grade 11. FUSD received the highest performance level (blue) for Mathematics and green for English Language Arts. While FUSD did not receive the highest performance level in ELA, due to a small overall decline of 4.5 points, average test results across the district still remained very high at over 70 points above the standard and was significantly above both the county and state averages. Math scores across the district decreased by

less than 1 point, which does not meet the state's definition of decline, with an average score being 55 points above standard. While math scores within FUSD were not as high as those of ELA, the Dashboard awarded a higher performance color in math due to that smaller change of scores from two years ago.

FUSD continued to have a high graduation rate, at 92.8% of students earning a standard diploma. The graduation rate decrease of approximately 1% seen within FUSD mirrored the drop of statewide graduation rates. This can be attributed to the phase-out of Assembly Bill 104, which allowed for temporary flexibility in graduation requirements and course grading policies for high school students during the COVID-19 pandemic. Locally, the African American and Homeless student groups both saw improvements in graduation rates while the Students with Disabilities and Two or More Races student groups saw the largest drops in graduation rates. It should be noted that only a standard high school diploma qualifies for this indicator, and students who are on track to receive a Certificate of Completion as appropriately identified by their IEP team are counted against the graduation rate. The class of 2023 had over 150 National Merit Scholar semifinalists, placing Fremont in the top three California cities in terms of total semifinalists named. This ranking was was again achieved by Fremont students for a third year in a row when semifinalists of the class of 2024 were announced in September 2023.

The College/Career Readiness Indicator was not reported on the 2022 Dashboard due to the unavailability of multi-year metrics that inform its calculation. For the 2023 Dashboard, this indicator visually appeared as all other metrics were presented on the 2022 Dashboard, with only Status data and no reference to change from a prior year. FUSD received Very High status on the CCI indicator with 72.4% of graduates being prepared and 10.2% approaching that preparation level, as determined by the State Board of Education approved list of measures. Only 44% of graduates across the state of California were identified as prepared. Students can meet multiple CCI measures. Of those graduates identified as prepared or approaching preparation for college or a career, FUSD maintains a high percentage of students who met or exceeded the standard on both their ELA and Math SBAC exams from 11th grade or met all A through G requirements for admission to a UC or CSU. Additionally, 46% of graduates passed two or more Advanced Placement exams, 21% earned the State Seal of Biliteracy, 15% completed a Career Technical Education (CTE) pathway, and 11% completed dual enrollment coursework where college credit was awarded.

The English Learner Progress Indicator shows the percentage of current English Learner students making progress towards English language proficiency or maintaining the highest performance level on their Summative English Language Proficiency Assessment. The summative ELPAC exam is administered once a year in the spring to all current English Learners. Both FUSD and the state of California had declines of approximately 2% of students making progress towards language acquisition. The decline in FUSD was due to the higher number of students who maintained their current level of English proficiency, and last year FUSD did reduce the number of students who dropped a level of proficiency. Valuable multilingual skills has a direct impact on student learning within core content areas. As was the case two years ago, English Learners who were reclassified as English proficient outperformed their English only peers on both the ELA and math SBAC assessments. Last year, of the near 600 State Seals of Biliteracy that were awarded to FUSD graduates, 40% of those recipients were current or reclassified English Learners.

The Chronic Absenteeism Indicator measures the number of students who missed 10% or more of the days they were enrolled, inclusive of both unexcused and excused absences. FUSD continued to experience elevated levels of absenteeism at 12.8% of students being identified as Chronically Absent and no student groups were in the green or blue performance levels. There were 7 different student groups that appeared in the "Very Low" level on the 2022 Dashboard, which acted as a proxy for red that year. So while districtwide absence rates only improved by less than a percentage point, various student groups within the district had larger improvements. This also was the case for

student groups at individual schools. Additional Targeted Support and Improvement (ATSI) is a federally determined assistance status, based on Dashboard performance, where school-level plans are developed to improve outcomes. Of the 29 schools that previously were receiving ATSI support from the district for one or more student groups, 20 school no longer met eligibility criteria due to successful school-based attendance improvement efforts.

While the Dashboard also reports on suspension data inclusive of grades k-12, students are included in the Dashboard calculation only if they are suspended for at least one full day, and are not counted multiple times for resolutions that last longer than one day of suspension or for multiple incidents. Over 34,000 students were enrolled within FUSD last year for at least one day, and of those only 1.7% were suspended for various California Education Code violations. Of the 7 student groups that had increases in suspension rates by more than 1%, the student groups with the greatest increases were: Students with Disabilities (up 2.3%), African American (up 3.2%), and Foster Youth (up 5.7%). FUSD for the 5th straight year (non inclusive of distance learning years) had a decrease in the number of suspensions for willful defiance. Existing law does not permit for the suspension of an elementary student due to defiance alone, and in October 2023, Senate Bill 274 extended that prohibition through 2029 and is now inclusive of all elementary and secondary grade levels.

As described in federal K-12 education law, schools are eligible for assistance under the Every Student Succeeds Act (ESSA). The categories for ESSA assistance are Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

FUSD has one school identified for CSI (Low Performing), Vista Alternative. Vista Alternative is identified for CSI (Low Performing) as one of the lowest 5% performing Title I schools in the state based on the 2023 Dashboard.
- Graduation Rate (65.8% graduated)
- Suspension Rate (1.7% suspended at least one day)
- College/Career (18.9% prepared)

FUSD has eight schools identified for ATSI, based on results from the 2022 and 2023 Dashboards, with one or more students groups meeting the following criterion; All reported indicators receiving a Red performance level with the exception of one indicator at a higher performance level. The FUSD schools and their associated student group(s) that have been identified for ATSI are:

Brier Elementary, White
- Chronic Absenteeism (24.4% chronically absent)

Brookvale Elementary, Hispanic
- Chronic Absenteeism (39.7% chronically absent)

Chadbourne Elementary, Socioeconomically Disadvantaged
- Chronic Absenteeism (26% chronically absent)
Chadbourne Elementary, Students with Disabilities
- Suspension Rate (6.1% suspended at least one day)

Durham Elementary, Students with Disabilities

- Chronic Absenteeism (40% chronically absent)

Hirsch Elementary, Students with Disabilities
- Chronic Absenteeism (20.4% chronically absent)

Irvington High School, Students with Disabilities
- English Language Arts (103.2 points below standard)
- Mathematics (164.5 points below standard)
- Suspension Rate (7.9% suspended at least one day)

Mission Valley Elementary, Hispanic
- Chronic Absenteeism (32.3% chronically absent)

Patterson Elementary, Students with Disabilities
- Chronic Absenteeism (38.6% chronically absent)

A 2024-25 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.

California's System of Support is an integral component of the state's school accountability and continuous improvement system. In this tiered system of support FUSD has been identified for Differentiated Assistance (DA) for three students groups whose performance on the 2023 Dashboard received two or more Red performance levels within State Indicators across two or more LCFF priority areas. The student groups FUSD has been identified for DA in are:

Foster Youth
- Chronic Absenteeism (57.1% chronically absent)
- Suspension Rate (15.2% suspended at least one day)

Homeless

- English Language Arts (98.9 points below standard)
- Mathematics (141.8 points below standard)
- Chronic Absenteeism (44.5% chronically absent)
- Graduation Rate (65.9% graduated)
- College/Career (8.3% prepared)

Students with Disabilities
- Graduation Rate (72.5% graduated)
- Suspension Rate (6.1% suspended at least one day)

In partnership with the Alameda County Office of Education (ACOE), the FUSD team has worked to plan for real time interventions that can address and support our students. One example of this work is a targeted review of graduation rates for our 12th grade students who are experiencing housing insecurity (homeless). FUSD reviewed all transcripts and focused on Kennedy High School and connected all students to credit recovery options and opportunities. We are tracking all students and will have a result at the culmination of our credit recovery program. Within the LCAP we also have plans to focus our efforts in addressing the gaps and needs of our identified three student groups in the following way:
- Work with Attention to Attendance to support data and support for families and staff regarding chronic absenteeism
- Work with our transportation department to support families and student with transportation to school
- Build on current professional development efforts with IIRP (restorative practices) and Positive Behavior Intervention Support (PBIS) by expansion to the middle schools to address suspension rates.
- Prioritize and support professional development for staff working with these identified student groups to support Tier 1 instruction.

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.

Vista Alternative School has been identified as a Comprehensive Support and Improvement (CSI) under criterion 2- Low Performing.

Support for Identified Schools

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

The LEA will support the work of Vista Alternative School to improve outcomes for students. Vista designation as CSI under criterion 2- low performing based on having indicators on the dashboard in red (graduation rate) and orange (suspension rate) will be the focus on improving systems and practices to address these indicators. The Federal and State Programs department within the Instructional Services division will be the lead to work directly with Vista to provide support, technical assistance, training, and monitoring of the CSI process.

Vista administration was notified of their CSI status as low performing at the end of January 2024. Since then the administration has had meetings with the staff, families and students on pre-planning, planning, reviewing key components of the CSI process, researching evidence-based interventions, and drafting potential goals and a budget. Federal and State Programs and Vista administrators have met numerous times to work collaboratively on community partner outreach and the processes on data collection and analysis to ensure that the CSI plan is comprehensive to meet the needs of the school. Continued communication between Vista and Federal and State Programs has taken place to ensure the CSI plan was developed collectively ensuring that the focus is on meeting the needs of the students at Vista.

Vista Alternative School conducted Needs Assessment and a Root Cause Analysis with several community partners to gather and discuss ways to support student outcomes. These groups included; School Site Council (SSC) which includes English Learner Advisory Committee (ELAC) representatives, school staff and students. These groups were identified as they reflect and represent the school at large to get a wide perspective of the school community to gather input on how to best support students at Vista. Additionally, these community partners provided multiple viewpoints in gathering key data points to address graduation rates at the school.

School Site Council (SSC) Date: 4/23/24
**ELAC is included as a part of the SSC meetings.

*Data analysis: The team reviewed the data from the California dashboard. The team also looked at other local independent study schools to compare our data with theirs. The only indicator that was reported was graduation rate, College & Career Readiness, and Suspensions, all of which is the orange or red indicator.
*Root Cause analysis: The team looked at data from the California dashboard. The principal shared the outcomes from the 5 Whys activity that the whole group participated in during a full staff meeting. We then crossed referenced the indicators on the California Dashboard that were orange and red and made recommendations
*Goal recommendations: The areas to address are to increase the graduation rate, ELA/Math CAASPP scores, A-G completers, college and career dashboard, and suspension rate.
*Action recommendations: The team recommended that Vista be assigned a 1.0 counselor to provide academic and behavioral intervention support.

Staff Meeting Date: 3/5/24 and 3/12/24

*Data analysis: The team reviewed the data from the Data Quest together. The only indicator that was reported was suspensions due to the size of the school. The team decided that goals need to be focused on math and English and all teachers will support these goals.
*Root Cause analysis: The department chair shared the trends that came out of the 5 Whys activity from the staff meeting. The main causes that resulted from the 5 Whys was mental health, drug use, and nonattendance.
*Goal recommendations: The department chair shared out recommended goals that were developed by the staff. The 5 goals are focused on ELA CAASPP, math CAASPP, graduation rates, college and career readiness rates, A-G Completion rate, and Suspensions.
*Action recommendations: The department chair shared out the actions that the teachers came up with during PLC to meet the goals.

Associated Student Body   Date: Student Survey

*Goal and Action recommendations: The leadership presented the SPSA goals and actions. Students were asked for feedback on the proposed goals and actions of the 5 goals of increasing: ELA CAASPP, math CAASPP, graduation rate, college and career readiness rates, A-G Completion rate, and Suspensions. Students validated the plan and agreed to submit it as is.

Based on the feedback with all community partners, Vista will develop goals to address the following areas:

*Improve Attendance
*Increase Math/ELA CAASPP scores
*Improve A-G readiness
*Support College and Career Pathways

Monitoring and Evaluating Effectiveness

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

In partnership, the LEA and Vista Alternative School have processes and procedures in place to monitor and evaluate the CSI plan throughout the 2024-2025 school year. Each area of identified need has metrics that will be used to determine the effectiveness of the plan that Vista has developed with their community partners. Monthly meetings will take place between Vista and Federal and State Programs to review budgets, expenditures and implementation plans to ensure that the services identified are being executed on a timely basis. Data collection will take place as soon as expenditures begin so that the school can review the data to monitor the progress of the identified plan. This data collection and progress monitoring will then be compiled in a final report in which Vista in conjunction with their community partners will review the goals, outcomes and determine the effectiveness of the actions. The report will include if each action that uses CSI funds was effective or not and what areas are still in need for improvement based on the school data. The report will then help to set the priorities for the following school year and assists them in establishing where funding should be prioritized in conjunction with the needs assessment and root cause analysis. The report is reviewed with the School Site Council and the LEA to determine next steps for the following school year on how to proceed with the CSI funding. For each of the goals, there are several markers or metrics that will be collected and used to evaluate the progress and effectiveness of Vista's CSI plan. The CSI budget and plan is part of the School Plan for Student Achievement (SPSA). This allows any member of the community to review how Vista will use their funds and steps to address the CSI status of low performing. The SPSA includes the actions and services that will be supported by the CSI budget, current state level assessment data, and the measurable outcomes for each goal. This was approved by both the School Site Council (SSC) and School Board every June. In addition, the Federal and State Programs department monitors the implementation of the CSI budget by sending monthly expenditure reports to the school so that this can be monitored and tracked by the SSC and Vista staff ensuring that services are being provided to students.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	The DELAC provides a forum for parents/guardians to advise, assist, and provide recommendations to district administration and the Board of Education for the continuing improvement of programs, services, and policies for Multilingual Learners and their families. The committee is composed of elected ELAC representatives from each of the FUSD schools with 21 or more English Learners. The DELAC advised the district leadership and/or the Board of Trustees on matters pertaining to the EL Master Plan, district-wide needs, intervention programs, professional development, and any other language needs pertaining to English learners. Throughout the 2023/2024 school year our district DELAC met to review Multilingual Learner data, progress and needs with the goal of providing input to the new LCAP. On May 13, 2024 the DELAC met to review the draft LCAP and provided further input.
District Equity Team	FUSD has a district wide Equity Team comprised of parents, certificated staff, classified staff, students, administrators and school board members. The Equity Team met and provided feedback in person on how to best meet the needs of unduplicated students.
Indian Parent Committee	The Indian Parent Committee met on a monthly basis to review academic data, plan for cultural activities and also to plan for ways to support Native American students within FUSD. The IPC provided input to the LCAP via the meeting.
Migrant Education Committee	The Migrant Education PAC meets on a monthly basis to review student needs and provided input during their PAC meeting.

Educational Partner(s)	Process for Engagement
Input from families of unduplicated students via Survey	FUSD conducted an annual district wide survey via Thought Exchange. The 2020 LCAP survey is an annual tool and this year the survey was sent specifically to the families of unduplicated students. The survey was accessible in English, Spanish and Chinese and families submitted input via the survey.
Local Control Accountability and Advisory Committee (LCAAC)	Local Control and Accountability Advisory Committee: The FUSD Local Control and Accountability Advisory Committee (LCAAC) meets on a nearly monthly basis. The LCAAC's responsibility is to advise and give input into the district's LCAP regarding priorities and resources based on the LCFF. They review the current LCAP plan by monitoring the implementation plan, data collection of the metrics, and educational partners survey data to assist with ensuring that the supplemental funds are serving unduplicated students. The LCAAC committee membership consists 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. Parent/guardian 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. The final LCAAC meeting of the year was held on May 14, 2024 and the committee reviewed the LCAP draft and provided additional feedback.
African American Community Meetings	FUSD held community meetings within the different attendance areas to engage with African American parents to gather feedback and input regarding student data, student needs and ways to better support our students.
SELPA	As part of our work with CLS and CIM for CCEIS, meeting with the SELPA Director for consultation and review.
Special Education Advisory Committee	The Special Education Advisory Committee meets ongoing and provided input via a survey.

Educational Partner(s)	Process for Engagement
All Principal Meeting	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 the in person, March 14, 2024 meeting.
SurfBoard	The SurfBoard is a student organization that is composed of student elected representatives that meet on an ongoing basis. The SurfBoard selects student representatives to all of the district committees. 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. Students provide input in person at all of the committees.

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

The development of the 2024-25 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 31%. 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 maintaining full-time counselors at every school, providing direct services to English Learners, and offering professional development for teachers on how to support multilingual students. There is also a call for more emotional and psychological support for students, as well as resources for families at home. Other suggestions include continued work with a multi-tier system of supports, classroom technology, and addressing absenteeism along with looking at a new ELD curriculum.

Equity Team:
Access to technology
Lending chromebooks
Hotspots
Make it accessible to students through the library or places they can access (HS)
Intervention support
Peer to peer support
Extended year access
Communicate options for students (HS)
Support for students experiencing unstable housing

Access to food pantry through the office, respectful way
Connection to services, trusted adult
Access to materials/supplies
Support for students participating in foster care
Access to supplies/ help in a safe space
Trusted adult on campus
Students having access to information, more about life after high school
Access to AP, test prep to support life after high school
General support for unduplicated students
Find more partnerships for schools like MESA
Make sure clear communication that all after school activities are free
Professional development for staff regarding equity and how to ensure all students needs are met
Bring back alumni to share experiences as part of a panel for students to hear from them and also for adults to learn how to address needs
Ongoing communication for families to know what services are offered and how their child can participate

Indian Student : The Native American Studies Program is funded by a Title VI Indian Education grant serving American Indian/Alaskan Native FUSD K-12 students. Native American Studies Program (NASP):
 Resources to support culture

Migrant Education Program (MEP): At a Migrant Education PAC meeting the following feedback was received:
College trips to UC Berkeley, San Luis Obispo or other college campuses
Support/workshops focused on completing the FAFSA and guides/links to scholarships
Tutoring
More access to STEM/ STEAM programs/ classes
Peer tutoring

Parent/Guardian LCAP Survey: Annual LCAP Parent/Guardian Survey was sent to families of all unduplicated students to gather input and feedback on support and services for the development of the LCAP. The following identifies the area of strengths, growth and promotion based on the results.
Providing families with more information on available activities and supports
After-school reading classes
Intervention teachers
Counseling support
Regular updates to parents about their child's progress
Behavioral support
College fairs/ job fairs
Support with college applications and preparation
Strategies to better prepare students for post-graduation success.
Providing more information about career and college application processes
More hands-on experiences, such as trips to colleges and job shadowing opportunities

Maintaining full-time counselors
Providing direct services to English Learners
Stronger communication support, multiple ways of reaching out to families
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 members of LCAAC review survey data, reviewed input from other committees, metrics and local assessment data to help shape the 2024-25 LCAP. The following input is additional and reflective of other submitted input:
- Continued actions and resources to sustain the MTSS model
- Continued efforts with Tk-12 grade support as part of the college and career readiness.
- Continued actions focused on academics, socio-emotional, and behavioral support services
- Augment communication with families

African American Parent Advisory Committee (AAPAC): While our AAPAC group had some difficulties in meeting quorums our efforts were focused on attendance area community meetings.
- Continued support for BSU student groups /student leaders
- Tutoring
- Continued community meetings for attendance areas and resources to support students coming together across the district
- College tours

Mission Valley SELPA Director meeting: In consultation with the Mission Valley SELPA Director and in reviewing our disproportionality plan input includes:
- Strengthen process to review data and inform MTSS work
- Continued efforts to align work with disproportionately work

FUSD Special Education Program: The FUSD Special Education Director conducted a survey for parents/guardians of students who receive Special Education services. Highlights include:
- Workshops for students and families to advocate for themselves
- Reading program and math programs to supplement Resource time
- More life skills
- Job fairs

- Support for professional development for teachers
- Connecting families with similar concerns or needs within the program
- Enhanced communication

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 new LCAP:
ELD Specialists
Release days for collaboration and professional development focused on UPC data
Supplemental programs for UPC
Sections for credit recovery and a-g completion for UPC
PBIS hours to support implementation
Counselors
Family Engagement/Community Liaisons
Wellness Centers staffing
Before/ After school intervention
Mental health support
Intervention teachers
Behaviorists

SURFBoardE: Students who are members of the FUSD SurfBoard are nominated to participate in all district committees. Their feedback is noted in the committee summaries. Specifically student input is as follows:
- Job Faire and job shadowing programs
- SAT/ACT and AP prep books available in the library for students who may not be able to purchase them
- Take home chromebooks for students who need them to be successful in school
- Continued free lunch and breakfast
- More communication about financial aid support for school activities like prom
- Support and access to medical care and resources to secure it
- Resources to help engage more as a student body, particularly unduplicated students who may need additional support to engage in the full school experience

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.
MTSS- Social-Emotional and Behavioral implementation and resources:
- Increase access to school counselors
- Increase student access to social-emotional and mental health support
- Support students who need interventions including academic and social-emotional Academic Support: Increase equity of technology devices and access across the district
- Support students who need interventions including academic and social-emotional Ensure equity in after-school programs and activities at all schools

- Provide additional English and mathematics support
- Establish an early warning indicator system Parent Support: Increase bilingual resources to support parents in helping prepare their students for various practice tests/assessments Provide parent education opportunities and outreach Offer social services and mental help for families Augment communication with families by providing more parent workshops and support for school sites to assure strong communication with parents/guardians.

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.	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			100% of requests received by unduplicated students provided with technology support.	
1.2	End-of-Year i-Ready Reading Diagnostic proficiency rates within	2023-24: i-Ready Reading Diagnostic			i-Ready Reading Diagnostic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dual Language Immersion programs.	• Blacow Elementary (52.3%) Dual Immersion (51.5%) • Bringhurst Elementary(83.5%) Dual Immersion (92.3%) • Hopkins Middle School (81.4%) Spanish Dual Immersion (68.5%) Mandarin Dual Immersion (92.2%) (source: Curriculum Associates)			• 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%)	
1.3	California School Dashboard: English Learner Progress Indicator & Reclassified Fluent English Proficient (RFEP) rate.	2022-23: English Learner Progress Indicator (51.9% making progress) • Blacow Elementary (56.6% making progress) • Brier Elementary			English Learner Progress Indicator (56.9% making progress) • Blacow Elementary (61.6% making progress) • Brier Elementa	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(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%) • Blacow Elementary (6%) • Brier Elementary (9%) • Bringhurst Elementary (12%)			ry (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) RFEP Rate (18%) • Blacow Elementary (11%) • Brier Elementary (14%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Cabrillo Elementary (12%) • Durham Elementary (16%) • Glenmoor Elementary (6%) • Maloney Elementary (7%) (source: FUSD Federal and State Programs)			• Bringhurst Elementary (17%) • Cabrillo Elementary (17%) • Durham Elementary (21%) • Glenmoor Elementary (11%) • Maloney Elementary (12%)	
1.4	Number of translations (translation log), SSS logs for appt requiring language assistance, Fed&State consultation log	2023-24: Student Support Services received and provided language support to 3,908 translation requests.			Receive and provide language support to 4,500 translation requests.	
1.5	Percentage of Special Education staff, working as interns or under a STSP, that accepted support from the Peer Assistance and Review (PAR) program	2023-24: 14.3% of program invitations accepted (source: PAR Joint Panel Annual Report)			50.0% 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 Students with Disabilities	2023-24: 86.1% (source: FUSD PD Evaluation Form)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of combined four- and five-year cohort meeting UC/CSU requirements at Kennedy High School	2022-23: Kennedy High School (55.9%) • English Learners (14.8%) • Foster (*) • Homeless (*) • Socioeconomically Disadvantaged (45.8%) • Students with Disabilities (7.1%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard Additional Reports and Data)			Kennedy High School (65.9%) • English Learners (24.8%) • 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.	
1.8	The number of students served with supplemental transportation will be tracked. Increased attendance rate will be tracked.	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			Supplemental transportation services will increase by 5% compared to the baseline to be established, and there will be a matching increase in attendance rates.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Students have access to Common Core State Standards (CCSS) aligned instructional materials	2023-24: 100%			100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to Technology	Equip unduplicated students with access to technology to use at home	$50,000.00	Yes
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	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$1,223,463.00	Yes
1.4	Support multilingual families	Connect multilingual families access to bilingual, culturally responsive staff to support them with navigating the school system	$2,785,800.00	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	$240,640.00	Yes
1.7	Kennedy High School	Block schedule for Kennedy and provide a supplemental assistant principal. 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.	$445,887.00	Yes
1.8	Unhoused transportation and mentorship	Target assistance for unhoused youth by providing resources, transportation and mentorship	$278,683.00	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 (*)			i-Ready Reading Diagnostic • English Learners (31.3%) • Foster (*) • Homeless (30.0%)	

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%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Curriculum Associates) 2023-24: i-Ready Mathematics Diagnostic			- 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. i-Ready Mathematics Diagnostic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- English Learners (16.4%) - Foster (*) - Homeless (17.5%) - Socioeconomically Disadvantaged (20.5%) - Students with Disabilities (12.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Curriculum Associates)			- English Learners (21.4%) - Foster (*) - Homeless (22.5%) - Socioeconomically Disadvantaged (25.5%) - Students with Disabilities (17.0%)	
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%)			All Students (100%) - English Learners (100%) - Foster (100%) - Homeless (100%) - Socioeconomically Disadvantaged (100%) - Students with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(source: FUSD PD Evaluation Form)			Disabilities (100%)	
2.3	Percentage of assessed students at Blacow and Brier scoring at or above grade level within the Reading Comprehension domain of their Spring i-Ready Reading Diagnostic.	2023-24: i-Ready Spring Reading Diagnostic: Reading Comprehension Domain • Blacow Elementary (50%) • Brier Elementary (53%) (source: Curriculum Associates)			i-Ready Spring Reading Diagnostic: Reading Comprehension Domain • Blacow Elementary (55%) • Brier Elementary (58%)	
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%) *Due to privacy concerns, data for student groups with fewer than 11 members			i-Ready Mathematics Diagnostic • English Learners (21.4%) • Foster (*) • Homeless (22.5%) • Socioeconomically Disadvantaged (25.5%) • Students with Disabilities (17.0%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		is suppressed. (source: Curriculum Associates)				
2.5	CAASPP assessment performance, relative to the standard, for grades 3-8 and 11. & Percentage of students scoring at or above grade level on their Spring i-Ready Reading and Mathematics Diagnostics.	2022-23: English Language Arts SBAC (70.4 points above standard) - English Learners (11 points below standard) - 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			English Language Arts SBAC (75.0 points above standard) - English Learners (2.0 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)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard) • Socioeconomically Disadvantaged (40.8 points below standard) • Students with Disabilities (84.7 points below standard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: 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%)			• English Learners (13.6 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 • English Learners (31.3%) • Foster (*) • Homeless (30.0%) • Socioeconomically Disadvant	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		i-Ready Mathematics Diagnostic • English Learners (16.4%) • Foster (*) • Homeless (17.5%) • Socioeconomically Disadvantaged (20.5%) • Students with Disabilities (12.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Curriculum Associates)			aged (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.	
2.6	Improved Intervention Outcomes	2023-24: • Mastered 3+ new phonics skills (70%)			• Mastered 3+ new phonics skills (80%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Increased by 2+ reading levels (39%) • Demonstrated consistent understanding based on grade level standards (27%) (source: FUSD Intervention Cycle Progress Monitoring)			• Increased by 2+ reading levels (49%) • Demonstrated consistent understanding based on grade level standards (37%)	
2.7	FUSD will fully implement the SWIFT assessment tool at the targeted elementary schools in order to reduce the number students referred for Special Education assessment at CCEIS targeted schools	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			Reduction from baseline, to be established in 2024-25, by 10%.	
2.8	Percentage of sites with established wellness centers	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			100%	
2.9	Number of major PBIS referrals reported	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			Reduction from baseline, to be established in 2024-25, by 50%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: • Grade 5 (74%) • Grade 7 (61%) • Grade 9 (54%) • Grade 11 (50%) (source: CalSCHLS CHKS Main Report)			• Grade 5 (89%) • Grade 7 (76%) • Grade 9 (69%) • Grade 11 (65%)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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	$195,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Instructional Coaches	Cultivate instructional coaching relationships with classroom teachers to support effective tier 1 & 2 instruction	$1,381,479.00	Yes
2.3	Fostering Literacy	Foster literacy to improve reading skills for unduplicated students	$524,134.00	Yes
2.4	Extended Learning Opportunities	Supply supplementary core content programs to extend learning opportunities beyond the school day	$486,696.00	Yes
2.5	Unduplicated Student Proficiency	Analyze school and student data to support academic proficiency of ucp students	$785,712.00	Yes
2.6	Unduplicated Unfinished Learning	Aid in supporting ucp students with unfinished learning through tier 2 and 3 academic supports	$4,463,171.00	Yes
2.7	MTSS Liaisons	Provide MTSS Liasions to support the implementation at each school site to improve academic, behavioral and socioemotional outcomes for UCP students	$215,052.00	Yes
2.8	Wellness Centers	Establish and provide staffing for wellness centers to support students with socio-emotional needs	$411,215.00	Yes
2.9	PBIS	Promote positive behavior through the usage of PBIS and behaviorists	$1,125,363.00	Yes
2.10	School Counselors	Strengthen access to socioemotional supports and the well being of students via counselors	$6,855,479.00	Yes

Action #	Title	Description	Total Funds	Contributing

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	2023-24: Impact on All Students (93.3%)			Impact on All Students (100%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or high impact on their 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 PD Evaluation Form)			- English Learners (100%) - Foster (100%) - Homeless (100%) - Socioeconomically Disadvantaged (100%) - Students with Disabilities (100%)	
3.2	Career Faire Attendees	2023-24: 500 student participants 32 local employer participants			700 student participants 50 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%) - Foster (*) - Homeless (65.9%) - Socioeconomically Disadvantaged (87.0%) - Students with Disabilities (72.5%)			Overall (95.8%) - English Learners (80.3%) - Foster (*) - Homeless (68.9%) - Socioeconomically Disadvantaged (90.0%) - Students with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard)			Disabilities (75.5%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	
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) • Foster (*) • Homeless (8.3% prepared) • Socioeconomically Disadvantaged (45% prepared) • Students with Disabilities (15.9% prepared) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard)			College Career Indicator (75.0% prepared) • English Learners (35.0% prepared) • Foster (*) • Homeless (35.0% prepared) • Socioeconomically Disadvantaged (55% prepared) • Students with Disabilities (35% prepared) *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
		2022-23: Meeting UC/CSU Requirements (69.2%) • English Learners (21.6%) • Foster (*) • Homeless (12.2%) • Socioeconomically Disadvantaged (42.5%) • Students with Disabilities (16.7%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard Additional Reports and Data) 2022-23: CTE Pathway Completion (16.6%) • English Learners (15.6%) • Foster (*) • Homeless (17.1%)			Meeting UC/CSU Requirements (74.2%) • English Learners (26.6%) • Foster (*) • Homeless (17.2%) • Socioeconomically Disadvantaged (47.5%) • Students with Disabilities (21.7%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. CTE Pathway Completion (21.6%) • English Learners (20.6%) • Foster (*) • Homeless (22.1%) • Socioeconomically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Socioeconomically Disadvantaged (21.1%) • Students with Disabilities (21.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard Additional Reports and Data)			Disadvantaged (26.1%) • Students with Disabilities (26.0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	
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%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Illuminate DnA)			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					members is suppressed.	
3.6	Unduplicated student group representation in College Connections Program (CPP) enrollment.	2023-24: • English Learners (0%), RFEP (10%) • Foster (*%) • Homeless (*%) • Socioeconomically Disadvantaged (20%) • Students with Disabilities (0%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Infinite Campus)			• English Learners (0%), 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.	
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			75% Always 25% Sometimes	
3.8	MFT data to measure access for direct services. HUME, City of	This is a new metric and a baseline will be established in 2024-25.			Increase from baseline, to be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fremont, and Stepping Stones logs and data to measure access and success	Data will be available in the next LCAP update.			established in 2024-25, by 5%.	
3.9	Number of unduplicated students enrolled, and their passage rate, in science and mathematics courses at Walters Middle School and Kennedy High School.	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			Increase from baseline, to be established in 2024-25, by 5%.	
3.10	Number of COST meetings	2023-24: 1,890 COST Meetings • 1,191 Elementary Meetings • 352 Middle School Meetings • 347 High School Meetings			2,078 COST Meetings • 1,310 Elementary Meetings • 387 Middle School Meetings • 381 High School Meetings	
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 2024-25. Data will be available in the next LCAP update. 2022-23: College/Career Indicator			Increase from baseline, to be established in 2024-25, by 5%. College Career Indicator (75.0% prepared) • English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students (72.4% prepared) • English Learners (19.6% prepared) • Foster (*) • Homeless (8.3% prepared) • Socioeconomically Disadvantaged (45% prepared) • Students with Disabilities (15.9% prepared) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard)			(35.0% prepared) • Foster (*) • Homeless (35.0% prepared) • Socioeconomically Disadvantaged (55% prepared) • Students with Disabilities (35% prepared) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	
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	2023-24: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation) or 5 (Full Implementation and Sustainability)					
3.13	Percentage of assessed pupils who passed an Advanced Placement (AP) examination with a score of 3 or higher.	2022-23: Overall (83.6%) • African American (54.8%) • Asian (84.3%) • Hispanic (68.1%) • White (81.6%) • Two or More Races (77.9%) (source: 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%)	
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%) • Foster (*) • Homeless (18.2%) • Socioeconomically Disadvantaged (55.4%) • Students with Disabilities (19.2%)			English Language Arts (83.3%) • English Learners (20.3%) • Foster (*) • Homeless (23.2%) • Socioeconomically Disadvantaged (60.4%) • Students with Disabilities (24.2%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- African American (37.2%) - Hispanic (49.1%) Mathematics (64.0%) - English Learners (9.1%) - Foster (*) - Homeless (9.1%) - Socioeconomically Disadvantaged (31.3%) - Students with Disabilities (8.9%) - African American (18.6%) - Hispanic (17.7%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: Test Results for California's Assessments)			- African American (42.2%) - Hispanic (54.1%) Mathematics (69.0%) - English Learners (14.1%) - 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.	
3.15	Percentage of students with full access to courses outlined in CA	2023-24: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education Codes 51210 (grades 1-6) and 51220 (grades 7-12).					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$400,000.00	Yes
3.2	College Readiness	Support unduplicated students by providing a career faire to connect them to post secondary pathways	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$173,439.00	Yes
3.4	Credit Recovery	Extend credit recovery options for unduplicated secondary students to meet the graduation and A to G requirements	$800,000.00	Yes
3.5	PSAT/NMSQT	Increase 11th grade unduplicated students college readiness through PSAT, AP testing, preparation materials and AP Information Night	$80,000.00	Yes
3.6	Dual Enrollment	Offer dual enrollment to unduplicated students through the Ohlone College Connections Program	$331,207.00	Yes
3.7	Differentiated Mathematics Instruction	Stimulate engaging mathematical instruction for different learning styles to support unduplicated students	$290,000.00	Yes
3.8	Therapeutic Services	Access to therapeutic services for unduplicated students	$1,672,402.00	Yes
3.9	MESA Program	Access to the Mathematics, Engineering, Science Achievement (MESA) College Prep Program to prepare unduplicated students for STEM fields	$9,000.00	Yes
3.10	COST Program	Intervene to address academic, socioemotional and/or behavioral needs of unduplicated students through Coordination of Services Team	$101,047.00	Yes
3.11	Post-Secondary Opportunities	Promote post secondary opportunities for unduplicated students via college, vocational and trade visits	$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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			2,078 COST Meetings • 1,310 Elementary Meetings • 387 Middle	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 347 High School Meetings 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%)			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%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: CalSCHLS CHKS Main Report)			• 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%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• Mixed Races (65%) • American Indian (*) • Other (55%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.	
4.2	Rate of Chronic Absenteeism	2022-23: All Students (12.8%) • English Learners (17.2%) • Foster (57.1%) • Homeless (44.5%) • Socioeconomically Disadvantaged (23%) • Students with Disabilities (24.7%) (source: California School Dashboard)			All Students (10.0%) • English Learners (10.0%) • Foster (10.0%) • Homeless (10.0%) • Socioeconomically Disadvantaged (10.0%) • Students with Disabilities (10.0%)	
4.3	Suspension Rate	2022-23: All Students (1.7%)			All Students (1.1%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- English Learners (2.4%) - Foster (15.2%) - Homeless (7.8%) - Socioeconomically Disadvantaged (4.2%) - Students with Disabilities (6.1%) (source: California School Dashboard)			- English Learners (1.8%) - Foster (4.5%) - Homeless (4.5%) - Socioeconomically Disadvantaged (3.3%) - Students with Disabilities (4.5%)	
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			- 100 SARB meetings - 100 home visits	
4.5	Family Engagement Events	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			Increase from baseline, to be established in 2024-25, by 50%.	
4.6	Facilities Inspection Tool (FIT) Overall School Rating	2023-24: - Exemplary (7.1%) - Good (71.4%) - Fair (21.4%) - Poor (0%) (source: Facilities Inspection Tool)			- Exemplary or Good (100%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Engagement Events for Native American students and families.	This is a new metric and a baseline will be established in 2024-25. Data will be available in the next LCAP update.			Increase from baseline, to be established in 2024-25, by 50%.	
4.8	Disproportionality Data • Suspension Rates • CAASPP Proficiency • CHKS Key Indicators	2022-23: Suspension Rate All Students (1.7%) • English Learners (2.4%) • 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: California School Dashboard)			Suspension Rate All Students (1.1%) • English Learners (1.8%) • 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%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23: ELA SBAC All Students (70.4 points above standard) • English Learners (11 points below standard) • 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)			• American Indian (1.1%) • 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) • Foster (*) • Homeless (5.0 points below standard) • Socioeconomically Disadvantaged (3.2 points below standard) • Students with Disabilities (5.0	

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) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard) 2022-23: Math SBAC All Students (54.9 points above standard) • English Learners (22.6 points below standard) • Foster (*) • Homeless (141.8 points			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) • American Indian (62 points above standard) • Two or More	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard) • Socioeconomically Disadvantaged (40.8 points 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			Races (60.9 points above standard) • Asian (105.6 points above standard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. Math SBAC All Students (59.9 points above standard) • English Learners (13.6 points below standard) • Foster (*) • Homeless (25.0 points below standard) • Socioecon omically Disadvant aged	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points above standard) • Asian (97.8 points above standard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: California School Dashboard) 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%)			(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) • White (0.0 points above standard) • Filipino (19.8 points above standard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• American Indian (58%) • Other (61%) Grade 9 (46%) • African American (49%) • Asian (47%) • Latino (40%) • White (52%) • Mixed Races (45%) • American Indian (56%) • Other (43%) Grade 11 (52%) • African American (57%) • Asian (50%) • Latino (53%) • White (53%) • Mixed Races (60%) • American Indian (*) • Other (50%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: CalSCHLS CHKS Main Report)			• American Indian (3.3 points above standard) • Two or More Races (33.8 points above standard) • Asian (102.8 points above standard) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. CHKS Caring Adults Key Indicator Grade 5 (93%) • African American (84%) • Asian (96%) • Latino (81%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					- 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%) - Latino (45%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• 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.	
4.9	Percentage of interactive CAASPP Student Score Reports, with included	This is a new metric and a baseline will be established in 2024-25.			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	next-step resources, accessed by unduplicated families.	Data will be available in the next LCAP update.				
4.10	District-wide ADA	2023-24: 95.39% (source: LCFF Calculator)			96.39%	
4.11	Number of students reported as Middle School Dropouts	2022-23: 3 (source: CALPADS)			0	
4.12	Four-Year Adjusted Cohort Dropout Rate	2022-23: Overall (3.2%) • English Learners (10.6%) • Foster Youth (*) • Homeless (27.0%) • Migrant (*) • Students with Disabilities (8.3%) • Socioeconomically Disadvantaged (6.4%) *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. (source: DataQuest)			Overall (0.0%) • English Learners (0.0%) • Foster (0.0%) • Homeless (0.0%) • Migrant (0.0%) • Socioeconomically Disadvantaged (0.0%) • Students with Disabilities (0.0%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: DataQuest)			All Students (0.0%) - English Learners (0.0%) - Foster (0.0%) - Homeless (0.0%) - Migrant (0.0%) - Socioeconomically Disadvantaged (0.0%) - Students with Disabilities (0.0%)	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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	$382,537.00	Yes
4.2	Chronic Absenteeism	Address attendance barriers with staff to support unduplicated students with chronic absenteeism	$425,431.00	Yes
4.3	Restorative Practices	Strengthen relationships with unduplicated students to foster safe learning environments through restorative practices	$104,589.00	Yes
4.4	School-To-Home Connectedness	Enhance unduplicated student, family and staff connectedness through direct services	$1,249,895.00	Yes
4.5	Family Engagement	Nurture positive relationships with unduplicated families through family engagement opportunities	$297,339.00	Yes
4.6	Facilities	Maintain good repair of school facilities to provide a conducive learning environment	$14,271,815.00	No
4.7	Native American Students	Connect unduplicated Native American students to services above and beyond core services	$56,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Ant-Bias and Culturally Responsive Instruction	Enact professional development on anti-bias and culturally responsive training to address the unduplicated student groups in the red for suspension	$620,000.00	Yes
4.9	Supplemental Academic Programs	Increase families of unduplicated students' access to academic progress reports paired with actionable next steps resources	$145,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$22,785,675	$

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
6.450%	0.636%	$2,290,000.00	7.086%

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
1.4	**Action:** Support multilingual families **Need:** Based on the feedback from our MLL population, the need to have staff who can communicate with our families in their primary language and/or who are culturally responsive who can support families with navigating the school system is a need.	Based on research, we know that when there is a strong school to home connection, students have better school outcomes. The ability to have staff who can engage multilingual families in their native language is a need for our diverse school district.	Consultation logs, number of appointments with families who need primary language support, translation log and parent meetings

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		
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. **Scope:** LEA-wide	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.	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 of year survey.
1.6	**Action:** Special Education Coaching **Need:** The intersect between Students with Disabilities and unduplicated is 57%. Due to over half of the students with disabilities as being unduplicated and the Students with Disabilities being orange for both the English Language Arts and Mathematics indicator on the California School Dashboard there is a need to address the academic needs of this group of students by providing coaching and workshops for the teachers who work directly with them.	Based on the California Dashboard for the 2023 school year, Students with Disabilities are orange on both of the academic indicators. This action will support instructional strategies and support for our unduplicated students who also take part in our Special Education program.	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.

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		
1.7	**Action:** Kennedy High School **Need:** Kennedy High School has 51.3% of the students who are unduplicated. 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 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 High School.
2.1	**Action:** Tier 1 Instruction **Need:** Based on the CA Dashboard, unduplicated student groups are performing at the low or medium performance level in English Language Arts and Mathematics. **Scope:** LEA-wide	FUSD needs to support staff with professional development to address the gaps in student performance on CAASPP. These actions will address literacy and math gaps for unduplicated students.	FUSD will monitor progress for unduplicated students using i-ready outcome results in ELA and mathematics.
2.2	**Action:** Instructional Coaches **Need:**	This action of having instructional coaches will address core content area gaps for unduplicated students. The coaches will provide an increase in	We will monitor progress by using the percentage of staff responses that indicated professional

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
	There is a disportionality in how our unduplicated students are performing on both State and local assessments in core content area in comparison to other student groups. **Scope:** LEA-wide	embedded coaching for teachers who work directly with unduplicated students.	development had some or high impact on their ability to better serve student groups.
2.3	**Action:** Fostering Literacy **Need:** Based on our community partners, unduplicated families have indicated the need their students to have access to diverse books to support literacy. Additionally, research has shown that access in the early grade levels will motivate and foster the love of reading. Providing resources for families will allow for our unduplicated students to have access to online resources with a variety of books to support literacy. **Scope:** LEA-wide	This action will address supporting access for unduplicated students at all levels. The action will further provide books and tablets to support family literacy at our high needs elementary schools which are Cabrillo, Brier and Blacow to support our youngest learners with building their reading skills.	Annual report of increased circulation of library books for unduplicated students. 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.
2.4	**Action:** Extended Learning Opportunities **Need:** When looking at both the CA Dashboard data and internal local assessments, math is a barrier for our unduplicated students. This action will allow for students to have innovative	This action will address different learning styles of our unduplicated students so that they can learn mathematical concepts in non traditional pedagogy methods.	Supply supplementary core content programs in math to extend learning opportunities beyond the school day.

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
	supplemental program that will improve academic outcomes for unduplicated students. **Scope:** LEA-wide		
2.5	**Action:** Unduplicated Student Proficiency **Need:** We need to have time with staff to be able to drill down and do thoughtful analysis of our student data to make data driven decisions on effective tier 1 and 2 instruction. We have schools that have unduplicated students in the red or orange on the academic indicators which having data analysis time with school teams will allow us to be timely in our support to improve outcomes. **Scope:** Schoolwide	It is imperative for school staff to have data driven discussions to make timely adjustments to instruction and how we serve unduplicated students.	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."
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.	Providing intervention during the school day or afterschool will give students targeted support to help them achieve content and grade level standards.	Intervention teacher data for elementary schools GPA/Grades for those sections in secondary Before/Afterschool intervention pre and post tests

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: Schoolwide		
2.7	**Action:** MTSS Liaisons **Need:** Multi Tiered Systems of Support (MTSS) is a framework that FUSD has been customized to address the whole child. Each school will have a MTSS Liaison that will work with the administrators in addressing the academic, behavioral and socio-emotional needs of our students. **Scope:** LEA-wide	With a district our size, having a trained teacher faciliator to work in concert with the site administrator were the focus work will highlight the needs of unduplicated students and how the schools can respond in a timely manner.	FUSD will fully implement the SWIFT assessment tool at the targeted elementary schools in order to reduce the number students referred for Special Education assessment at CCEIS targeted schools
2.8	**Action:** Wellness Centers **Need:** Wellness centers in high schools represent a proactive and holistic approach to supporting the mental health and overall wellbeing of unduplicated students. **Scope:** Schoolwide	By providing accessible, culturally responsive, and comprehensive support services, these centers have the potential to empower unduplicated students to thrive academically, personally, and beyond. Investing in the establishment and sustainability of wellness centers is not only a commitment to the wellbeing of individual students but also a strategic investment in the overall success and resilience of the school community.	Percentage of sites with established wellness centers
2.9	**Action:** PBIS	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social,	Service logs PBIS team data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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	emotional, and mental health. PBIS improves social emotional competence, academic success, and school climate. Having PBIS will support our unduplicated students by decreasing the number of students who are suspended.	
2.10	**Action:** School Counselors **Need:** Based on the California Dashboard and the work of an MTSS prioritize our unduplicated students by having dedicated staff to support the socio-emotional needs of our students. **Scope:** LEA-wide	Based on years of research, when students feel connected to school they are engaged and ready to learn.	California Healthy Kids Survey (CHKS) Results
3.1	**Action:** Professional Development **Need:** To be able to address the needs of unduplicated students our school staff needs	Based on the California Dashboard, socioeconomically disadvantaged, foster and multilingual learners have performance levels scoring in the red or orange on the academic indicators. Providing research based professional development will address the needs of our	FUSD will monitor the progress of this professional development by reviewing and monitoring the percentage of staff responses that

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
	to be equipped with the latest research based instructional practices. FUSD will benefit from the most up to date research based professional development targeted in supporting the needs of unduplicated students. **Scope:** LEA-wide	unduplicated students. This action will address performance gaps for our unduplicated students in content areas.	indicated professional development had some or high impact on their ability to better serve student groups. Staff will also review the California Dashboard metrics for our unduplicated student groups progress.
3.4	**Action:** Credit Recovery **Need:** The graduation indicator indicates that socioeconomically disadvantaged and multilingual learners performance level is orange on the CA dashboard. **Scope:** LEA-wide	FUSD has unduplicated students at all of our high schools. By providing a credit recovery program during the summer will provide additional opportunities for unduplicated students to make up credits.	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."
3.5	**Action:** PSAT/NMSQT **Need:** Our A-G and grad rates have dropped for unduplicated students. **Scope:** Schoolwide	This action will provide unduplicated students access to the PSAT which will allow eligibility for National Merit Scholars and AP potential courses. The AP nights will provide unduplicated families access to information and planning time to increase enrollment of unduplicated students in A-G and AP courses.	Grad rate A-G completion rates AP enrollment

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
3.7	**Action:** Differentiated Mathematics Instruction **Need:** Based on the latest data release of the CA Dashboard, we have particular student groups whose performance levels are either red or orange. These groups are homeless (red) and African American, Hispanic and Students with Disabilities (orange). **Scope:** Schoolwide	The different learning modalities will be addressed via the virtual reality aspect of the supplemental math instruction. Additionally, math continues to be our area of growth and specifically at the secondary where the math pathways get enacted and our student groups identified need targeted support in the area of mathematics.	Teacher survey data Pre/post student survey data
3.8	**Action:** Therapeutic Services **Need:** In order to address the road blocks of access to mental health services, FUSD is providing on site MFT support for unduplicated students so that they do not interrupt their schooling and/or have financial barriers to have access. **Scope:** LEA-wide	Addressing the needs of mental health is needed in order to have students who are engaged in school and ready to learn. This is the LEA scope as we have unduplicated students who have the need to access mental health services.	MFT data to measure access for direct services HUME, City of Fremont and Stepping Stones logs and data to measure access and success
3.9	**Action:** MESA Program **Need:** For both Walters and Kennedy, the unduplicated student groups performance levels in mathematics are red for multilingual	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.	Number of unduplicated students enrolled, and their passage rate, in science and mathematics courses at Walters Middle School and Kennedy High School.

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
	learners and orange for socioeconomically disadvantaged. **Scope:** 　Schoolwide		
3.10	**Action:** COST Program **Need:** The COST is centered in addressing unduplicated students and students in need of intervention. This process is a component of the MTSS model. Through this process school staff will use data to identify and review students who are not having their needs met as part of Tier 1 work. **Scope:** 　LEA-wide	This action is part of an LEA-wide effort to provide a uniform system of addressing the needs of unduplicated students and also serves as a way to further identify and meet the needs of students at risk for not progressing at the Tier 1 level.	COST data will be monitored at the district level and collected by site leaders in preparation of district wide principal meetings. The metric will demonstrate: number of students served, how many students move between the tiers and also the use of CHKS data to demonstrate student voice.
3.11	**Action:** Post-Secondary Opportunities **Need:** Students identified as unduplicated may have limited opportunities to visit college campuses or take part in visits to trade schools. **Scope:** 　LEA-wide	In order to ensure access for unduplicated students, this action takes place during the school year to ensure students can take part in an organized visit to provide access.	This work will be measured by the participation lists of students attending the visits and also the College Readiness indicator for unduplicated students.
4.1	**Action:** Wrap Around Services	This action addresses our unduplicated student population but situating on site services at the	The effectiveness of this action will be measure by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This action is centered in providing unduplicated students with access to a social worker, MFT services (on campus) and outside mental health support for families to access. **Scope:** LEA-wide	school site and providing access for our students. Our unduplicated students are further prioritized support with our FUSD social worker via COST referrals, connections with the mentors for our unhoused students and other forums such as our SARB panels.	COST referrals and review of progress, monthly data collected by mentors, and reporting provided by our Community Based Organizations and Care Solace as to number of students served, specificity as to the student groups served along with correlation to the Healthy Kids Survey.
4.2	**Action:** Chronic Absenteeism **Need:** In order to strengthen our support for unduplicated students experiencing chronic absenteeism, we will provide a supplemental percentage of a Child Welfare and Attendance position liaison support for Cabrillo Elementary. FUSD will partner with Attention to Attendance to provide this supplemental tool providing real time reports, communication tools and a data base to support the work of the MTSS model and the SARB panels. **Scope:** LEA-wide	The activity is centered at both the school site level and centralized at the district level in order to provide a systemic tool to support our unduplicated students.	CWA staff will track the number of home visits and SARBS held.
4.3	**Action:** Restorative Practices **Need:**	This action is presented school wide as restorative practices have a school wide impact that in order to enact it in an impactful manner, must have district wide training for all staff.	This indicator will be measured by staff participation rates and by the suspension/ expulsion data.

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
	FUSD will partner with IIRP, a restorative practices provider to provide a district wide training for all school staff. This work will meet the needs of unduplicated students as it relates to ensuring all staff are trained in practices that support our most at promise students who **Scope:** LEA-wide		
4.4	**Action:** School-To-Home Connectedness **Need:** Wrap around, direct services are needed to support our unduplicated students. Services such as community liaisons, community engagement specialists, and student services staff members provide direct support and much needed connections that support our students by removing obstacles and connecting student to services so that they remain in school and graduate college and/or career ready. **Scope:** LEA-wide	These services are provided on an LEA-wide basis in order to provide and ensure an even implementation across the district and to meet the need of all unduplicated students across the district. Centralizing these services ensures that FUSD will focus the support with unduplicated students and will also centralize tracking the effectiveness of the activity.	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.
4.5	**Action:** Family Engagement **Need:** In order to support unduplicated students and to remove obstacles to learning, FUSD will	This action is provided LEA-wide in order to assure an even implementation across our 32, 000 student district with a priority to the families of our unduplicated by centering this outreach within our State and Federal and Student Support Services	Number of parents attending workshops and survey results

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
	provide community liaisons and family workshops centering topics based on the needs of our unduplicated families. This action will provide support for workshops by not only providing content that will support the whole child in graduating college/career ready . **Scope:** LEA-wide	departments who center their work with families of unduplicated students.	
4.7	**Action:** Native American Students **Need:** Students identified as English Learners and Low Income are within our Native American student population will take part in our program. The Native American program is centered in providing support with a community liaison staff person to support tutoring and cultural activity outreach. Participating students also will access college study trips and trips for cultural events. **Scope:** LEA-wide	These actions will support our students academic and socio-emotional progress. The actions will remove obstacles that will impede learning and progress.	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.
4.8	**Action:** Ant-Bias and Culturally Responsive Instruction **Need:** Staff and school communities will take part in professional development and community workshops focused on anti-bias and cultural responsive instruction. This action will meet	This effort and activity is an LEA-wide action in that our student groups of unduplicated students are in all of our schools and in order to take on this important work it can not be isolated to only schools with the highest number of unduplicated students. This important work will be based LEA-wide in order to enact a district wide systematic support for unduplicated students in this learning.	Suspension disproportionality data CAASPP disproportionality data CHKS data of relevant Key Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the needs of unduplicated students in that staff and whole school communities will take part in review of data, learning about anti-bias training and ensuring that student groups are making academic and social-emotional progress in order to graduate college and career ready. **Scope:** LEA-wide		Review of MTSS data reviews at monthly principal meetings
4.9	**Action:** Supplemental Academic Programs **Need:** School communities via the MTSS model will increase communication with the families of unduplicated students. This increased progress report will communicate ways for families to access support and resources, access more information about supporting the whole child and increase connectedness for families of unduplicated students to the school community and school district. **Scope:** LEA-wide	In surveys and input shared by our families, increased timely and relevant communication is an area of focus for families of unduplicated students. This action is provided on an LEA-wide basis in order to meet the needs of all unduplicated families across the district.	Review of parent surveys and participation rates of unduplicated students and their families taking part in programs and services. Monitoring of chronic absenteeism rates along with academic data as measured by the California Dashboard.

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. **Scope:** Limited to Unduplicated Student Group(s)	To provide chromebooks and hotspots for students who lack technology access • will provide fuller access to supplemental teaching and learning resources. • will support access to academic content for students beyond the school day.	FUSD will monitor progress for unduplicated students using: The distribution report of the number of chromebooks and hotspots assigned to unduplicated students.
1.2	**Action:** Dual Immersion Programs **Need:** Multilingual learner and low income students **Scope:** Limited to Unduplicated Student Group(s)	Provide instructional resources and teacher collaboration to ensure proficiency attainment of English and the targeted language.	FUSD will monitor progress for unduplicated students using: "Level Learning" local Assessments in the target language and also using i-Ready assessments
1.3	**Action:** Address the needs of newcomers and Long Term English Learners (LTEL) **Need:** Multilingual learners	Provide direct instructional support with an emphasis on newcomer and potential long term English learners	ELPI and reclassification rates

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)		
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)	The supplemental support of Mentors and transportation for unhoused youth will provide support to remove barriers for our students. These actions will support access and improved services. Mentors will meet with our students and track and support their needs to ensure full access to the educational setting. Additionally, supplemental transportation to not cause interruptions to consistent attendance in school will also support access for our students.	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.
3.2	**Action:** College Readiness **Need:** Based on the CA Dashboard, our unduplicated student groups performance levels are low for English learners and medium for socioeconomically disadvantaged for the college and career indicator. **Scope:** Limited to Unduplicated Student Group(s)	The purpose of the job faire is to expose our unduplicated students to career pathways so that they can access internships, career technical education (CTE) and dual enrollment programs.	FUSD will monitor the progress and successful implementation of this work by tracking number of unduplicated students attending the event and also we will track and measure the CCI indicator for unduplicated students
3.3	**Action:** Multilingual Learner Graduation Outcomes	MLL students who are enrolled at the secondary level are needing support with determining what	Percentage of MLL students who received a

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Our school district has had an increase in the number of newcomers enrolling in our school system. **Scope:** Limited to Unduplicated Student Group(s)	pathway for graduation and beyond will best support their needs. Having a staff member to do case management and progress monitoring of our newcomer students will set students for success in meeting the graduation requirements and post secondary pathways.	high school diploma within four or five years.
3.6	**Action:** Dual Enrollment **Need:** On the CA Dashboard for Kennedy High School the unduplicated students performance level is very low for English learners and medium for socioeconomically disadvantaged. **Scope:** Limited to Unduplicated Student Group(s)	The program allows for students at Kennedy High School to be dual enrolled which is one of the measures to meet the college and career indicator for either approaching prepared or prepared	Unduplicated student group representation in College Connections Program (CPP) enrollment.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total 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	$353,266,270	22,785,675	6.450%	0.636%	7.086%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,075,675.00	$18,387,895.00	$50,000.00		$43,513,570.00	$35,258,632.00	$8,254,938.00

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	2024-2025 School Year	$0.00	$50,000.00	$50,000.00				$50,000.00	
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	2024-2025 School Year	$70,000.00	$130,000.00	$200,000.00				$200,000.00	
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	2024-2025 School Year	$1,193,463.00	$30,000.00	$1,223,463.00				$1,223,463.00	

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	LEA-wide	English Learners	All Schools	2024-2025 School Year	$2,680,800.00	$105,000.00	$2,785,800.00				$2,785,800.00	
1	1.5	Peer Assistance and Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 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	2024-2025 School Year	$240,640.00	$0.00	$240,640.00				$240,640.00	
1	1.7	Kennedy High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kennedy High School 9-12	2024-2025 School Year	$445,887.00	$0.00	$445,887.00				$445,887.00	
1	1.8	Unhoused transportation and mentorship	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		2024-2025 School Year	$169,221.00	$109,462.00	$228,683.00		$50,000.00		$278,683.00	
2	2.1	Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$137,693.00	$57,694.00	$195,387.00				$195,387.00	
2	2.2	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,381,479.00	$0.00	$1,381,479.00				$1,381,479.00	
2	2.3	Fostering Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$114,354.00	$409,780.00	$524,134.00				$524,134.00	
2	2.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$486,696.00	$486,696.00				$486,696.00	

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	2.5	Unduplicated Student Proficiency	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Ardenwood, Azevada, Blacow, Brier, Bringhurst, Brookvale, Cabrillo, Centerville, Chadbourne, Durham, Forest Park, Glenmoor, Gomes, Green, Grimmer, Hirsch, Kennedy, Leitch, Maloney, Mattos, Millard, Mission Valley, Mission San Jose Elementary, Niles, Oliveria, Parkmont, Patterson, Robertson, Vallejo Mill, Warm Springs, Warwick and Weibel Tk-5, 6-8 and 9-12	2024-2025 School Year	$655,712.00	$130,000.00	$785,712.00				$785,712.00	
2	2.6	Unduplicated Unfinished Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: American,	2024-2025 School Year	$4,422,991.00	$40,180.00	$2,306,502.00	$2,156,669.00			$4,463,171.00	

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
						Low Income	Azevada, Blacow, Brier, Bringhurst, Cabrillo, Centerville, Chadbourne, Durham, Glenmoor, Green, Grimmer, Hirsch, Hopkins, Horner, Irvington, Maloney, Millard, Mission San Jose High School, Oliveria, Patterson, Vallejo Mill, Vista and Walters 1-5, 6-8 and 9-12									
2	2.7	MTSS Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$215,052.00	$0.00	$215,052.00				$215,052.00	
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,	2024-2025 School Year	$401,215.00	$10,000.00	$411,215.00				$411,215.00	
2	2.9	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025 School Year	$918,933.00	$206,430.00	$1,125,363.00				$1,125,363.00	

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	2.10	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025 School Year	$6,855,479.00	$0.00	$4,896,068.00	$1,959,411.00			$6,855,479.00	
3	3.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2024-2025 School Year	$300,000.00	$100,000.00	$400,000.00				$400,000.00	
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	2024-2025 School Year	$30,000.00	$0.00	$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	2024-2025 School Year	$168,439.00	$5,000.00	$173,439.00				$173,439.00	
3	3.4	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12 grade	2024-2025 School Year	$525,000.00	$275,000.00	$800,000.00				$800,000.00	
3	3.5	PSAT/NMSQT	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission, Robertson and Washington 11th	2024-2025 School Year	$20,000.00	$60,000.00	$80,000.00				$80,000.00	
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	2024-2025 School Year	$331,207.00	$0.00	$331,207.00				$331,207.00	
3	3.7	Differentiated Mathematics Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Middle and High	2024-2025 School Year	$100,000.00	$190,000.00	$290,000.00				$290,000.00	

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
						Low Income	Schools 6-12 grades									
3	3.8	Therapeutic Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2024-2025 School Year	$356,009.00	$1,316,393.00	$1,672,402.00				$1,672,402.00	
3	3.9	MESA Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Walters and Kennedy 6-12	2024-2025 School Year	$0.00	$9,000.00	$9,000.00				$9,000.00	
3	3.10	COST Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$101,047.00	$0.00	$101,047.00				$101,047.00	
3	3.11	Post-Secondary Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 9-12	2024-2025 School Year	$20,000.00	$355,000.00	$375,000.00				$375,000.00	
4	4.1	Wrap Around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$191,473.00	$191,064.00	$382,537.00				$382,537.00	
4	4.2	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cabrillo TK-12	2024-2025 School Year	$216,563.00	$208,868.00	$425,431.00				$425,431.00	
4	4.3	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$54,589.00	$50,000.00	$104,589.00				$104,589.00	
4	4.4	School-To-Home Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	2024-2025 School Year	$1,214,895.00	$35,000.00	$1,249,895.00				$1,249,895.00	
4	4.5	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2024-2025 School Year	$267,339.00	$30,000.00	$297,339.00				$297,339.00	

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
4	4.6	Facilities	All	No			All Schools	2024-2025 School Year	$11,382,444.00	$2,889,371.00		$14,271,815.00			$14,271,815.00	
4	4.7	Native American Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-12	2024-2025 School Year	$46,708.00	$10,000.00	$56,708.00				$56,708.00	
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	2024-2025 School Year	$0.00	$620,000.00	$620,000.00				$620,000.00	
4	4.9	Supplemental Academic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$145,000.00	$145,000.00				$145,000.00	

2024-25 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
$353,266,270	22,785,675	6.450%	0.636%	7.086%	$25,075,675.00	0.000%	7.098 %	**Total:**	$25,075,675.00
								LEA-wide Total:	$18,510,567.00
								Limited Total:	$2,236,792.00
								Schoolwide Total:	$4,328,316.00

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	$50,000.00	
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	$200,000.00	
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	$1,223,463.00	

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	LEA-wide	English Learners	All Schools	$2,785,800.00	
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	$240,640.00	
1	1.7	Kennedy High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy High School 9-12	$445,887.00	
1	1.8	Unhoused transportation and mentorship	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$228,683.00	
2	2.1	Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,387.00	
2	2.2	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,381,479.00	
2	2.3	Fostering Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$524,134.00	
2	2.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$486,696.00	
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,	$785,712.00	

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 (%)
						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		
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, Irvington, Maloney, Millard, Mission San Jose High School, Oliveria, Patterson, Vallejo Mill, Vista and Walters 1-5, 6-8 and 9-12	$2,306,502.00	
2	2.7	MTSS Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,052.00	
2	2.8	Wellness Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission	$411,215.00	

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 (%)
						San Jose, Robertson and Washington,		
2	2.9	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,125,363.00	
2	2.10	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,896,068.00	
3	3.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$400,000.00	
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	$173,439.00	
3	3.4	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12 grade	$800,000.00	
3	3.5	PSAT/NMSQT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: American, Kennedy, Irvington, Mission, Robertson and Washington 11th	$80,000.00	
3	3.6	Dual Enrollment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Kennedy 12th	$331,207.00	
3	3.7	Differentiated Mathematics Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12 grades	$290,000.00	
3	3.8	Therapeutic Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$1,672,402.00	

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	3.9	MESA Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Walters and Kennedy 6-12	$9,000.00	
3	3.10	COST Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,047.00	
3	3.11	Post-Secondary Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 9-12	$375,000.00	
4	4.1	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,537.00	
4	4.2	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cabrillo TK-12	$425,431.00	
4	4.3	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,589.00	
4	4.4	School-To-Home Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	$1,249,895.00	
4	4.5	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$297,339.00	
4	4.7	Native American Students	Yes	LEA-wide	English Learners Low Income	All Schools TK-12	$56,708.00	
4	4.8	Ant-Bias and Culturally Responsive Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$620,000.00	
4	4.9	Supplemental Academic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$35,983,495.53	$38,319,026.00

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	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Yes	$618,269.00	$641,811.00
1	1.2	School facilities are maintained in good repair	No	$3,804,709.00	3,804,709.00
1	1.3	The implementation of state board adopted academic content and performance standards for all students.	Yes	$3,105,331.00	$3,105,331.00
1	1.4	Create a variety of professional development opportunities for all instructional staff.	Yes	$222,401.00	$222,401.00
1	1.5	Programs and services that will enable English Learners to access the California State Standards (CSS) and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency.	Yes	$484,359.00	$416,682.00
1	1.6	Re-engagement Leads to support social emotional learning at secondary	Yes	$47,080.00	$47,080,00
1	1.7	Provide technology devices to support the educational environment	Yes	$1,500,000.00	$1,448,375.00
2	2.1	Establish a district-wide assessment system that delivers information about students' academic growth	Yes	$25,000.00	$1,425,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Train teacher liaisons at every site to deliver professional development that will increase student achievement for unduplicated students.		$0.00	$0.00
2	2.3	Maintain capacities of grade-level specific instructional coaches to work with all school sites	No	$1,463,861.00	$1,463,861.00
2	2.4	Generate opportunities for students to connect with real world careers	Yes	$314,392.00	$314,392.00
2	2.5	Implement district-wide strategies and resources to increase literacy	Yes	$386,876.00	$585,816.00
2	2.6	Help English Learners (ELs) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.	Yes	$250,000.00	$250,000.00
2	2.7	Implement district-wide supplemental programs to support mathematical instruction	Yes	$179,916.00	$179,916.00
2	2.8	Establish innovative practices and programs to improve academic outcomes	Yes	$600,000.00	$501,130.00
3	3.1	Provide support to Kennedy High School to our comprehensive high school with the largest unduplicated percentage.	Yes	$456,236.00	$462,662.00
3	3.2	Establish and maintain a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions	Yes	$7,243,648.00	$5,151,528.00
3	3.3	Increase achievement of core content standards by providing extended learning options for students during summer, after school, and/or the school day	Yes	$923,024.00	$947,024.00
3	3.4	Advise staff on effective interventions for students with early truancy patterns.	Yes	$250,868.00	$203,178.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Provide direct services to English Learners	Yes	$1,213,227.00	$1,213,227.00
3	3.6	Additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Maloney, Glenmoor and Grimmer)	Yes	$679,756.00	$679,756.00
3	3.7	Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase student's post-high school educational options	Yes	$128,500.00	$128,500.00
3	3.8	Support English Learners to meet or exceed graduation requirements by providing English Language Development (ELD) supports for newcomers and long term ELs at the secondary schools	Yes	$327,785.00	$327,785.00
3	3.9	Resources to support academic, behavioral, and social-emotional needs to Homeless students and Foster Youth	Yes	$262,010.00	$246,100.00
3	3.10	Provide instructional support for unduplicated students with special needs to meet the goals of their IEPs	Yes	$1,025,525.00	$871,194.00
3	3.11	Support for dual enrollment students with Ohlone College	Yes	$222,161.00	$222,161.00
4	4.1	Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district	Yes	$2,043,156.00	$1,834,097.00
4	4.2	Connect students and their parents to wrap-around services using the Coordination of Services Team (COST) mode	Yes	$186,276.00	$205,924.00
4	4.3	Offer parent workshops on academics, life skills, and social-emotional supports for students	Yes	$240,972.00	$118,661.00
4	4.4	Employ bilingual and/or culturally responsive staff to promote effective	Yes	$2,661,686.00	$2,212,620.00

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)
		communication with parents of English Learners			
4	4.5	Provide TK-12 counselor positions to assist students with social-emotional and academic guidance	Yes	$4,269,098.00	$3,514,629.00
4	4.6	Establish a Marriage Family Therapist Associates to provide therapeutic services for individual or group of students	Yes	$847,373.53	$912,556.00

2023-24 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)
21,710,280	$22,708,211.53	$20,932,940.48	$1,775,271.05	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	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Yes	$32,166.00	$32,166.00		
1	1.3	The implementation of state board adopted academic content and performance standards for all students.	Yes	$134,739.00	$135,387.00	0%	
1	1.4	Create a variety of professional development opportunities for all instructional staff.	Yes	$222,401.00	$222,401.00	0%	
1	1.5	Programs and services that will enable English Learners to access the California State Standards (CSS) and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency.	Yes	$304,359.00	$416,682.00	0%	
1	1.6	Re-engagement Leads to support social emotional learning at secondary	Yes	$47,080.00	$47,080.00		
1	1.7	Provide technology devices to support the educational environment	Yes	$1,500,000.00	$1,448,375.00		

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	2.1	Establish a district-wide assessment system that delivers information about students' academic growth	Yes	$25,000.00	$1,425,000.00		
2	2.4	Generate opportunities for students to connect with real world careers	Yes	$20,000.00	$20,000		
2	2.5	Implement district-wide strategies and resources to increase literacy	Yes	$386,876.00	585,816.00		
2	2.6	Help English Learners (ELs) meet California standards and become biliterate in the district's Spanish and Mandarin dual-immersion programs.	Yes	$250,000.00	$250,000.00	0%	
2	2.7	Implement district-wide supplemental programs to support mathematical instruction	Yes	$179,916.00	$179,916.00		
2	2.8	Establish innovative practices and programs to improve academic outcomes	Yes	$600,000.00	$505,130.00		
3	3.1	Provide support to Kennedy High School to our comprehensive high school with the largest unduplicated percentage.	Yes	$456,236.00	$462,662.00	0%	
3	3.2	Establish and maintain a multi-tier system of supports (MTSS) with a wide range of academic, behavioral, and social-emotional interventions	Yes	$3,685,954.00	$2,990,876.00	0%	
3	3.3	Increase achievement of core content standards by providing extended learning options for students during summer, after school, and/or the school day	Yes	$923,024.00	$947,024.00	0%	

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)
3	3.4	Advise staff on effective interventions for students with early truancy patterns.	Yes	$221,295.00	$203,178.00	0%	
3	3.5	Provide direct services to English Learners	Yes	$1,213,227.00	$1,213,227.00	0%	
3	3.6	Additional support and resources at the highest-needs elementary sites (Blacow, Brier, Cabrillo, Maloney, Glenmoor and Grimmer)	Yes	$679,756.00	$679,756.00	0%	
3	3.7	Offer college readiness tests (e.g., PSAT, AP tests) free of charge to increase student's post-high school educational options	Yes	$128,500.00	$75,723.00		
3	3.8	Support English Learners to meet or exceed graduation requirements by providing English Language Development (ELD) supports for newcomers and long term ELs at the secondary schools	Yes	$327,785.00	$327,785.00	0%	
3	3.9	Resources to support academic, behavioral, and social-emotional needs to Homeless students and Foster Youth	Yes	$200,810.00	$196,100.00	0%	
3	3.10	Provide instructional support for unduplicated students with special needs to meet the goals of their IEPs	Yes	$1,025,525.00	$871,194.00		
3	3.11	Support for dual enrollment students with Ohlone College	Yes	$222,161.00	$222,161.00		
4	4.1	Develop an approach to improve school climate, create inclusive schools for diverse families, and foster healthy relationships across the district	Yes	$2,043,156.00	$1,834,097	0%	
4	4.2	Connect students and their parents to wrap-around	Yes	$186,276.00	$205,924.00	0%	

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)
		services using the Coordination of Services Team (COST) mode					
4	4.3	Offer parent workshops on academics, life skills, and social-emotional supports for students	Yes	$240,972.00	$78,295.00	0%	
4	4.4	Employ bilingual and/or culturally responsive staff to promote effective communication with parents of English Learners	Yes	$2,334,526.00	$2,010,896.00	0%	
4	4.5	Provide TK-12 counselor positions to assist students with social-emotional and academic guidance	Yes	$4,269,098.00	$2,618,358.48		
4	4.6	Establish a Marriage Family Therapist Associates to provide therapeutic services for individual or group of students	Yes	$847,373.53	$727,731.00	0%	

2023-24 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)
360,157,256	21,710,280	0.42%	6.448%	$20,932,940.48	0.000%	5.812%	$2,290,000.00	0.636%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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) (California Legislative Information)](#) 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.

    o 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:

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o   Include a discussion of relevant challenges and successes experienced with the implementation process.

  o   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.

- 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.

- 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.

o   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.

o   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.

o   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.

    o   **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
- 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:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o   Professional development for teachers.

    o   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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o 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**

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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 2023

Fremont Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal#.Action #
LEA-wide Lowest Performance	District	Homeless	CCI	3.4, 3.5, 3.6
LEA-wide Lowest Performance	District	Filipino	Chronic Absenteeism	4
LEA-wide Lowest Performance	District	Foster Youth	Chronic Absenteeism	4
LEA-wide Lowest Performance	District	Homeless	Chronic Absenteeism	4
LEA-wide Lowest Performance	District	Homeless	ELA	2.4, 2.5, 2.6, 3.7, 4.9
LEA-wide Lowest Performance	District	Homeless	Graduation	3
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation	3
LEA-wide Lowest Performance	District	Homeless	Math	2.4, 2.5, 2.6, 3.7, 4.9
LEA-wide Lowest Performance	District	African American	Suspension	4
LEA-wide Lowest Performance	District	Foster Youth	Suspension	4
LEA-wide Lowest Performance	District	Students with Disabilities	Suspension	4
Required Action for English Learners	District	English Learner	N/A	1.3, 1.4, 3.3
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	CCI	1
School Student Group Lowest Performance	Robertson High (Continuation)	Hispanic	CCI	3.4, 3.5, 3.6
School Student Group Lowest Performance	Robertson High (Continuation)	Socioeconomically Disadvantaged	CCI	3.4, 3.5, 3.6
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	CCI	3.4, 3.5, 3.6
School Student Group Lowest Performance	Glenmoor Elementary	Asian	Chronic Absenteeism	4
School Student Group Lowest Performance	Joseph Azevada Elementary	Asian	Chronic Absenteeism	4
School Student Group Lowest Performance	Ardenwood Elementary	English Learner	Chronic Absenteeism	4
School Student Group Lowest Performance	Brookvale Elementary	English Learner	Chronic Absenteeism	4
School Student Group Lowest Performance	Centerville Junior High	English Learner	Chronic Absenteeism	4
School Student Group Lowest Performance	J. Haley Durham Elementary	English Learner	Chronic Absenteeism	4
School Student Group Lowest Performance	John Blacow Elementary	English Learner	Chronic Absenteeism	4
School Student Group Lowest Performance	Steven Millard Elementary	English Learner	Chronic Absenteeism	4
School Student Group Lowest Performance	Steven Millard Elementary	Filipino	Chronic Absenteeism	4
School Student Group Lowest Performance	Brookvale Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Centerville Junior High	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	E. M. Grimmer Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Harvey Green Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Joseph Azevada Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Mission Valley Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Parkmont Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Vallejo Mill Elementary	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	William Hopkins Junior High	Hispanic	Chronic Absenteeism	4
School Student Group Lowest Performance	Ardenwood Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	4
School Student Group Lowest Performance	Joseph Azevada Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	4
School Student Group Lowest Performance	Joshua Chadbourne Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	4
School Student Group Lowest Performance	Brier Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Brookvale Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Glenmoor Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	J. Haley Durham Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Joseph Azevada Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Mission Valley Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	O. N. Hirsch Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Patterson Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Warm Springs Elementary	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	William Hopkins Junior High	Students with Disabilities	Chronic Absenteeism	4
School Student Group Lowest Performance	Parkmont Elementary	Two Or More Races	Chronic Absenteeism	4
School Student Group Lowest Performance	Thornton Junior High	Two Or More Races	Chronic Absenteeism	4

Fremont Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal#.Action #
School Student Group Lowest Performance	Brier Elementary	White	Chronic Absenteeism	4
School Student Group Lowest Performance	Forest Park Elementary	White	Chronic Absenteeism	4
School Student Group Lowest Performance	G. M. Walters Middle	White	Chronic Absenteeism	4
School Student Group Lowest Performance	Vallejo Mill Elementary	White	Chronic Absenteeism	4
School Student Group Lowest Performance	Cabrillo Elementary	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	Irvington High	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	Washington High	English Learner	ELA	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Hispanic	ELA	2.3, 2.4
School Student Group Lowest Performance	Cabrillo Elementary	Socioeconomically Disadvantaged	ELA	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Students with Disabilities	ELA	3
School Student Group Lowest Performance	Centerville Junior High	Students with Disabilities	ELA	3
School Student Group Lowest Performance	Fred E. Weibel Elementary	Students with Disabilities	ELA	3
School Student Group Lowest Performance	G. M. Walters Middle	Students with Disabilities	ELA	3
School Student Group Lowest Performance	Irvington High	Students with Disabilities	ELA	3
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	ELA	3
School Student Group Lowest Performance	John M. Horner Middle	Students with Disabilities	ELA	3
School Student Group Lowest Performance	Oliveira Elementary	Students with Disabilities	ELA	3
School Student Group Lowest Performance	Washington High	Students with Disabilities	ELA	3
School Student Group Lowest Performance	Brookvale Elementary	English Learner	ELPI	2
School Student Group Lowest Performance	Vallejo Mill Elementary	English Learner	ELPI	2
School Student Group Lowest Performance	Robertson High (Continuation)	Hispanic	Graduation	3
School Student Group Lowest Performance	Cabrillo Elementary	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Centerville Junior High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	G. M. Walters Middle	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Irvington High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	John F. Kennedy High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Washington High	English Learner	Math	2.5, 3.1
School Student Group Lowest Performance	Cabrillo Elementary	Hispanic	Math	2.3, 2.4
School Student Group Lowest Performance	G. M. Walters Middle	Hispanic	Math	2.3, 2.4, 3.9
School Student Group Lowest Performance	John F. Kennedy High	Hispanic	Math	2.3, 2.4, 3.9
School Student Group Lowest Performance	Washington High	Hispanic	Math	2.3, 2.4
School Student Group Lowest Performance	Cabrillo Elementary	Socioeconomically Disadvantaged	Math	2.5, 3.1
School Student Group Lowest Performance	Brier Elementary	Students with Disabilities	Math	3
School Student Group Lowest Performance	Cabrillo Elementary	Students with Disabilities	Math	3
School Student Group Lowest Performance	G. M. Walters Middle	Students with Disabilities	Math	3
School Student Group Lowest Performance	Irvington High	Students with Disabilities	Math	3
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	Math	3
School Student Group Lowest Performance	Oliveira Elementary	Students with Disabilities	Math	3
School Student Group Lowest Performance	Washington High	Students with Disabilities	Math	3
School Student Group Lowest Performance	American High	African American	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	African American	Suspension	4
School Student Group Lowest Performance	Washington High	African American	Suspension	4
School Student Group Lowest Performance	Centerville Junior High	English Learner	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	English Learner	Suspension	4
School Student Group Lowest Performance	Centerville Junior High	Hispanic	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	Hispanic	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	Homeless	Suspension	4
School Student Group Lowest Performance	J. Haley Durham Elementary	Socioeconomically Disadvantaged	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	Socioeconomically Disadvantaged	Suspension	4
School Student Group Lowest Performance	American High	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	Centerville Junior High	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	Fred E. Weibel Elementary	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	Irvington High	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	John M. Horner Middle	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	Joshua Chadbourne Elementary	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	Thornton Junior High	Students with Disabilities	Suspension	4

ALAMEDA COUNTY OFFICE OF EDUCATION ACCOUNTABILITY PARTNERSHIPS

Fremont Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal#.Action #
School Student Group Lowest Performance	Washington High	Students with Disabilities	Suspension	4
School Student Group Lowest Performance	Thornton Junior High	Two Or More Races	Suspension	4
School Student Group Lowest Performance	American High	White	Suspension	4
School Student Group Lowest Performance	G. M. Walters Middle	White	Suspension	4
School Student Group Lowest Performance	John F. Kennedy High	White	Suspension	4
School-wide Lowest Performance	Forest Park Elementary	All Students	Chronic Absenteeism	4
School-wide Lowest Performance	J. Haley Durham Elementary	All Students	Chronic Absenteeism	4
School-wide Lowest Performance	Joseph Azevada Elementary	All Students	Chronic Absenteeism	4
School-wide Lowest Performance	Vallejo Mill Elementary	All Students	Chronic Absenteeism	4
School-wide Lowest Performance	Robertson High (Continuation)	All Students	ELA	2.3, 2.4, 3.9
School-wide Lowest Performance	Vista Alternative	All Students	Graduation	3
School-wide Lowest Performance	Robertson High (Continuation)	All Students	Math	2.3, 2.4, 3.9
Required Action(s) for Technical Asssitance	District	Foster Youth	Chronic Absent…	4
Required Action(s) for Technical Asssitance	District	Foster Youth	Suspension	4
Required Action(s) for Technical Asssitance	District	Homeless	Chronic Absent…	4
Required Action(s) for Technical Asssitance	District	Homeless	Graduation	2.6, 3.4
Required Action(s) for Technical Asssitance	District	Homeless	CCI	3.4, 3.5, 3.6
Required Action(s) for Technical Asssitance	District	Homeless	ELA/Math	2.4, 2.5, 2.6, 3.7, 3.9, 4.9
Required Action(s) for Technical Asssitance	District	Students with Disabilities	Graduation	2.6, 3.4
Required Action(s) for Technical Asssitance	District	Students with Disabilities	Suspension	4