



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	100% of teachers will be highly qualified to teach the courses to which they are assigned.	School year 2023-24: 96% With full credential = 506 Without full credential = 10 Teachers Teaching Outside Subject Area of Competence (with full credential) = 11	School Year 2024-2025: 96.3% (505) with a full credential; 7 without a full credential; and 12 teachers teaching outside subject area of competence			2026-27 100%
1.2	Increase to 100% (115/115 points) the District's implementation of state academic standards.	May 2024 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.	February 2025 105/115 Implementation ranges from Full Implementation to Full Implementation and Sustainability on the Local Indicator self-reflection tool.			2027 100%
1.3	100% of students will have access to standards-aligned instructional materials/texts or digital curriculum resources.	May 2024 100%	February 2025 100%			2027 100%
1.4	English Learner Access to Common Core State Standards including English Language Development standards.	May 2024 Full Implementation and Sustainability on self-reflection tool.	February 2025 Full Implementation and Sustainability on self-reflection tool.			2027 Full Implementation and Sustainability
1.5	By student group, increase to 100% the percentage of students who graduate.	Class of 2023 (number/%) students meeting graduation requirements: African American: 19/95.0% Asian: 1,459/98.8%	Class of 2024 (number / %) - students meeting graduation requirements: African American: 27 / 81.5% Asian: 1358 / 98.2%			Class of 2026 100% for all identified groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Filipino: 72/97.3% Hispanic: 386/84.1% White: 348/95.9% Two or More Races: 175/96.7% English Learners: 270/79.3% Homeless: 17/76.5% Socioeconomically Disadvantaged (SED): 570/86.8% Students With Disabilities (SWD): 254/82.7% All Students 2,550/95.5%	Filipino: 66 / 92.4% Hispanic: 460 / 79.8% White: 387 / 96.1% Two or More Races: 150 / 94.0% English Learners: 244 / 73.4% Homeless: 28 / 39.3% SED: 548 / 81.0% SWD: 273 / 74.4% All Students: 2552 / 93.8%			
1.6	By student group, decrease the dropout rate.	Class of 2023 cohort dropout rate by student group: African American: 1/20 (5.0%) Asian: 4/1,477 (0.3%) Filipino: 1/74 (1.4%) Hispanic: 56/459 (12.2%) White: 9/363 (2.5%) Two or More Races: 3/181 (1.7%) English Learners: 43/270 (15.9%) Homeless: 3/17 (17.6%) Socioeconomically Disadvantaged (SED): 57/570 (10.0%) Students With Disabilities (SWD): 18/254 (7.1%) All Students: 76/2,669 (2.8%)	Class of 2024 cohort dropout rate by student group: African American: 3 / 27 (11.1%) Asian: 7 / 1,358 (0.5%) Filipino: 2 / 66 (3.0%) Hispanic: 66 / 460 (14.3%) White: 9 / 387 (2.3%) Two or More Races: 1 / 150 (0.6%) English Learners: 47 / 244 (19.3%) Homeless: 11 / 28 (39.3%) SED: 73 / 548 (13.3%) SWD: 24 / 273 (8.8%) All Students: 93 / 2,552 (3.6%)			Class of 2026 0% for all identified groups
1.7	By student group, increase to 100% the percentage of students	Class of 2023 students meeting A-G:	Class of 2024 students meeting A-G:			Class of 2026 100% for all identified groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	who meet A-G requirements by the time they graduate.	African American: 52.6% Asian: 94.3% Filipino: 75.0% Hispanic: 47.2% White: 81.6% Two or More Races: 82.3% English Learners: 43.9% Homeless: 38.5% Socioeconomically Disadvantaged (SED): 56.0% Students With Disabilities (SWD): 26.7% All Students: 83.5%	African American: 36.4% Asian: 93.1% Filipino: 68.9% Hispanic: 47.4% White: 81.7% Two or More Races: 85.1% English Learners: 40.2% Homeless: 36.4% SED: 55.0% SWD: 32.5% All Students: 82.5%			
1.8	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Assessment of Student Performance and Progress (CAASPP).	These data below are referencing CAASPP administration year 2023. Student Group % "Met or Exceeded Standard" in ELA/Math: African American: 45%/25% Asian: 92%/89% Filipino: 73%/45% Hispanic: 47%/19% White: 83%/66% Two or More Races: 88%/80% English Learners: 17%/16% Homeless: --/-- Socioeconomically Disadvantaged (SED): 57%/33% Students With Disabilities (SWD): 28%/14% All Students: 81%/71%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: 65.0% / 38.1% Asian: 90.9% / 91.3% Filipino: 78.7% / 58.7% Hispanic: 40.4% / 18.4% White: 88.7% / 76.1% Two or More Races: 83.9% / 77.2% English Learners: 9.2% / 11.8% Homeless Youth: --/-- SED: 49.2% / 30.8% SWD: 27.2% / 17.7% All Students: 80.7% / 73.7%			2026 100% for all identified groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		"--" indicator that fewer than 11 students tested within the subgroup and data isn't published.				
1.9	Increase to 95% the percentage of students who participate in the California Assessment of Student Performance and Progress (CAASPP).	2023 94% for both ELA and Math exams	2024 95% for both ELA and Math			2026 95% for both ELA and Math exams
1.10	By student group, increase to 100% the percentage of students who meet standard (level 3, level 4) on the California Science Test (CAST).	These data below are referencing CAST administration year 2023. Student Group % "Met or Exceeded Standard" in Science: African American: 29% Asian: 84% Filipino: 57% Hispanic: 27% White: 70% Two or More Races: 78% English Learners: 5% Homeless: --/-- Socioeconomically Disadvantaged (SED): 33% Students With Disabilities (SWD): 24% All Students: 71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	Percentage of students who met or exceeded the standard during the 2024 CAST African American: 45.0% Asian: 85.3% Filipino: 60.0% Hispanic: 25.7% White: 75% Two or More Races: 77.6% English Learners: 3.05% Homeless: --/-- SED: 32.5% SWD: 19.6% All Students: 71.8%			2026 100%
1.11	Increase to 100% the percentage of English Learners (ELs) who	2023 CA Dashboard	2024 CA Dashboard			2026 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	reach and maintain English Learner Progress Indicator (ELPI) Level 4 or progress at least one ELPI level as measured by the English Language Proficiency Assessments for CA (ELPAC).	44% of ELs making progress towards English language proficiency	39.2% of ELs making progress or maintaining the highest ELPI level			
1.12	Increase English Learner reclassification rate to 100%.	2022-23 8.1% (75) EL students reclassified	Students (number / %) reclassified in 2023-24 78 / 8.5%			2025-26 100%
1.13	Decrease the % of LTELs within the District.	2023-24 LTEL enrollment includes 385 LTEL students which is 42.7% of all students who are classified as English Learners (EL). Overall, the LTEL population accounts for 4.0% of FUHSD student enrollment.	2024-25 LTEL enrollment includes 394 LTEL students, which is 44.5% of all students who are classified as English Learners (EL). Overall, the LTEL population accounts for 3.5% of FUHSD student enrollment (grades 9-12).			2026-27 35% of all students who are classified as English Learners

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Retain and support staff Sustain a high quality comprehensive high school program. -Maintain competitive salaries to attract and retain high quality teachers, administrators and support staff. -Maintain high quality teacher recruiting strategies and support teachers to get credentials and confirm highly qualified status as necessary.	No				\$121,241,453.06	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	Targeted Intervention Revised Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Language Learners, students who are under-resourced (SED) and foster youth through targeted participation in Academic Foundations course sections to improve course passage and A-G completion.	Yes				\$372,620.59	
1.3	Student Support Revised With a focus on students who are unhoused (homeless) or foster youth, monitor student progress towards graduation through coordination between school counselors, administrators and other school personnel, with support from the Educational Options School Counselor, as documented through student contacts related to counseling and attendance.	Yes				\$196,509.00	
1.4	ELA: Skill Development LREBG Action The English Curriculum Lead, in collaboration with the Coordinator of Curriculum and Teacher Leadership, continue to support course-alike teams and deliver professional development to implement a rigorous, guaranteed, and viable curriculum; honing	No				\$280,106.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students' argumentative skills; challenging students to read complex texts (and non-fiction, in particular); and building students' speaking, listening, and academic conversation skills. Research suggests that learning is maximized when students are challenged just beyond their current level particularly when provided instructional supports. Metric being used to monitor the action: Metric 1.8 LREBG Funds supporting this action: \$169,420 for 2025-26. Federal Funds are supporting the balance of the cost, \$110,686, for 2025-26.						
1.5	ELA: Instruction In support of equity, social justice and increasing student engagement through content and materials that reflect the backgrounds, experiences and cultures of our students, professional development opportunities for teachers will focus on ensuring high levels of learning for all students and expanding the canon of English literature that is implemented.	No				\$66,918.00	
1.6	ELA: Targeted Intervention Revised Continue to sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other	Yes				\$210,764.81	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	resources to provide a program targeted to students who are under-resourced (SED) and foster youth, Academic Reading and Writing (Read 180 and/or other reading support program/intervention) is implemented as a targeted intervention in support of course passage and A-G completion.						
1.7	ELA: Instruction Revised In support of students having access to high-level ELA in the least restrictive environment, professional development opportunities for teachers will focus on the durable skill of communication: speaking, listening, and academic conversation skills. In coordination with their performance reflected on CA Dashboard, this action is principally directed toward our students with disabilities districtwide; under-resourced (socio-economically disadvantaged (SED)), students with disabilities, English Learners, and students who are Hispanic at Homestead High School; students with disabilities at Cupertino High School; English Learners, students who are under-resourced (SED), students with disabilities, and students who are Hispanic at Fremont High School.	No				\$163,531.00	
1.8	Mathematics: Instruction LREBG Action Revised	No				\$197,656.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	In support of students having access to high-level mathematics in the least restrictive environment, math professional development opportunities for teachers will focus on collaborative learning to support productive struggle and increase math discourse. Students will grow as independent math learners, where they can think deeply, engage in discourse to make meaning of their learning, and struggle productively. This action is principally directed toward our Hispanic students, Long-Term English Learners, and students with disabilities district-wide; Hispanic and students with disabilities at Homestead High School; and students who are under-resourced (SED), English Learners, Long-Term English Learners, students with disabilities, and students who are Hispanic at Fremont High School in coordination with their performance reflected on the CA Dashboard. Research supports a focus on productive struggle in support of promoting deeper understanding, building persistence and resilience, encouraging metacognition, and fostering transfer of learning. Metric being used to monitor the action: Metric 1.8 LREBG Funds supporting this action: \$197,656 for 2025-26						
1.9	Science: Instruction Implement AB 285 requirements through science courses while supporting multidisciplinary efforts to embed climate and environmental literacy outcomes into ongoing course standards.	No				\$206,505.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	ELD: Targeted Intervention Sustain a high quality comprehensive high school program for all students while supplementing those opportunities with General Fund and other resources to provide a program targeted to English Learners at each school. This action is principally directed toward English Learners at Fremont High School in coordination with their performance on the English Learner Progress Indicator on the dashboard. In addition, as described in the Title III plan, - Continue to provide workshops for teachers to examine an asset-based pedagogical mindset for English Learners and to deepen two key high-leverage principles for EL instruction: incorporating all 4 language domains in every lesson and understanding and addressing language demands. - Curriculum Leads will continue to work with teachers to emphasize the incorporation of the two high-leverage principles stated above into ELD and Sheltered lessons. Also, when providing content area professional development, Curriculum Leads will pay particular attention to lessons that incorporate the four language domains and the use of language objectives.	Yes				\$1,974,489.00	
1.11	LTEL: Targeted Intervention Revised Principally directed to LTELs, including those at Fremont High School,	Yes				\$2,322,237.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-teachers of LTELs from different subject areas will meet during scheduled collaboration time as a PLC. Their work will include creating and revising curriculum, lessons and assessments and sharing strategies that support academic language development. -opportunities for more explicit preparation for the Summative ELPAC in support of progress towards reclassification and on the English Learner Progress Indicator. -an ongoing collaboration with feeder elementary school districts to include reading and literacy practices in support of the transition to and success within high school.						

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Increase the percentage of students who have successfully completed courses that satisfy the requirement for a career technical education pathway.	Class of 2023: 9.6% of cohort = 256 pathway completers. (Calculation= # of students completing CTE pathway in cohort/total number of students in cohort)	Class of 2024: 10.9% of cohort = 280 completers (students in the combined 4 and 5 year graduation rate who completed at least one CTE pathway with a C- or better in the capstone course).			Class of 2026 15% of cohort
2.2	Increase the percentage of students who have successfully completed both A-G requirements and a CTE pathway.	Class of 2023: 8.8% (224/2550) students in class of 2023 completed A to G eligibility requirements and at least one CTE course pathway.	Class of 2024: 9.3% of cohort = 238 completers			Class of 2026 15% of cohort
2.3	By student group, increase to 100% the percentage of students placed in the "prepared" level on the College/Career Indicator.	Class of 2023: 78.5% of students were placed in the "prepared" level on the College/Career Indicator.	Class of 2024: 76.9% of students placed in the "prepared" level on the College and Career Indicator			Class of 2026 100%
2.4	By student group, increase to 100% the percentage of students deemed "ready for college" or "conditionally ready for college" as measured on CAASPP with a score of 3 or 4 to indicate "met or exceeded standard" in the area of ELA and Mathematics.	These data below are referencing CAASPP administration year 2023. Student Group % "Met or Exceeded Standard" in ELA/Math: African American: 45%/25% Asian: 92%/89% Filipino: 73%/45%	Percentage of students (ELA / MATH) who met or exceeded the standard during the 2024 CAASPP African American: 65.0% / 38.1% Asian: 90.9% / 91.3% Filipino: 78.7% / 58.7% Hispanic: 40.4% / 18.4%			2026 100% for all identified groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 47%/19% White: 83%/66% Two or More Races: 88%/80% English Learners: 17%/16% Homeless: --/-- Socioeconomically Disadvantaged (SED): 57%/33% Students with Disabilities (SWD): 28%/14% All Students: 81%/71% "--" indicator that fewer than 11 students tested within the subgroup and data isn't published.	White: 88.7% / 76.1% Two or More Races: 83.9% / 77.2% English Learners: 9.2% / 11.8% Homeless Youth: --/-- SED: 49.2% / 30.8% SWD: 27.2% / 17.7% All Students: 80.7% / 73.7%			
2.5	Monitor post-secondary program success as indicated by college entrance and persistence data.	The Class of 2023 reported 84% enrollment in postsecondary education institutions within the first year after high school 20% attending a 2-year institution 64% attending a 4-year institution. 96% of students in the Class of 2021 who enrolled in college in their first year returned for their second year.	Class of 2024 reported 80% enrollment in a postsecondary education institution within the first year after high school. 18% - attending a 2-year institution 62% - attending a 4-year institution Class of 2022 reported that 96% of students enrolled in college the first year after high school who returned for a second year (freshman to sophomore persistence).			Class of 2026 88% enrollment in postsecondary education institutions within the first year after high school.
2.6	Monitor implementation of the Student Assistance Team (SAT)	April 2024 46	April 2025 52			2027 43

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	handbook, reflecting multi-tiered systems of support (MTSS), to guide practice, reducing the percentage of students referred for special education assessment by 5% (Comprehensive Coordinated Early Intervening Services (CCEIS)).					
2.7	Increase participation in the least restrictive environment for students with disabilities to the state target of 62% (Special Education Plan (SEP)).	February 2024 44.10%	February 2025 45.34%			2027 62%
2.8	Increase the percentage of underrepresented students who take Advanced Placement (AP) classes.	Students completing AP courses in 22-23: # who completed an AP course/# in the subgroup = % American Indian: 5/36= 13.9% Pacific Islander: 11/31= 35.5% African American: 10/80=12.5% Asian 3189/5583= 57.1% Hispanic: 199/1,758=11.3% White: 480/1369= 35.1% Two or More Races: 261/640= 40.8% EL 31/921= 3.4% Socioeconomically Disadvantaged (SED): 233/1426= 16.3% Students with Disabilities (SWD): 44/988= 4.5% All Students: 4,155/9,956= 41.7%	Students completing AP course in 23-24: # who completed an AP course/# in the subgroup = % American Indian: 17 / 30 = 56.7% Pacific Islander: 7 / 32 = 21.9% African American: 20 / 71 = 28.2% Asian: 3141 / 5377 = 58.4% Filipino: 80 / 264 = 30.3% Hispanic: 272 / 1,714 = 15.9% White: 469 / 1322 = 35.5% Two or More Races: 256 / 610 = 42.0% English Learners: 115 / 902 = 12.7% SED: 305 / 1420 = 21.5% SWD: 49 / 971 = 5.0% All Students: 4263 / 9646 = 44.2%			2025-26 6 percentage point increase for Am. Ind., Af. Am., Hisp., SED, SWD and EL students 2 percentage point increase for All Students, Pac. Is., Two +, Asian and White students
2.9	Increase the percentage of students who have passed an AP	For the class of 2023, 68.1% of students earned a "3" or higher	For the class of 2024, 91.1% of students earned a "3" or higher			2026 73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	exam with a “3” or higher at some point during high school.	on an AP exam during high school.	on an AP exam during high school.			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Career Technical Education Principally directed for students who are foster youth and low income while also addressing the needs of students with disabilities and foster youth in support of progress on the college/career indicator of the CA School Dashboard, continue to build relationships with local Community Colleges and local businesses in an effort to increase opportunities for college credit and work-based learning.	Yes				\$835,828.00	
2.2	Multi-Tiered Systems of Support Continue implementation of the guidance outlined in the Student Assistance Team (SAT) handbook to strengthen the Tier 1-3 supports at each school site, utilizing multi-tiered systems of support (MTSS).	No				\$162,195.81	
2.3	Access to General Education In support of increased access to general education for students with disabilities, ongoing efforts and discussions of educational partners will focus on -Increase general and special education teacher collaboration and implementation of accommodations, modifications and grading adaptations. -Integrate the principles of Universal Design for Learning (UDL) into existing content of	No				\$175,119.52	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	professional development for general and special education teachers.						
2.4	Advanced Placement Courses Through the collaborative work of the Counseling Assistant Principals and District administrators, continue and expand recruitment and opportunities for students in under-represented groups to participate in AP courses.	No				\$6,993,208.68	
2.5	Instructional Technology - Moved to 3.11 Moved to 3.11 Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System, Student Data Analytics System, and adapting to Artificial Intelligence within education through professional development and course-alike team coaching to integrate technology and communication tools across content areas.					\$0.00	

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Increase the percentage of students who report meaningful participation at school.	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023) Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school": 9th grade: 25% 10th grade 27% 11th grade 25% 12th grade 28%	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2024) Average percent of students reporting "Pretty much true" or "Very much true" to "Meaningful participation at school": 9th grade 33% 10th grade 33% 11th grade 32% 12th grade 36%			2026 5 percentage point increase for each grade level
3.2	Increase the percentage of students who respond positively when asked about their sense of well-being (safe and cared about).	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered November 2023) Average percent of students reporting "Agree" or "Strongly agree" to "School connectedness": 9th grade: 63% 10th grade 59% 11th grade 60% 12th grade 60%	Data reported below is from the District School Climate Report Card (CA Healthy Kids Survey administered October 2024) Average percent of students reporting "Agree" or "Strongly agree" to "School connectedness": 9th grade 68% 10th grade 65% 11th grade 62% 12th grade 64%			2026 5 percentage point increase for each grade level in each category

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Average percent of students reporting "Pretty much true" or "Very much true" to "Caring adults in school": 9th grade: 57% 10th grade 56% 11th grade 56% 12th grade 61% Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 85% No Harassment 78% No Mean Rumors 79% No Fear of Getting Beaten Up 92%	Average percent of students reporting "Pretty much true" or "Very much true" to "Caring adults in school": 9th grade 60% 10th grade 59% 11th grade 62% 12th grade 66% Perceived School Safety 78% of students reported "Safe" or "Very safe" at school when asked, "How safe do you feel when you are at school?" The following represent the percentage of students who reported not being victimized. Low Violence Victimization 89% No Harassment 84% No Mean Rumors 83% No Fear of Getting Beaten Up 94%			
3.3	Using a check-in and check-out survey when accessing a wellness space, students across grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds will report maintenance of or a positive increase in how they are feeling upon exit from the space.	May 2024 CHS (December to May) check-in to check-out categories = happy 32.9% to 28.3%; anxious 16.0% to 3.7%; angry 3.5% to 0%; calm 27.5% to 56.9%; sad 2.4% to 1.0%; worried 2.2% to 1.0%;	March 2025 CHS (August to December) check-in to check-out categories = happy 36.2% to 34.2%; anxious 15.0% to 7.2%; angry 1.5% to 0.7%; calm 23.9% to 48.4%; sad 4.5% to 1.0%; worried 4.7% to 1.0%;			2027 5 percentage point increase by category or 2-point increase overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		cared for/heard 0.4% to 1.6%; lonely 1.4% to 0.4%; and overwhelmed/stressed 16.0% to 7.1%. MVHS (January to May) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.	cared for/heard 0% to 1.2%; lonely 1.5% to 1.5%; and overwhelmed/stressed 12.7% to 4.7%. FHS (January to March) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit. MVHS (August to March) check-in/check-out uses a scale of 1-10/awful-fantastic. Data has shown that students improve by 2 points after a visit.			
3.4	Increase percentage of students who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	2022-23 70.2%	2023-24, 69.7%			2025-2026 100%
3.5	Decrease chronic absenteeism.	2022-23 Students considered chronic absentee (% of student group): American Indian: 5/37 (13.5%) Pacific Islander: 6/31 (19.4%) African American: 20/84 (23.8%) Asian: 240/5,624 (4.3%) Filipino: 34/276 (12.3%)	2023-24 students considered chronic absentee (% of student group): American Indian: 10/32 (31.3%) Pacific Islander: 4/33 (12.1%) African American: 19/74 (25.7%) Asian: 247/5,403 (4.6%) Filipino: 29/270 (10.7%)			2025-2026 Absenteeism 0-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 509/1,814 (28.1%) White: 179/1,378 (13.0%) Two or More Races: 74/645 (11.5%) English Learners: 241/1,002 (24.1%) Homeless Youth 22/39 (56.4%) Socioeconomically Disadvantaged (SED): 433/1,546 (28%) Students with Disabilities (SWD): 293/994 (29.5%) All Students: 1,082/10,138 (10.7%)	Hispanic: 496/1,784 (27.8%) White: 164/1333 (12.3%) Two or More Races: 67/609 (11.0%) English Learners: 241/998 (24.1%) Homeless: 37/55 (67.3%) SED: 468/1661 (28.2%) SWD: 304/987 (28.2%) All Students: 1056/9764 (10.8%)			
3.6	Maintain low suspension rate and monitor that no student groups are over-represented among suspended students.	Students suspended at least once in 2022-23 (% of student group): American Indian: 5/37 (13.5%) Pacific Islander: 2/32 (6.3%) African American: 2/86 (2.3%) Asian: 37/5,681 (0.7%) Filipino: 6/278 (2.2%) Hispanic: 107/1,850 (5.8%) White: 22/1,392 (1.6%) Two or More Races: 18/649 (2.8%) English Learners 69/1,030 (6.7%) Homeless: 5/42 (11.9%) Socioeconomically Disadvantaged (SED): 84/1,581 (5.3%) Students with Disabilities	Students suspended at least once in 2023-24 (% of student group): American Indian: 2/34 (5.9%) Pacific Islander: 4/36 (11.1%) African American: 1/76 (1.3%) Asian: 39/5,436 (0.7%) Filipino: 4/273 (1.5%) Hispanic: 92/1833 (5.0%) White: 25/1,357 (1.8%) Two or More Races: 11/620 (1.8%) English Learners: 50/1031 (4.8%) Homeless: 8/65 (12.3%) SED: 90/1706 (5.3%) SWD: 75/1,044 (7.2%) All Students 180/9,895 (1.8%)			2025-26 suspension rate of 2% or less for each student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(SWD):78/1,050 (7.4%) All Students 202/10,254 (2.0%)				
3.7	Maintain low expulsion rate and monitor that no student no student groups are over-represented among expelled students.	Students expelled in 2022-23 (% of student group): American Indian: 0/37 (0.0%) African American: 0/86 (0.0%) Asian: 0/5,681 (0.0%) Filipino: 0/278 (0.0%) Hispanic: 3/1,850 (0.2%) White: 1/1,392 (0.1%) Two or More Races 0/649 (0.0%) All Students 4/10,254 (0.01%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Students expelled in 2023-24 (% of student group): Amer Indian: 0/34 (0.0%) African American: 0/76 (0.0%) Asian 0/5,436 (0.0%) Filipino 0/273 (0.0%) Hispanic 1/1,833 (0.1%) White 0/1,357 (0.1%) Two or More Races 0/620 (0.0%) All Students: 1/9,895 (0.01%) No data to protect student privacy: English Learners Homeless Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)			2025-26 expulsion rate of 0% for each student group
3.8	Maintain record of safe facilities as measured by the Facility Inspection Form (FIT) process.	January 2024 Community Day School 100% Exemplary - No Findings CHS 100% Exemplary - No Findings FHS 100% Exemplary - No Findings HHS 97% Good - Minimal issues. LHS 100% Exemplary - No Findings	January 2025 Community Day School 100% Exemplary - No Findings CHS 99.54% Exemplary FHS 98.00% Good - Minimal issues HHS 97.54% Good - Minimal issues LHS 98.75% Good - Minimal issues			2027 Exemplary: 99-100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		MVHS 100% Exemplary - No Findings	MVHS 99.39% Exemplary			
3.9	Moved from 4.5 Increase to 100% the percentage of students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented.	April 2024 46%	April 2025 44%			2027 100%
3.10	Moved from 4.6 Increase to 100% the percentage of students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning through advisory is important.	April 2024 84%	April 2025 82%			2027 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Social Emotional Learning LREBG Action The Social Emotional Learning Curriculum Lead will continue to guide the implementation of a Social-Emotional Learning four-year plan, student advisories covering mental health and wellness, and provide staff training and support. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) strongly supports the benefits of teaching students social emotional learning (SEL): self-awareness, self-management, responsible	No				\$230,858.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	decision-making, relationship skills, and social awareness. Metric being used to monitor the action: Metric 3.2, 3.14, and 3.15 LREBG Funds supporting this action: \$300,000 for 2026-27. For 2025-26 the District is expending Other State Funds, \$230,858 and then transitioning to LREBG for 2026-27.						
3.2	Wellness Space LREBG Action By August 2026 the FUHSD will have a wellness space at each of its five comprehensive campuses accessible to and inclusive of students in all grade levels, genders, abilities, racial, ethnic, and socioeconomic backgrounds. Research from CASEL supports a systemic approach to SEL that cultivates responsive relationships, emotionally safe environments, and skills development as protective factors that buffer against mental health risks. Metric being used to monitor the action: Metric 3.8 LREBG Funds supporting this action: \$261,450 for 2025-26	No				\$261,450.00	
3.3	Mental Health and Wellness Student Support	No				\$1,558,767.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Support student mental health and wellness through access to School Based Therapists.						
3.4	Campus Climate Revised Principally directed to support students who are Long-Term English Learners at Cupertino High School and foster youth or students who are under-resourced (SED) districtwide, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions and engage in professional development.	Yes				\$1,454,925.68	
3.5	Campus Climate Revised Principally directed to support students districtwide who are American Indian or Alaska Native, Pacific Islander and unhoused (homeless) in coordination with performance on the suspension indicator on the dashboard, Campus Climate group will continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions and engage in professional development.	No				\$352,075.16	
3.6	Campus Climate	No				\$152,419.80	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Revised Principally directed to support students with disabilities at Cupertino High School and Fremont High School in coordination with their performance on the suspension indicator on the dashboard, the Campus Climate group will include a representative from Special Services and continue to meet monthly to norm expectations for behavior, discipline, and attendance across schools, brainstorm and provide guidance regarding the need for and effectiveness of interventions, engage in professional development, and align practices with IEP compliance and behavior service referrals.						
3.7	Campus Climate Interventions Revised Principally directed to support students who are foster youth or under-resourced (SED), while also addressing the needs of students with disabilities, maintain the progression of interventions including drug abuse counseling; anger management and “Strengthening Families” as alternatives to suspension and expulsion.	Yes				\$5,000.00	
3.8	Saturday School Revised Principally directed to support students who are foster youth or under-resourced (SED), while also addressing the needs of students with disabilities, continue use of the Saturday	Yes				\$11,500.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School program as needed to address absenteeism, insubordination, and disruption.						
3.9	Attendance Continue and strengthen the School Attendance Review Team and School Attendance Review Board processes.	No				\$376,674.00	
3.10	Facility Maintenance Maintain safe and updated schools through routine maintenance.	No				\$3,744,231.00	
3.11	Instructional Technology Moved from Action 2.5 LREBG Action Provide ongoing and targeted support to teachers to expand their use of the Schoology Learning Management System, Student Data Analytics System, and adapting to Artificial Intelligence within education through professional development and course-alike team coaching to integrate technology and communication tools across content areas. Research consistently highlights that when students feel they are meaningfully participating in school, it has a significant positive impact on their academic achievement, social-emotional development, and overall school climate.	No				\$660,820.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Metric being used to monitor the action: Metric 3.1 LREBG Funds supporting this action: \$418,320 for 2025-26 (\$22,932 in non-personnel and \$395,388 in personnel), \$436,000 for 2026-27, and \$212,171 for 2027-28. Additional non-personnel elements of the action are being funded annually through LCFF Funds.						

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Increase the percentage of students who report "Pretty much true" or "Very much true" to "Meaningful participation at school", parent response to "this school gives students opportunities to 'make a difference' by helping other people, the school, or the community", and staff response to "this school encourages opportunities for students to decide things like class activities or rules".	November 2023 Students: 9th grade 25% 10th grade 27% 11th grade 25% 12th grade 28% October 2024 Parents: 75% Staff: 80%	October 2024 Students: 9th grade 33% 10th grade 33% 11th grade 32% 12th grade 36% Parents: N/A Staff: N/A			2026 5 percentage point increase for students, parents and staff.
4.2	Increase promotion of parental involvement as measured by student response to "parents feel welcome to participate at this school", parent response to "this school keeps me well-informed about school activities", and "staff response to "this school is welcoming to and facilitates parent involvement."	November 2023 Students: 9th 50.0% 10th 45.0% 11th 42.0% 12th 42.0% English Learners 56.5% Foster Youth -- Homeless -- Socioeconomically Disadvantaged (SED) 39.9% All Students 45.0% "--" indicator that fewer than 11 students participated within the subgroup and data will not be published. October 2024 Parents: 90% Staff: 92%	October 2024 Students: 9th 57% 10th 52% 11th 47% 12th 46% English Learners 64.5% Foster Youth -- Homeless -- SED 53% All Students 50.5% Parents: N/A Staff: N/A			2026 5 percentage point increase for students, parents and staff.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.3	100% of parents whose students participate in special education will affirm parent involvement in the Individualized Education Program (IEP) process.	22-23 100%	23-24 99.50%			25-26 100%
4.4	Increase to 100% the number of parents/guardians who have an active Infinite Campus portal (new student enrollment, Back to School Updates, and monitor student attendance, grades, and transcripts) and the number of students who have a parent/guardian who has accessed Schoology (Learning Management System) at least once in a year.	2023-24 % of students with an active parent account (IC portal/Schoology login): CHS: 85%/60% FHS: 83%/36% HHS: 86%/52% LHS: 91%/65% MVHS: 89%/65%	2024-25 % of students with and active parent account (IC portal / Schoology login): CHS: 83%/62% FHS: 73%/38% HHS: 83%/59% LHS: 89%/69% MVHS: 86%/69%			2026-27 100%
4.5	Moved to 3.9 Increase to 100% the percentage of students who strongly agree or agree that they are interested in the advisory lessons on the topics that are presented.	April 2024 46%	April 2024 44%			2027 100%
4.6	Moved to 3.10 Increase to 100% the percentage of students who strongly agree or agree that learning about topics such as anti-racism, sexual harassment, and social-emotional learning through advisory is important.	April 2024 84%	April 2024 82%			2027 100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Surveys	No				\$194,008.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Continue to implement ongoing plan for survey administration including students, parents, and staff.						
4.2	Communication Continue positive and proactive communication about the District through community and media access to news and stories about FUHSD and supporting Board initiatives (office hours, communication corner on the website, etc.).	No				\$352,399.00	
4.3	Parent Education Revised Principally directed to parents of students who are English Learners, foster youth and under-resourced (SED), provide parent education to strengthen the home to school connection.	Yes				\$60,934.75	
4.4	District Wellness Council Through participation in the District Wellness Council, students, parents and staff provide input and guidance to shape district efforts in support of student engagement and health.	No				\$194,008.00	
4.5	Advisory Lessons - Discontinued for 25-26 Discontinued for 25-26 Through participation in regular advisory lessons, students will provide input and					\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	guidance to shape district efforts in support of their engagement and health.						
4.6	Student and Staff Voice New Each Site Equity Action Team (SEAT) will be continuously gathering and analyzing data from a variety of sources in order to influence school priorities and outcomes.	No				\$90,731.00	

Goal 5

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Increase the percentage of academic motivation endorsed by students in CS.	November 2023 54%	October 2024 68%			2026 67% (FUHSD baseline from November 2023)
5.2	Increase percentage of students in CS who attend school regularly to 100% (as defined by percent of students who are absent less than 5%).	SY 2022-23 0% of Community School students (13) were absent less than 5%. 2 students were absent between 5%-10%, 2 students were absent between 10%-20%, and 9 students were absent more than 20%.	SY 2023-24 38.8% of Community School students (13) were absent less than 5%. 15.4% students (2) were absent between 5%-10%, 8% student (1) were absent between 10%-20%, 46% students (6) were absent more than 20%			SY 2025-26 100%
5.3	Decrease chronic absenteeism in CS.	SY 22-23 84.6%	SY 23-24 53.8%			SY 2025-26 Absenteeism 0-5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Reinforcement Strategies CS staff will utilize a wide range of reinforcement strategies at the start of the day/1st period to increase student timely and prepared arrival to school.	No				\$1,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.2	Student Engagement Revised CS staff will research and take student input in order to develop high leverage/high interest field trips to increase student engagement and academic motivation.	No				\$1,700.00	
5.3	Classroom Community Partner with Community-Based Organizations to integrate programs that provide behavioral support and leadership education (such as the FLY (Fresh Lifelines for Youth) Law Program), creative outlets (art and music), and parent outreach to establish and reinforce positive strategies to support academic motivation.	No				\$49,000.00	

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		