

FREMONT HIGH SCHOOL

MID-TERM REPORT

FOR THE

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



MAY 2, 2018

Fremont High School

1279 Sunnyvale-Saratoga Road

Sunnyvale, CA 94087

(408) 522-2400

Principal – Bryan Emmert

Assistant Principal – Jeff Rosado

Assistant Principal – Noe Ochoa

Assistant Principal – Susan Rocha

Dean of Students – Jay Lin

Dean of Students – Sydney Fernandez

Executive Assistant – April Perez

Superintendent – Polly Bove

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Dr. Cliff Adams-Hart, Director of Educational Services, Mission Valley ROC/P, Fremont, CA

Mrs. Diane Burbank, Principal Woodside High School, Woodside, CA

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I. Introduction and Basic School/Community Profile Data

Located in the city of Sunnyvale, Fremont High School's student population mirrors the demographics of Sunnyvale, the County of Santa Clara and California. Opened in 1923, the enrollment is just over 2,100 students, and more than 61 percent of these students speak another language at home, with upward of 60 languages represented. Fremont High School is one of the most diverse campuses in Santa Clara County with four significant racial subgroups ranging from 11 to 42% of the population. The richness of diversity offers both opportunities and challenges. Fremont High School's response is to provide a variety of classes and programs, which include interventions aimed at closing the achievement gap, honors and AP classes and everything in between, designed to meet the needs of all students.

Our wide spectrum of course offerings allows students to pursue personal interests and challenge themselves academically while preparing for college and careers beyond high school. Student leadership programs center on "student voice," encouraging and facilitating student involvement in schoolwide issues. There are also scores of school programs that promote positive learning, such as SFS (Students for Success), AVID (Advancement Via Individual Determination), band, choir, drama, journalism, athletics, cheer and dance teams; and more than 45 clubs including FBLA (Future Business Leaders of America), FHS SOL, License 2 Speak, Interact, Key Club, Science Olympiad and the Programming Club. The students and staff at Fremont High School work hard to create and maintain a positive, nurturing learning environment that supports the needs of all of our students.

Since the visit of the WASC visiting team during the 2014-2015 school year, Fremont High School has solidified the focus of its mission statement to: FHS will ensure high levels of learning for all students. This mission statement is supported by the student learning outcomes that were included in the FHS 2015 Self-Study Report. These learning outcomes are as follows:

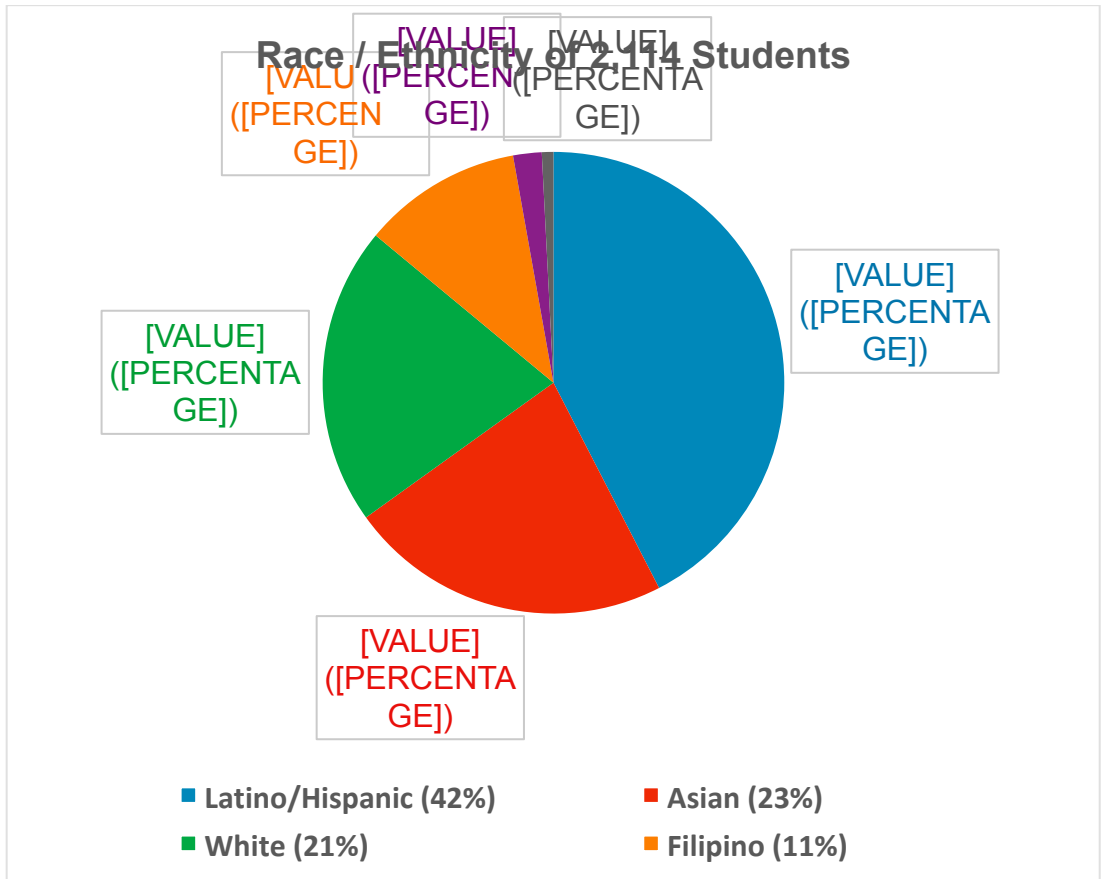
All Firebirds can:

- 1. Communicate:** clearly and persuasively in oral, written, and visual work.
- 2. Research:** gather, organize, analyze, synthesize, and evaluate information from a variety of sources.
- 3. Work:** independently, collaboratively, and honestly.
- 4. Self-assess:** making modifications to increase achievement.
- 5. Connect:** with the school and community as active, involved citizens.

Demonstrate literacy: learn and apply literacy and technology skills to become more effective students.

The first section of this document provides data about the achievement of the various subgroups. The second section describes the changes in the leadership structure that have been made in the last three years in order to better serve the most struggling students in the school. The fourth section provides specific evidence for each task of the Action Plan.

- Fremont Demographics -



Demographic Comparison

	Hispanic/Latino	White	Asian	Filipino	African American	Other
Fremont	42.00%	21.00%	23.00%	11.00%	2.00%	1.00%
District	15.00%	18.00%	57.70%	2.80%	0.90%	0.40%
State	54.24%	23.61%	8.98%	2.47%	5.62%	5.08%

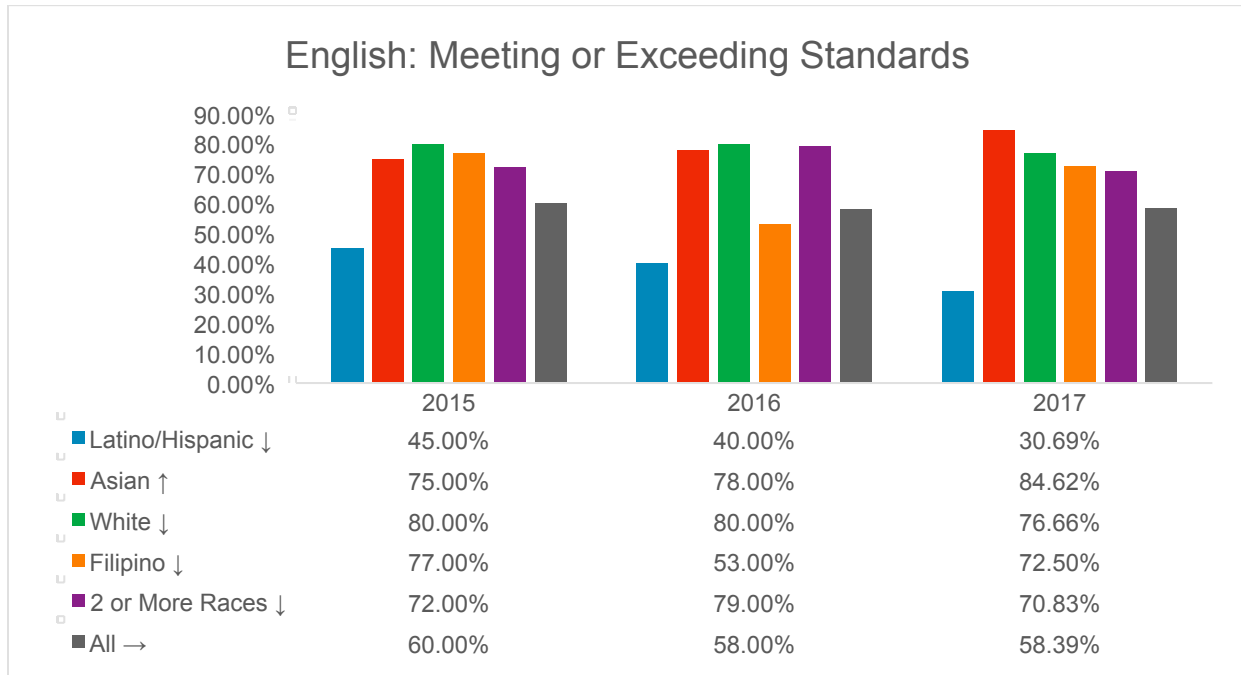
Additional Student Populations

English Language Learners	Students with Free Reduced Lunch	Students with Disabilities
315 (14.90%) students	888 (42.00%) students	275 (13.00%) students

Intervention Classes

AVID	GOALS	Academic Foundations
239 (11.31%) students	145 (6.86%) students	187 (8.85%) students

- Standardized Tests: CAASP -

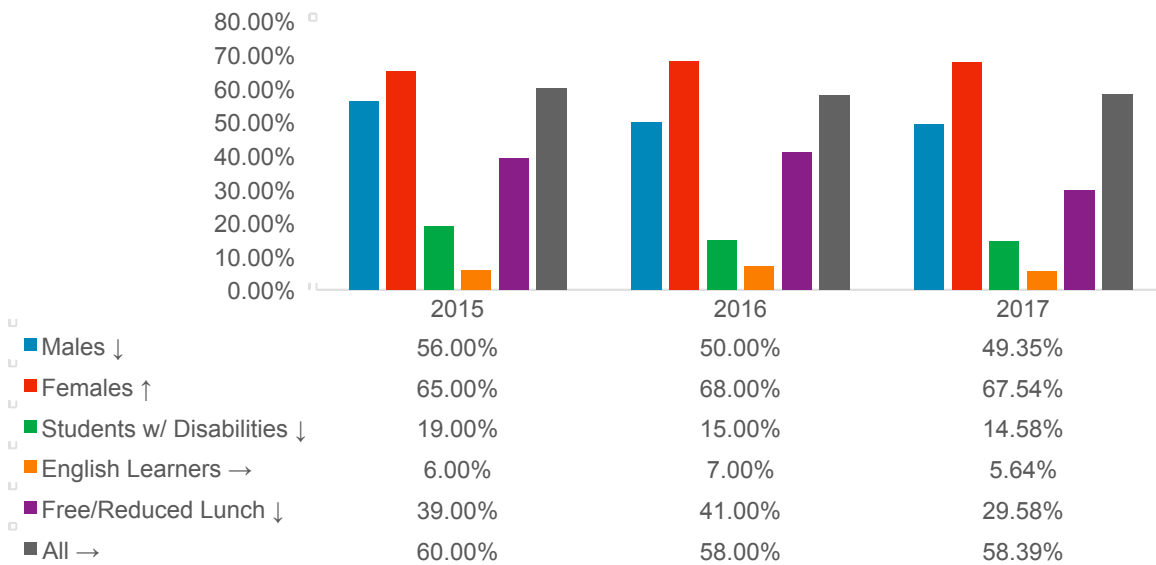


Participation Rates (English)

Population	2015: % Tested	2016: % Tested	2017: % Tested
Latino / Hispanic →	N/A	88.07%	91.62%
Asian ↑	N/A	95.06%	98.11%
White →	N/A	88.04%	89.11%
Filipino →	N/A	93.88%	95.24%
2 or More Races →	N/A	92.31%	92.31%
All ↑	60.00%	90.23%	91.62%

Population	2015: # Tested	2016: # Tested	2017: # Tested
Latino / Hispanic →	N/A	192 / 218	189 / 214
Asian ↑	N/A	77 / 81	104 / 106
White →	N/A	81 / 92	90 / 101
Filipino →	N/A	46 / 49	40 / 42
2 or More Races →	N/A	24 / 26	24 / 26
All ↑	273 / 455	434 / 481	459 / 501

English: Meeting or Exceeding Standards

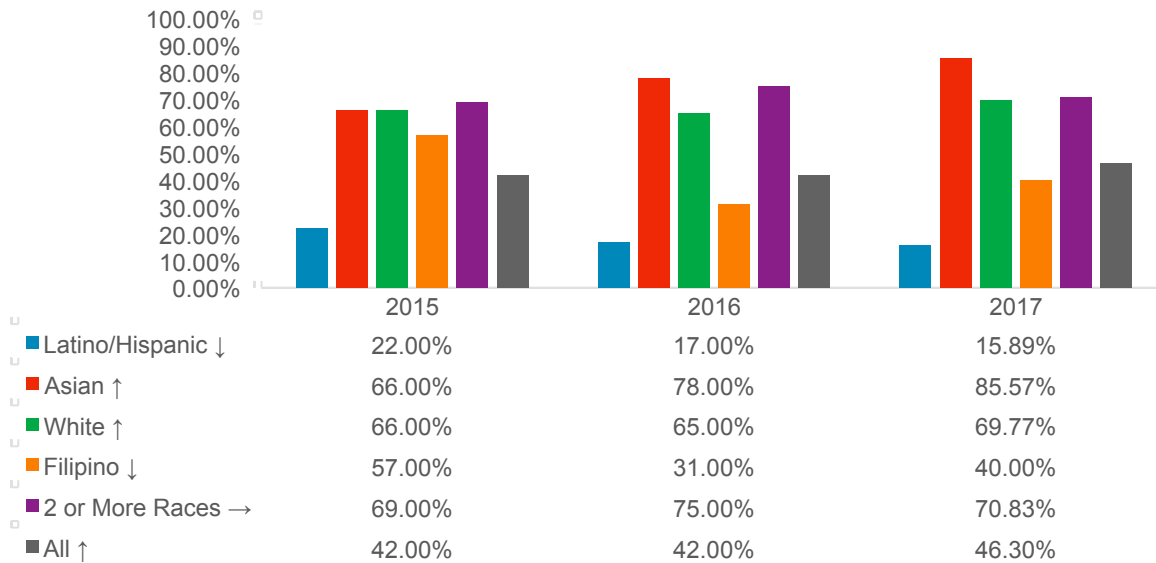


Participation Rates (English)

Population	2015: % Tested	2016: % Tested	2017: % Tested
Males ↑	N/A	89.24%	91.30%
Females →	N/A	91.30%	91.94%
Students w/ Disabilities ↑	N/A	78.57%	84.21%
English Learners ↓	N/A	88.17%	84.52%
Free/Reduced Lunch →	N/A	87.67%	88.95%
All ↑	60.00%	90.23%	91.62%

Population	2015: #Tested	2016: # Tested	2017: # Tested
Males ↑	N/A	224 / 251	231 / 253
Females →	N/A	213 / 230	228 / 248
Students w/ Disabilities ↑	N/A	55 / 70	48 / 57
English Learners ↓	N/A	82 / 93	71 / 84
Free/Reduced Lunch →	N/A	199 / 227	169 / 190
All ↑	273 / 455	434 / 481	459 / 501

Mathematics: Meeting or Exceeding Standards

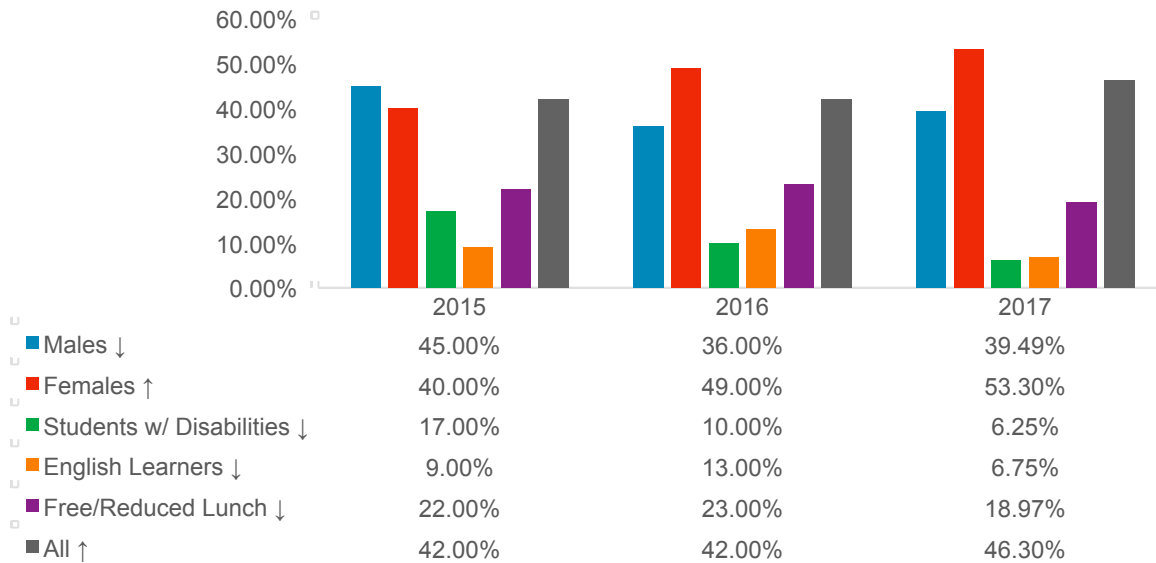


Participation Rates (Mathematics)

Population	2015: % Tested	2016: % Tested	2017: % Tested
Latino / Hispanic ↑	N/A	87.16%	91.12%
Asian ↑	N/A	95.06%	98.11%
White →	N/A	86.96%	85.15%
Filipino ↑	N/A	87.76%	95.24%
2 or More Races →	N/A	92.31%	92.31%
All ↑	56.70%	88.77%	91.82%

Population	2015: # Tested	2016: # Tested	2017: # Tested
Latino / Hispanic ↑	N/A	190 / 218	195 / 214
Asian ↑	N/A	77 / 81	104 / 106
White →	N/A	80 / 92	86 / 101
Filipino ↑	N/A	43 / 49	40 / 42
2 or More Races →	N/A	24 / 26	24 / 26
All ↑	258 / 455	427 / 481	460 / 501

Mathematics: Meeting or Exceeding Standards



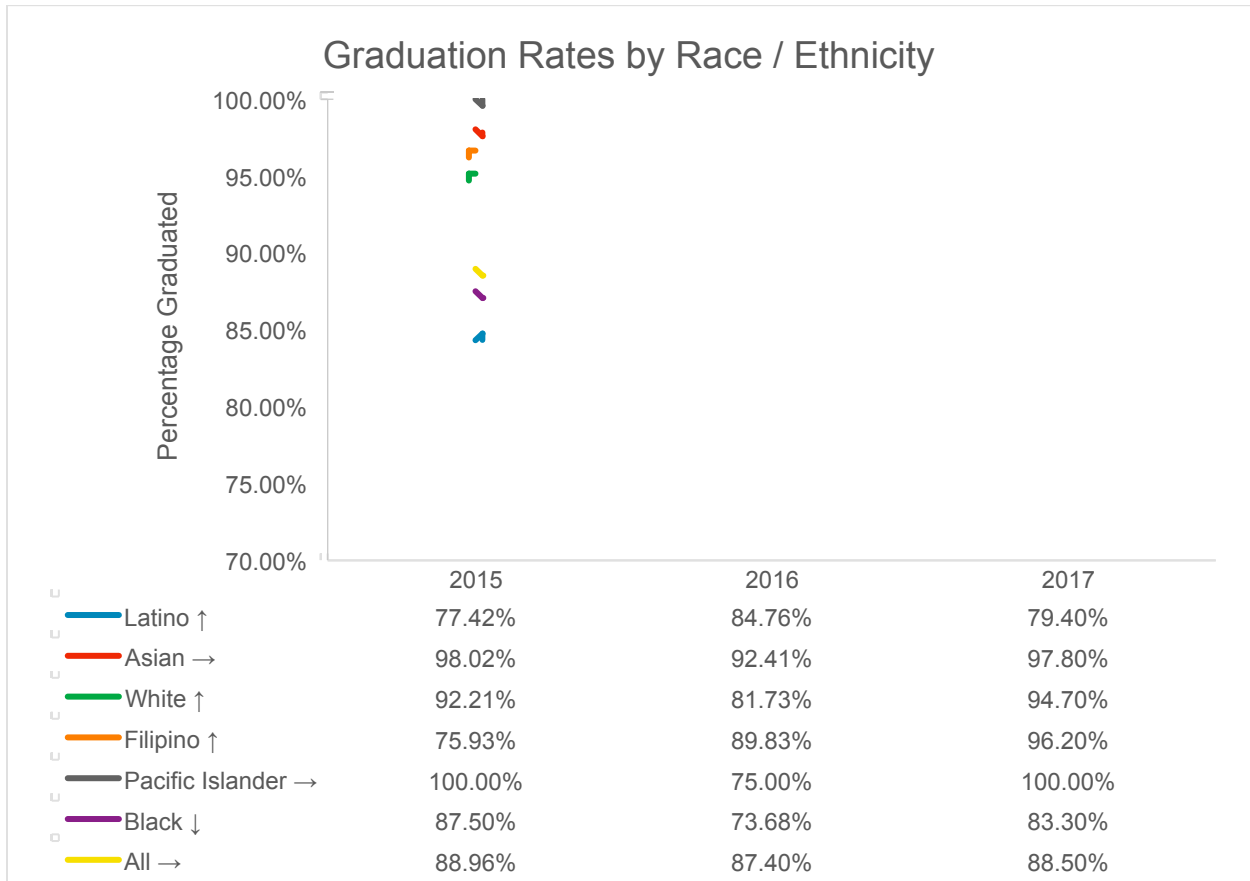
Participation Rates (Mathematics)

Population	2015: % Tested	2016: % Tested	2017: % Tested
Males ↑	N/A	88.45%	92.09%
Females ↑	N/A	89.13%	91.53%
Students w/ Disabilities ↑	N/A	80.00%	84.21%
English Learners →	N/A	86.02%	84.52%
Free/Reduced Lunch ↑	N/A	85.90%	91.58%
All ↑	56.70%	88.77%	91.82%

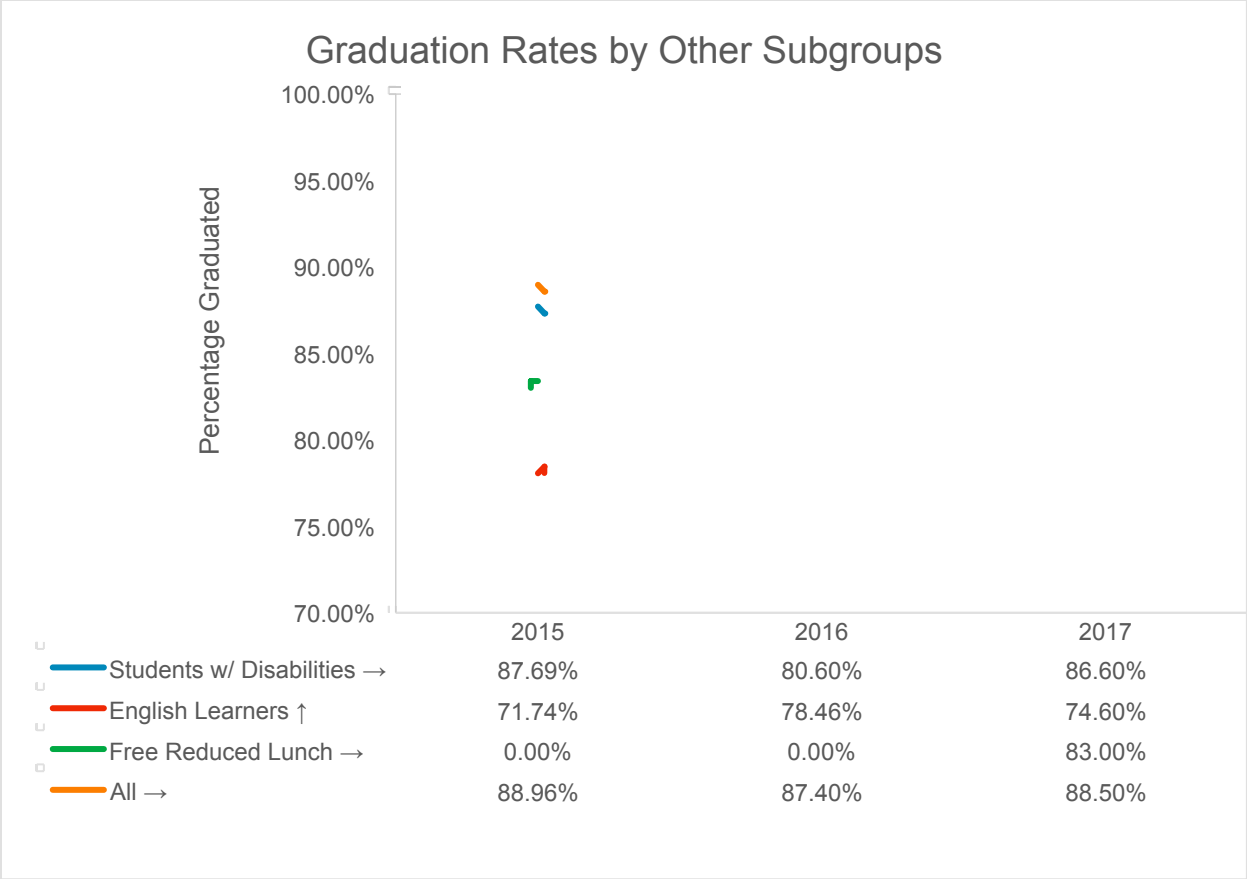
Population	2015: #Tested	2016: # Tested	2017: # Tested
Males ↑	N/A	222 / 251	233 / 253
Females ↑	N/A	205 / 230	227 / 248
Students w/ Disabilities ↑	N/A	56 / 70	48 / 57
English Learners ↓	N/A	80 / 93	71 / 84
Free/Reduced Lunch ↑	N/A	195 / 227	174 / 190
All ↑	258 / 455	427 / 481	460 / 501

Note: Academic Performance Index (API) and California High School Exit Exam (CAHSEE) have been discontinued. The new California School Dashboard will be utilized as soon as it is fully available and functional for establishing goals around the performance indicators.

- Graduation -

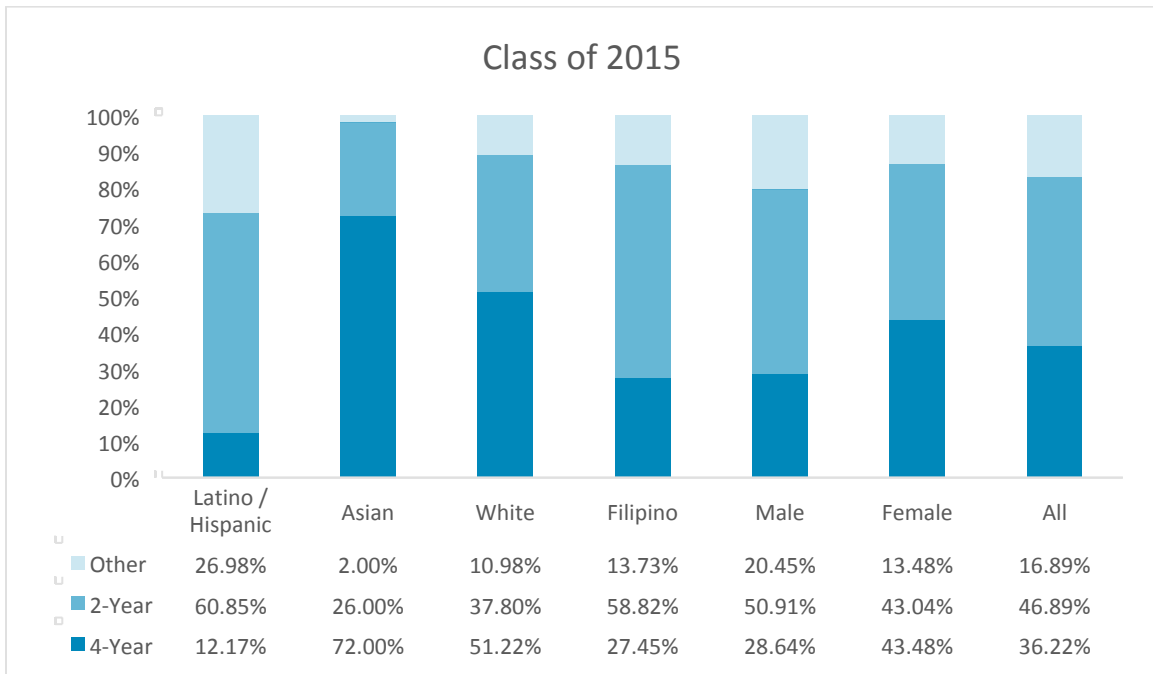
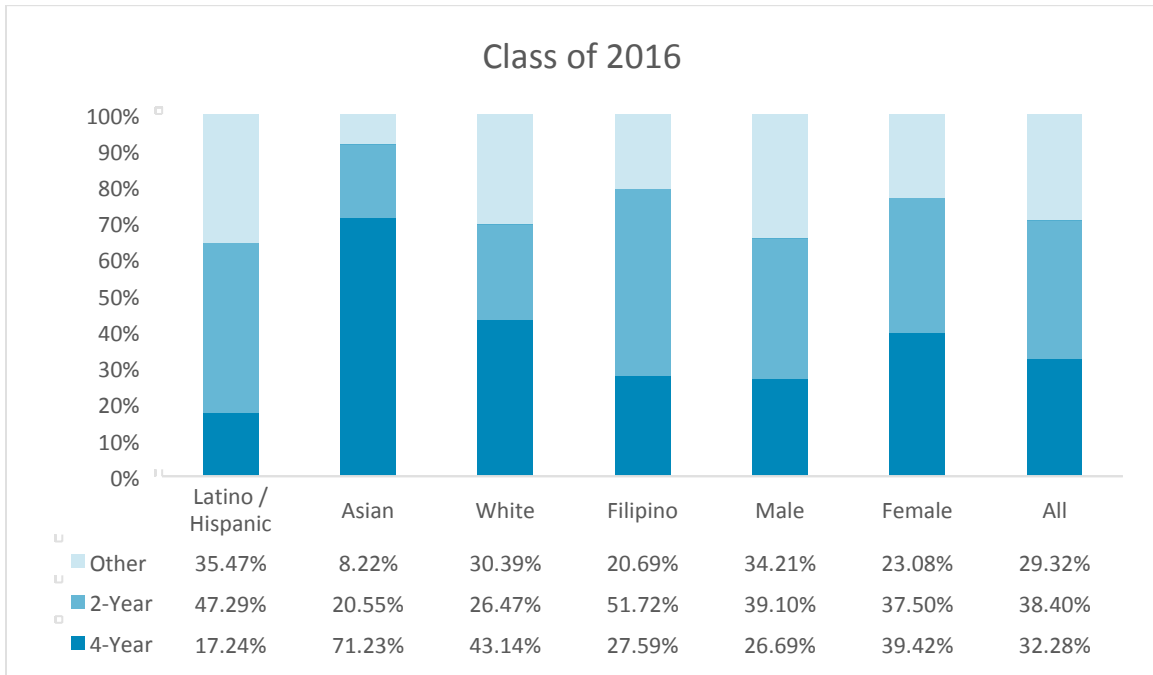


Population	2015	2016	2017
Latino ↑	144 (77.42%)	178 (84.76%)	170 (79.40%)
Asian →	99 (98.02%)	73 (92.41%)	90 (97.80%)
White ↑	71 (92.21%)	85 (81.73%)	72 (94.70%)
Filipino ↑	41 (75.93%)	53 (89.83%)	51 (96.20%)
Pacific Islander →	9 (100.00%)	3 (75.00%)	8 (100.00%)
Black ↓	14 (87.50%)	14 (73.68%)	10 (83.30%)
All →	435 (88.96%)	423 (87.40%)	421 (88.50%)



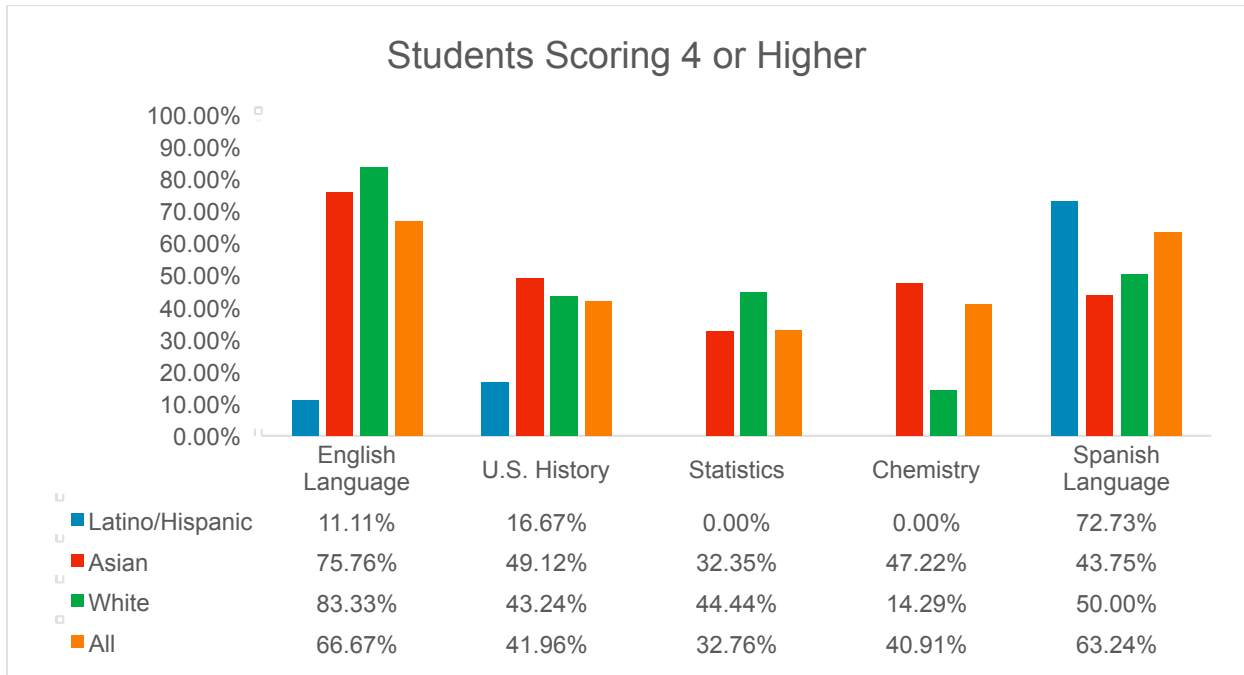
Population	2015	2016	2017
Students w/ Disabilities →	57 (87.69%)	54 (80.60%)	58 (86.60%)
English Learners ↑	66 (71.74%)	51 (78.46%)	88 (74.60)
Free Reduced Lunch →	---	---	230 (83.00%)
All →	435 (88.96%)	423 (87.40%)	421 (88.50%)

- Plans After High School -



Note: Class of 2017 was not reported because the survey data was unreliable. Most students did not take the survey due to a staff member being on maternity leave.

- Advanced Placement (AP) –



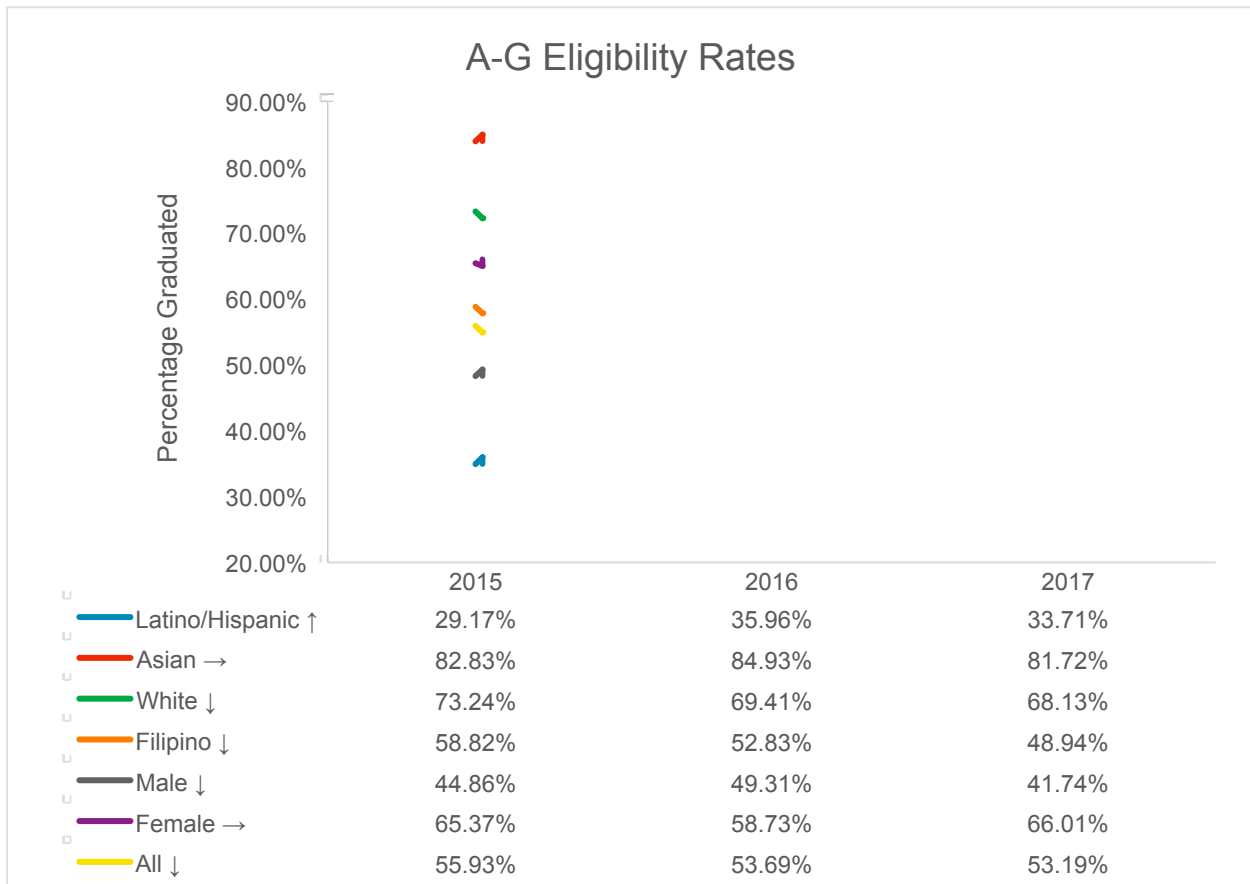
Students Scoring 4 or Higher

Population	English Language	U.S. History	Statistics	Chemistry	Spanish Language
Latino	1 / 9 (11.11%)	3 / 11 (16.67%)	0 / 6 (0.00%)	0 / 1 (0.00%)	32 / 44 (72.73%)
Asian	25 / 33 (75.76%)	28 / 57 (49.12%)	11 / 34 (32.35%)	17 / 36 (47.22%)	7 / 16 (43.75%)
White	10 / 12 (83.33%)	16 / 37 (43.24%)	8 / 18 (44.44%)	1 / 7 (14.29%)	4 / 8 (50.00%)
Filipino	N/A (%)	N/A (%)	N/A (%)	N/A (%)	N/A (%)
All	36 / 54 (66.67%)	47 / 112 (41.96%)	19 / 58 (32.76%)	18 / 44 (40.91%)	43 / 68 (63.24%)

Population	2015	2016	2017
Latino/Hispanic ↑	42 / 144 (29.17%)	64 / 178 (35.96%)	59 / 175 (33.71%)
Asian →	82 / 99 (82.83%)	62 / 73 (84.93%)	76 / 93 (81.72%)
White ↓	52 / 71	59 / 85	62 / 91

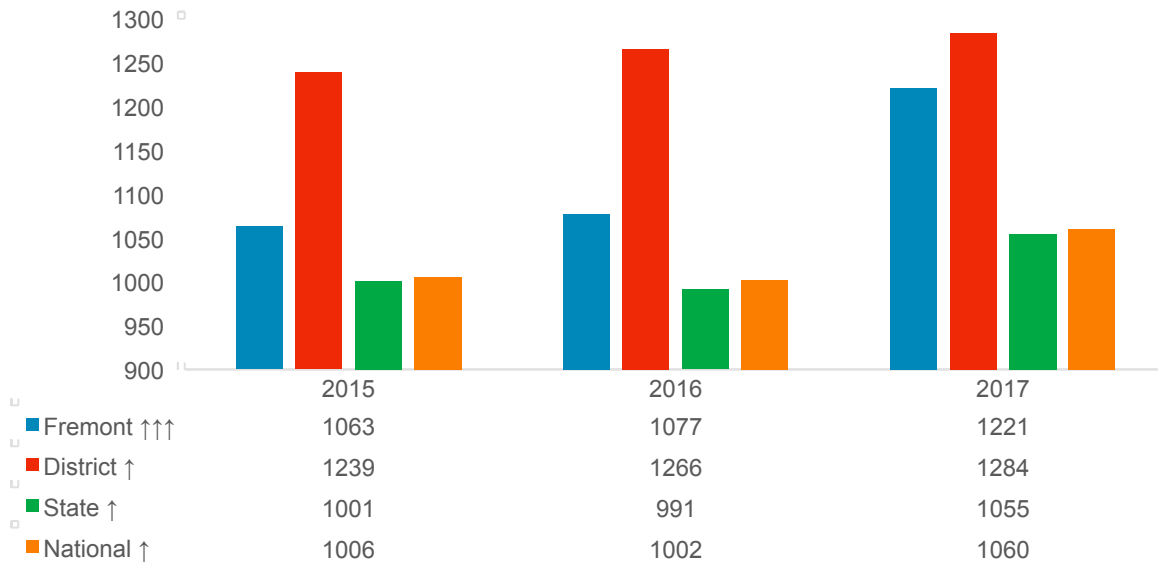
	(73.24%)	(69.41%)	(68.13%)
Filipino ↓	30 / 51 (58.82%)	28 / 53 (52.83%)	23 / 47 (48.94%)
Male ↓	83 / 185 (44.86%)	107 / 217 (49.31%)	91 / 218 (41.74%)
Female →	134 / 203 (65.37%)	111 / 189 (58.73%)	134 / 205 (66.01%)
All ↓	217 / 388 (55.93%)	218 / 406 (53.69%)	225 / 423 (53.19%)

- A-G Eligibility -

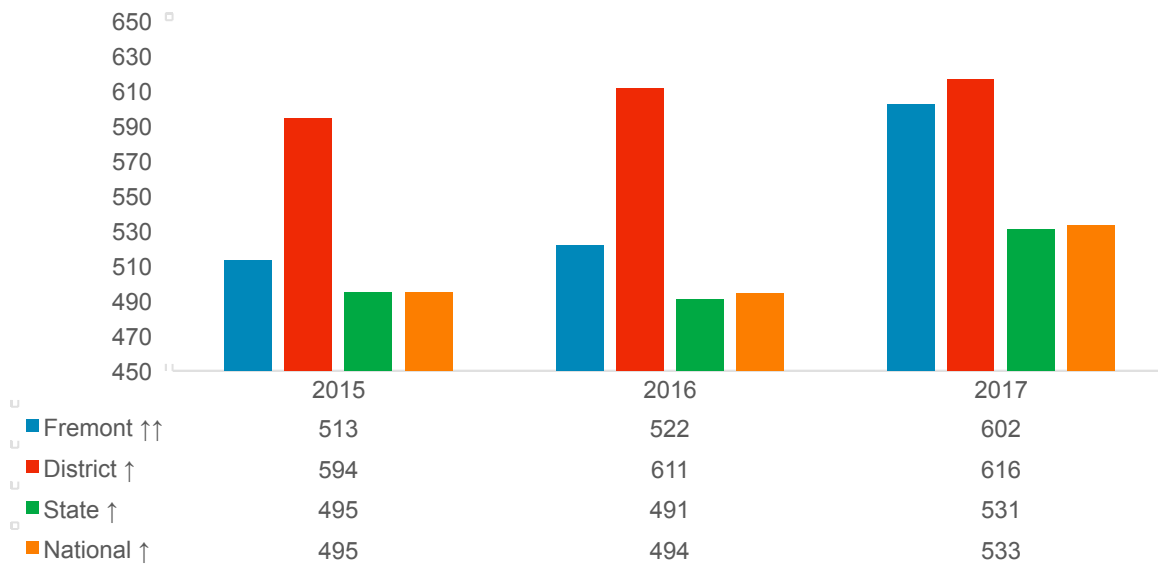


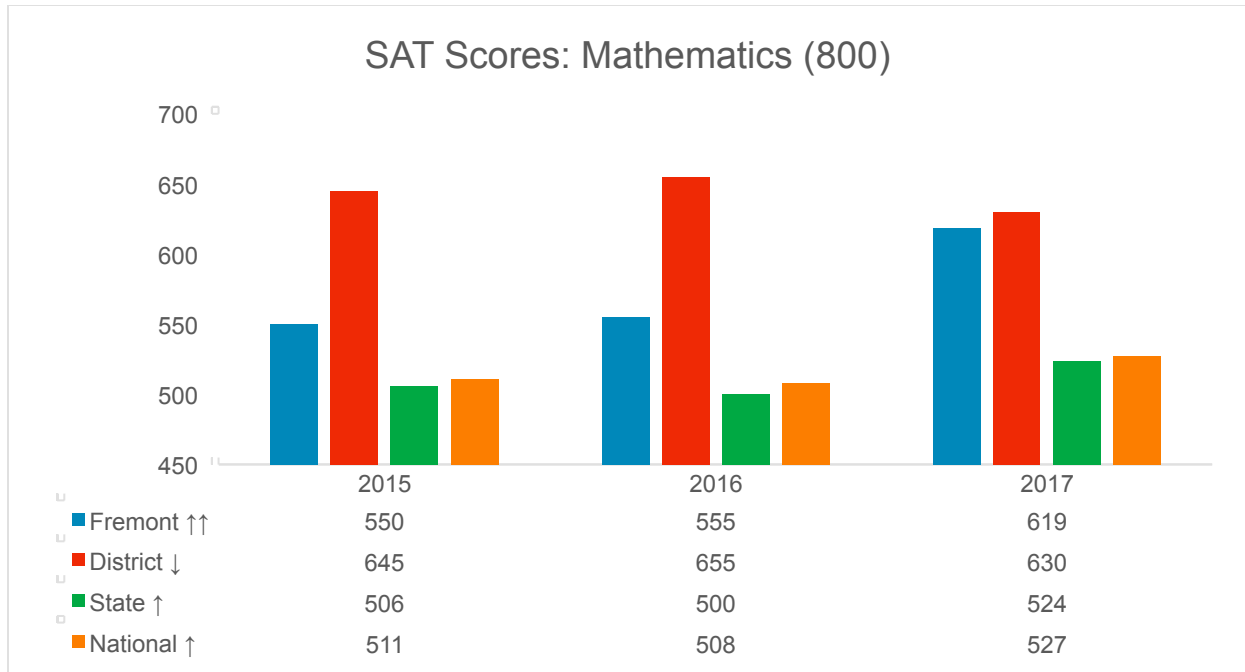
- SAT Scores -

SAT Scores: Mean (1600)



SAT Scores: Critical Reading (800)





Fremont Participation Rates

2015	2016	2017
45.00% of seniors	48.00% of seniors	43.44% of seniors

- CELDT Scores -

Level	2014-15	2015-16	2016-17
Advanced	50 (13.74%)	35 (10.39%)	42 (12.35%)
Early Advanced	131 (35.99%)	134 (39.76%)	113 (33.24%)
Intermediate	107 (29.40%)	93 (27.60%)	99 (29.12%)
Early Intermediate	47 (12.91%)	34 (10.09%)	45 (13.24%)
Beginning	29 (7.97%)	41 (12.17%)	41 (12.06%)
[Students Tested]	364	337	340

- Academic Achievement (2016-17) -

NOTE: The number of students earning the grade for the column is followed by that number as a percentage

English: All Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	489	100.00%	191	39.06%	127	25.97%	82	16.77%	37	7.57%	51	10.43%
10th Grade: World Literature	461	100.00%	186	40.35%	131	28.42%	71	15.40%	29	6.29%	43	9.33%
11th Grade: American Literature	287	61.19%	55	19.16%	75	26.13%	71	24.74%	46	16.03%	35	12.20%
11th Grade: American Literature Honors	122	26.01%	73	59.84%	35	28.69%	11	9.02%	2	1.64%	1	0.82%
11th Grade: AP Language	60	12.79%	43	71.67%	9	15.00%	6	10.00%	1	1.67%	1	1.67%
12th Grade: ERWC	171	40.24%	38	22.22%	44	25.73%	55	32.16%	21	12.28%	13	7.60%
12th Grade: Story and Style	216	50.82%	56	25.93%	86	39.81%	49	22.69%	22	10.19%	3	1.39%
12th Grade: AP Literature	38	8.94%	21	55.26%	12	31.58%	5	13.16%	0	0.00%	0	0.00%

English: Latino / Hispanic Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	203	41.51%	37	18.23%	47	23.15%	50	24.63%	26	12.81%	42	20.69%
10th Grade: World Literature	207	44.90%	53	25.60%	62	29.95%	42	20.29%	18	8.70%	32	15.46%
11th Grade: American Literature	164	57.14%	25	15.24%	35	21.34%	45	27.44%	35	21.34%	24	14.63%
11th Grade: American Literature Honors	16	13.11%	8	50.00%	5	31.25%	3	18.75%	0	0.00%	0	0.00%
11th Grade: AP Language	10	16.67%	2	20.00%	3	30.00%	4	40.00%	1	10.00%	0	0.00%
12th Grade: ERWC	97	56.73%	12	12.37%	23	23.71%	37	38.14%	16	16.49%	9	9.28%
12th Grade: Story and Style	71	32.87%	8	11.27%	23	32.39%	24	33.80%	14	19.72%	2	2.82%
12th Grade: AP Literature	12	31.58%	4	33.33%	7	58.33%	1	8.33%	0	0.00%	0	0.00%

English: Asian Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	117	23.93%	85	72.65%	22	18.80%	6	5.13%	1	0.85%	3	2.56%
10th Grade: World Literature	102	22.13%	72	70.59%	25	24.51%	3	2.94%	1	0.98%	1	0.98%
11th Grade: American Literature	31	10.80%	13	41.94%	10	32.26%	6	19.35%	1	3.23%	1	3.23%
11th Grade: American Literature Honors	49	40.16%	30	61.22%	13	26.53%	5	10.20%	0	0.00%	1	2.04%
11th Grade: AP Language	32	53.33%	27	84.38%	3	9.38%	2	6.25%	0	0.00%	0	0.00%
12th Grade: ERWC	22	12.87%	12	54.55%	6	27.27%	3	13.64%	1	4.55%	0	0.00%
12th Grade: Story and Style	60	27.78%	24	40.00%	32	53.33%	3	5.00%	1	1.67%	0	0.00%
12th Grade: AP Literature	7	18.42%	5	71.43%	2	28.57%	0	0.00%	0	0.00%	0	0.00%

English: White Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	98	20.04%	46	46.94%	32	32.65%	10	10.20%	6	6.12%	4	4.08%
10th Grade: World Literature	92	19.96%	46	50.00%	22	23.91%	15	16.30%	5	5.43%	3	3.26%
11th Grade: American Literature	46	16.03%	16	34.78%	15	32.61%	7	15.22%	3	6.52%	5	10.87%
11th Grade: American Literature Honors	38	31.15%	27	71.05%	9	23.68%	2	5.26%	0	0.00%	0	0.00%
11th Grade: AP Language	13	21.67%	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%
12th Grade: ERWC	20	11.70%	9	45.00%	6	30.00%	4	20.00%	0	0.00%	1	5.00%
12th Grade: Story and Style	53	24.54%	19	35.85%	20	37.74%	10	18.87%	4	7.55%	0	0.00%
12th Grade: AP Literature	14	36.84%	9	64.29%	3	21.43%	2	14.29%	0	0.00%	0	0.00%

English: Filipino Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	53	10.84%	23	43.40%	20	37.74%	10	18.87%	2	3.77%	1	1.89%
10th Grade: World Literature	42	9.11%	11	26.19%	15	35.71%	9	21.43%	2	4.76%	5	11.90%
11th Grade: American Literature	27	9.41%	1	3.70%	10	37.04%	10	37.04%	2	7.41%	4	14.81%
11th Grade: American Literature Honors	14	11.48%	8	57.14%	5	35.71%	1	7.14%	0	0.00%	0	0.00%
11th Grade: AP Language	4	6.67%	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%
12th Grade: ERWC	20	11.70%	3	15.00%	6	30.00%	7	35.00%	1	5.00%	3	15.00%
12th Grade: Story and Style	26	12.04%	5	19.23%	8	30.77%	10	38.46%	3	11.54%	0	0.00%
12th Grade: AP Literature	5	13.16%	3	60.00%	0	0.00%	2	40.00%	0	0.00%	0	0.00%

English: Male Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	249	50.92%	77	30.92%	65	26.10%	49	19.68%	29	11.65%	29	11.65%
10th Grade: World Literature	252	54.66%	74	29.37%	73	28.97%	51	20.24%	22	8.73%	31	12.30%
11th Grade: American Literature	166	57.84%	26	15.66%	39	23.49%	48	28.92%	32	19.28%	21	12.65%
11th Grade: American Literature Honors	42	34.43%	24	57.14%	12	28.57%	6	14.29%	0	0.00%	0	0.00%
11th Grade: AP Language	20	33.33%	13	65.00%	4	20.00%	2	10.00%	0	0.00%	1	5.00%
12th Grade: ERWC	120	70.18%	21	17.50%	30	25.00%	43	35.83%	17	14.17%	9	7.50%
12th Grade: Story and Style	96	44.44%	17	17.71%	40	41.67%	20	20.83%	18	18.75%	1	1.04%
12th Grade: AP Literature	5	13.16%	2	40.00%	1	20.00%	2	40.00%	0	0.00%	0	0.00%

English: Female Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Literature and Writing	240	49.08%	114	47.50%	62	25.83%	33	13.75%	8	3.33%	22	9.17%
10th Grade: World Literature	209	45.34%	112	53.59%	58	27.75%	20	9.57%	7	3.35%	12	5.74%
11th Grade: American Literature	116	40.42%	29	25.00%	36	31.03%	23	19.83%	14	12.07%	14	12.07%
11th Grade: American Literature Honors	80	65.57%	49	61.25%	23	28.75%	5	6.25%	2	2.50%	1	1.25%
11th Grade: AP Language	40	66.67%	30	75.00%	5	12.50%	4	10.00%	1	2.50%	0	0.00%
12th Grade: ERWC	51	29.82%	17	33.33%	14	27.45%	12	23.53%	4	7.84%	4	7.84%
12th Grade: Story and Style	120	55.56%	39	32.50%	46	38.33%	29	24.17%	4	3.33%	2	1.67%
12th Grade: AP Literature	33	86.84%	19	57.58%	11	33.33%	3	9.09%	0	0.00%	0	0.00%

Mathematics: All Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	369	N/A	92	24.93%	91	24.66%	102	27.64%	3	0.81%	81	21.95%
10th-12th Grade: Algebra 1	79	N/A	10	12.66%	10	12.66%	29	36.71%	4	5.06%	26	32.91%
All Grades: Geometry	308	N/A	33	10.71%	50	16.23%	94	30.52%	63	20.45%	68	22.08%
All Grades: Algebra 2 / Trig	136	N/A	61	44.85%	42	30.88%	21	15.44%	6	4.41%	6	4.41%
All Grades: Algebra 2	184	N/A	17	9.24%	43	23.37%	43	23.37%	28	15.22%	53	28.80%
All Grades: Math Analysis	131	N/A	20	15.27%	48	36.64%	48	36.64%	12	9.16%	0	0.00%
All Grades: AP Calculus AB	82	N/A	11	13.41%	27	32.93%	35	42.68%	0	0.00%	9	10.98%
All Grades: AP Calculus BC	39	N/A	21	53.85%	13	33.33%	2	5.13%	2	5.13%	0	0.00%
All Grades: AP Stats	94	N/A	37	39.36%	38	40.43%	17	18.09%	0	0.00%	2	2.13%

Mathematics: Latino/Hispanic Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	213	57.72%	28	13.15%	44	20.66%	70	32.86%	2	0.94%	69	32.39%
10th-12th Grade: Algebra 1	63	79.75%	7	11.11%	8	12.70%	22	34.92%	4	6.35%	22	34.92%
All Grades: Geometry	211	68.51%	11	5.21%	27	12.80%	63	29.86%	45	21.33%	55	26.07%
All Grades: Algebra 2 / Trig	15	11.03%	4	26.67%	2	13.33%	3	20.00%	2	13.33%	4	26.67%
All Grades: Algebra 2	97	52.72%	4	4.12%	19	19.59%	24	24.74%	14	14.43%	36	37.11%
All Grades: Math Analysis	28	21.37%	1	3.57%	8	28.57%	12	42.86%	0	0.00%	7	25.00%
All Grades: AP Calculus AB	13	15.85%	2	15.38%	2	15.38%	6	46.15%	0	0.00%	3	23.08%
All Grades: AP Calculus BC	2	5.13%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
All Grades: AP Stats	6	6.38%	0	0.00%	0	0.00%	5	83.33%	0	0.00%	1	16.67%

Mathematics: Asian Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	41	11.11%	17	41.46%	15	36.59%	8	19.51%	0	0.00%	1	2.44%
10th-12th Grade: Algebra 1	4	5.06%	2	50.00%	1	25.00%	0	0.00%	0	0.00%	1	25.00%
All Grades: Geometry	19	6.17%	7	36.84%	4	21.05%	6	31.58%	1	5.26%	1	5.26%
All Grades: Algebra 2 / Trig	74	54.41%	38	51.35%	20	27.03%	12	16.22%	3	4.05%	1	1.35%
All Grades: Algebra 2	23	12.50%	8	34.78%	10	43.48%	4	17.39%	0	0.00%	1	4.35%
All Grades: Math Analysis	38	29.01%	9	23.68%	12	31.58%	16	42.11%	0	0.00%	1	2.63%
All Grades: AP Calculus AB	32	39.02%	5	15.63%	12	37.50%	14	43.75%	0	0.00%	1	3.13%
All Grades: AP Calculus BC	31	79.49%	16	51.61%	12	38.71%	1	3.23%	2	6.45%	0	0.00%
All Grades: AP Stats	44	46.81%	23	52.27%	15	34.09%	6	13.64%	0	0.00%	0	0.00%

Mathematics: White Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	48	13.01%	24	50.00%	9	18.75%	11	22.92%	0	0.00%	3	6.25%
10th-12th Grade: Algebra 1	2	2.53%	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%
All Grades: Geometry	42	13.64%	10	23.81%	12	28.57%	12	28.57%	6	14.29%	2	4.76%
All Grades: Algebra 2 / Trig	43	31.62%	18	41.86%	18	41.86%	6	13.95%	0	0.00%	1	2.33%
All Grades: Algebra 2	29	15.76%	4	13.79%	10	34.48%	6	20.69%	3	10.34%	6	20.69%
All Grades: Math Analysis	42	32.06%	9	21.43%	19	45.24%	12	28.57%	0	0.00%	2	4.76%
All Grades: AP Calculus AB	28	34.15%	3	10.71%	12	42.86%	10	35.71%	0	0.00%	3	10.71%
All Grades: AP Calculus BC	4	10.26%	3	75.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%
All Grades: AP Stats	23	24.47%	10	43.48%	10	43.48%	3	13.04%	0	0.00%	0	0.00%

Mathematics: Filipino Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	52	14.09%	18	34.62%	19	36.54%	10	19.23%	1	1.92%	4	7.69%
10th-12th Grade: Algebra 1	5	6.33%	0	0.00%	1	20.00%	3	60.00%	0	0.00%	1	20.00%
All Grades: Geometry	33	10.71%	5	15.15%	3	9.09%	9	27.27%	9	27.27%	7	21.21%
All Grades: Algebra 2 / Trig	4	2.94%	1	25.00%	2	50.00%	0	0.00%	1	25.00%	0	0.00%
All Grades: Algebra 2	24	13.04%	1	4.17%	3	12.50%	8	33.33%	4	16.67%	8	33.33%
All Grades: Math Analysis	14	10.69%	1	7.14%	8	57.14%	4	28.57%	0	0.00%	1	7.14%
All Grades: AP Calculus AB	9	10.98%	1	11.11%	1	11.11%	6	66.67%	0	0.00%	2	22.22%
All Grades: AP Calculus BC	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
All Grades: AP Stats	10	10.64%	4	40.00%	4	40.00%	2	20.00%	0	0.00%	0	0.00%

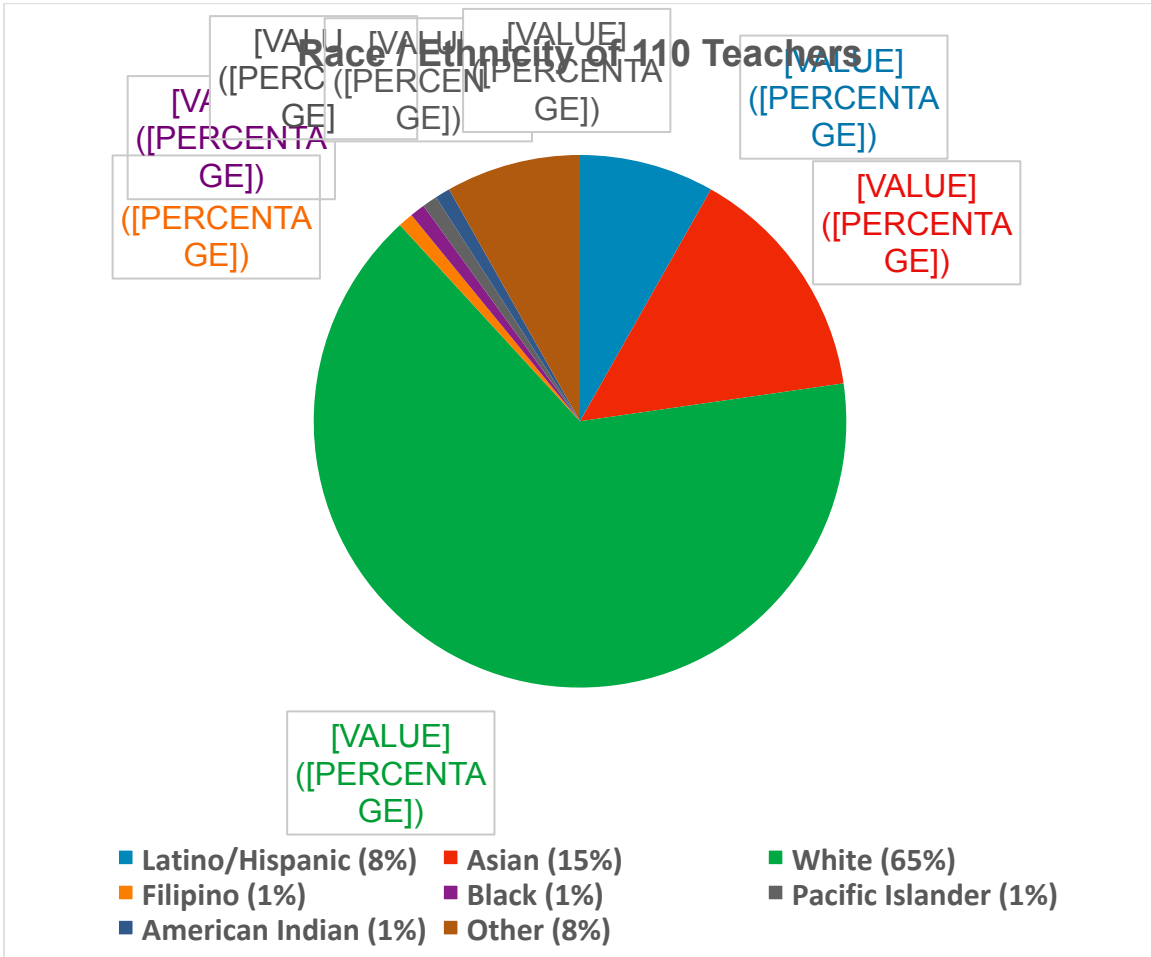
Mathematics: Male Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	189	51.22%	33	17.46%	43	22.75%	63	33.33%	3	1.59%	47	24.87%
10th-12th Grade: Algebra 1	53	67.09%	6	11.32%	6	11.32%	21	39.62%	2	3.77%	18	33.96%
All Grades: Geometry	176	57.14%	14	7.95%	33	18.75%	47	26.70%	39	22.16%	43	24.43%
All Grades: Algebra 2 / Trig	78	57.35%	36	46.15%	23	29.49%	9	11.54%	4	5.13%	6	7.69%
All Grades: Algebra 2	98	53.26%	6	6.12%	13	13.27%	23	23.47%	22	22.45%	34	34.69%
All Grades: Math Analysis	65	49.62%	8	12.31%	22	33.85%	27	41.54%	0	0.00%	8	12.31%
All Grades: AP Calculus AB	37	45.12%	5	13.51%	9	24.32%	20	54.05%	0	0.00%	3	8.11%
All Grades: AP Calculus BC	19	48.72%	9	47.37%	6	31.58%	2	10.53%	1	5.26%	0	0.00%
All Grades: AP Stats	38	40.43%	16	42.11%	11	28.95%	9	23.68%	0	0.00%	2	5.26%

Mathematics: Female Students

Course	ALL	ALL (%)	A	A (%)	B	B (%)	C	C (%)	D	D (%)	F	F (%)
9th Grade: Algebra 1	136	43.31%	41	30.15%	40	29.41%	41	30.15%	0	0.00%	14	10.29%
10th-12th Grade: Algebra 1	41	41.41%	5	12.20%	8	19.51%	11	26.83%	4	9.76%	13	31.71%
All Grades: Geometry	159	43.56%	41	25.79%	31	19.50%	30	18.87%	34	21.38%	23	14.47%
All Grades: Algebra 2 / Trig	81	54.00%	39	48.15%	33	40.74%	9	11.11%	0	0.00%	0	0.00%
All Grades: Algebra 2	124	48.82%	19	15.32%	26	20.97%	45	36.29%	11	8.87%	23	18.55%
All Grades: Math Analysis	95	55.88%	27	28.42%	27	28.42%	21	22.11%	9	9.47%	11	11.58%
All Grades: AP Calculus AB	58	52.25%	12	20.69%	28	48.28%	14	24.14%	0	0.00%	4	6.90%
All Grades: AP Calculus BC	12	30.00%	7	58.33%	4	33.33%	0	0.00%	1	8.33%	0	0.00%
All Grades: AP Stats	26	43.33%	12	46.15%	4	15.38%	10	38.46%	0	0.00%	0	0.00%

- Certificated Staff Information -



**Fully Credentialed Staff: 109 (99%)*

II. Significant School Changes or Developments

New Leadership Groups and a Focus on Equity

In 2017-18 the school chose to restructure and expand its leadership teams to ensure that both excellence and equity were the focus of the school's work. In practice, this meant providing additional support for closing the achievement gap through the work of the PLCs. In keeping with the Dufour PLC model, the school and district have adopted the beliefs that "all students can achieve at high levels" and that the "collaborative process must define a set of essential learning outcomes and ways to assess progress on those outcomes for every course" (FUHSD Organizational Beliefs). To complement the beliefs the district also establishes goals that all schools in the district need to work toward with specific criteria for each individual school. Beginning with the 2017-18 three of the four goals directly target equity: the first two goals tie directly to the mission and belief statements mentioned above and the third goal states, "Every student will feel safe, cared about, and both academically and socially engaged in school" (FHS School Plan 2017). To guide the school in this endeavor new leadership groups were created since the last WASC self-study three years ago, and department leads saw a shift in their responsibilities. These teams and shifts were enacted to ensure that the school, departments, PLCs, and individual teachers were all focused on equity and excellence.

Staff Leadership Team: Focus on Culture

The Staff Leadership Team (SLT), composed of five teachers, 1 classified staff member, and two administrators, was created three years ago to "build the professional capacity of the FHS staff to support students by fostering staff and student learning in a community of support." For its first two years the SLT provided direction, support, and development for cultural change and the PLCs. The first year of its existence the SLT focused on grading and equity. The second year was about PLCs and a cycle of inquiry. This year the focus is on defining equity and equitable practices, and looking at the background of students to see how equitable our practices actually are. After the second year the SLT decided to focus on school culture and to support the creation of a separate group, The Guiding Coalition for Learning (GCL), to foster the capacity of PLCs.

Guiding Coalition for Learning (GCL): Focus on Curriculum and Instruction

This group was launched in the Fall of 2017 to provide structure and support for the PLCs "to guide FHS Professional Learning Communities with the tools needed to achieve the school's mission of ensuring high levels of learning for all students." Specifically the GCL is focused on helping PLC and Program Leads: "1) focus on learning, 2) work collaboratively & take collectively responsibility, 3) be results oriented" (GCL Kickoff Meeting Presentation, August 10th, 2017).

The GCL meets once a month after school on Tuesdays and is facilitated by three members of the Administrative team. All PLCs leads and Department Leads, or their representatives, attend these monthly meetings to help build an understanding of how to develop, and the importance

of, SMART goals, essential learnings, and common assessments. This change was made both to ensure that Department and PLC leads were knowledgeable enough about the components of PLC work to be able to support individual PLCs, and so that the school wide staff meetings could focus on school culture and equity.

Department Leads

With the start of the 2017-18 school year the District Lead position was recast as a Teacher Leadership Position focusing on curriculum and instruction instead of more clerical and informative tasks. The shift in the responsibilities of a department leads required a change in the CBA, which now tasks department leads to:

1. Provide Course Leads with data to illustrate student performance strengths and weakness and facilitate the setting of annual department goals.
2. Work with Course Leads to ensure that all teams have annual goals and plans designed to result in changes in curriculum and practice that improve student performance
3. Provide coaching and support to Course Leads (and participants) as necessary.
4. Track progress of Course Teams to identify issues of misalignment or “holes” in vertical alignment of sequential courses.
5. Collaborate with site administrators on course selection and scheduling and assist teachers to procure the instructional materials they need.
6. Meet with C and I Department Leads from other schools to learn together about leading curriculum development and instructional improvement efforts.

This was done to support PLC work directly and to help maintain the school’s focus on excellence and equity.

Equity Task Force (ETF)

In December of 2016 the four leaders of the Equity Task Force were chosen and went to an offsite training with Pedro Noguera to figure out how best to deal with equity in the classroom. This led to Noguera being scheduled to come twice in 2017-18 and for Anthony Mohammed to come next year, both as consultants with a focus on equity. In the Spring of 2017 the task force decided on 4 initiatives:

1. Do an Ethnographic Study of a day in the life of a student with teachers (volunteers)
2. Create a forum for ongoing conversations - Monthly Lunch meetings for all staff (volunteers)
3. Build Equity into the culture of the school with a focus on the classroom
4. Community Outreach - Specific attempts to reach families in North Sunnyvale

All activities are voluntary for all staff members, whether certificated, classified or admin. The first one, an ethnographic study, was completed in the Spring of 2017. Results were discussed and students involved in the study spoke at a forum, presenting their views.

In the summer of 2017 there was a shift at the school level to look at Equity more holistically and inclusively as an entire staff. This included the decision to put the third initiative, building equity into the culture, under the responsibility of the Staff Leadership Team. This left the ETF with the following initiatives for 2017-18: 2) creating a forum for ongoing conversations, and initiative 4) Community Outreach. Currently the team is figuring out how best to implement the two initiatives, including how to measure success in these areas. While the ETF is still functioning, its role has been diminished as some of the responsibilities for equity have been transferred to the SLT, GCL, and Department Leads. The leadership team is currently deciding what role best fits the ETF and how all the different groups can and should interact to bring about a more equitable school.

Reasons for the Shift in Responsibilities

The school has shifted responsibilities and created new leadership groups to have a greater focus on equity. Underlying the shift is the belief that distinctive responsibilities for each team will allow all staff to grow faster culturally and collaboratively with regard to equity. In addition, the Staff Leadership Team will take over some of the duties of the Equity Task Force, making equity an integral part of Fremont’s culture instead of something done by a few people on the side. Equity is a major concern at the school and this move is intended to help make it a priority. The plan is that the cultural-equity focus of the Staff Leadership Team will be more effective at bringing about cultural change and that the additional meeting time for the GCL of PLC leads will do the same for PLCs. An overview of responsibilities is given in the table below.

Table 1. Equity Group Responsibilities

Equity Group	Responsibilities
Staff Leadership Team (SLT)	Building Equity into the culture of the school. Developing a better understanding of equity.
Guiding Coalition for Learning (GCL)	Supporting PLCs in their work to create a guaranteed and viable curriculum.
Department Leads	Working cooperatively with staff members to develop curriculum that will stimulate the appropriate learning and support state standards and Board adopted policies.
Equity Task Force	Creating a forum for ongoing conversations, and doing community outreach

The Intervention Oversight Committee

During the 2017 - 2018 school year, an intervention team, The Intervention Oversight Committee, was created to develop, implement, refine and evaluate school-wide interventions

as well as provide guidance and leadership on student placement and decision making. The team meets bi-monthly and includes the Intervention Specialist, an Assistant Principal, the two Deans of Students, a Guidance Counselor, the Family and Community Liaison and the district Administrator on Special Assignment, Interventions. The team will also be looking at our intervention structure via The Pyramid of Interventions Diagram and making any necessary revisions as well as identifying areas of improvement. For example, we currently do not have a process in place to develop and discuss a High Priority List of students with two or more D/F grades to recommend interventions. Additionally, the pyramid of interventions needs to be communicated to all staff members, as it is currently only being discussed in the intervention and administrative teams. For the 2018-19 school year The Intervention Oversight Committee will be shifting the focus of their work to the evaluation of the efficacy of the Academic Foundations course. They will work with the AF team to identify appropriate measures of student success and data to measure the effectiveness of the program on student outcomes. See the Interventions Overview in the Appendix for more information, and the document: FHS Pyramid of Support.

New LTEL Program (GOALS) and Expansion of Intervention Classes

As evidenced by the data in Chapter I of this document the achievement gap continues to be a work in progress. While this has been the case for many years the school implemented a new approach for our Long Term English Learners during the last three years

The achievement gap issues came to a head three years ago when a large number of students entering 11th grade were in need of significant support. We did not have enough sections of our support class (Academic Foundations) allocated. This brought up the question: Why do we have so many students in this situation? The school had academic support classes for 9th and 10th grade LTEL students that helped the students in integrated mainstream classes, learning core academic skills and understanding the requirements of high school. Despite these interventions the majority of these students consistently failed one or both semesters of freshman English and did almost as poorly in 10th grade English. About a third of these students were also failing World History. Clearly these support classes were not sufficient.

After much deliberation among the counselors and administrators a new program was launched targeting our 9th and 10th grade LTEL population called GOALS (Growing Our Academic Language Skills). Following the sheltered model of instruction in the Newcomer ELD program, the LTEL students are now placed in Sheltered English, Science, and World History classes. Like the Newcomer ELD program, the sheltered classes are A-G certified and students test in and test out of the program. Depending on the needs of the student, they may be placed in intervention support classes in addition to the sheltered classes. Each student is looked at individually with their schedule arranged accordingly. So far the results are promising. The 9th grade D and F rate in English for the class of 2019 dropped from 51-60% (for 9th graders in LTEL support classes only) to 18% for the students in GOALS. The first cohort of 9th graders are now in 11th grade. A summary of student achievement is listed in the table below on the next page.

9th Grade English LTEL Student % with D or F both semesters

	Class of 2016	Class of 2017	Class of 2018	Class of 2019
# Students	31	42	44	66
% With 2 D or F	51%	60%	60%	18%

10th Grade English LTEL Student % with D or F both semesters

	Class of 2016	Class of 2017	Class of 2018	Class of 2019
# Students	27	38	43	61
% With 2 D or F	56	50%	35%	26%

11th Grade English LTEL Student % with D or F both semesters

	Class of 2016	Class of 2017	Class of 2018	Class of 2019
# Students	24	32	35	??
% With 2 D or F	33%	21%	37%	??

III. Ongoing School Improvement

Each year the district assigns the school specific tasks and objectives. These are documented and monitored in the School Plan. These tasks and objectives always include updates to the WASC action plan, which are an integral part of the school plan. This process serves as the main monitoring tool for the WASC schoolwide action plan as well as the additional work required by the district. Please see FHS School Plans for the Previous Years for details during the 2015-16 and 2016-17 school years. Teachers are informed of student achievement data and progress toward the School Plan goals at staff meetings and through email.

Process Used to Prepare this Progress Report

- Spring 2017 – A volunteer teacher took on the task of compiling the report for the school.
- August 2017 – At the beginning of the school year the compiler sent an email to all certificated and classified staff containing a copy of the WASC action plan with updates from the 2016-17 school year. All staff were asked if they would like to contribute something to the report. Follow up emails and reminders were sent culminating in a due date for responses of October 31st.
- September 2017 – The compiler scheduled and held meetings with PLC Leads, Program Coordinators, and Department Chairs to explain what was needed from their groups. Follow up emails and reminders were sent culminating in a due date for responses of October 31st. The compiler also met with a Dean, Jay Lin, about Truancy (Objective 1 task 3) - The dean later submitted a written response which is in the report.
- October 2017 – The compiler met with:
 - A counselor, Dan Amezcua to get baseline data for our intervention programs.
 - An Assistant Principal: Cathleen Rodriguez to discuss and learn about our progress with interventions. Cathleen worked on documenting responses to the tasks.
 - An Assistant Principal: Jeff Rosado regarding the Equity Task Force. Discussions and explanations about the Task Force were documented with plans for continued work in November.
 - District CTE Director Lori Riehl was contacted for help in responding to the CTE tasks for the school.

- November 2017: The submissions from all members were consolidated and placed in the report as appropriate. Regular meetings between the Principal and Compiler were scheduled starting November 8th to review progress on the report and clarify any issues.

Ongoing Meetings: The Compiler attended the monthly GCL and SSC meetings along with two board meetings.

- December 2017: The information is compiled into the first draft of the report and sent to all staff for review and comment.
- January 2017: Suggestions and revisions. Responses from staff are collated and made as appropriate. Most suggestions are for clarification of ideas and are made by the administrative team. The two significant additions are a one page introduction to the school and the response for Objective 5 Task 2 of the Action Plan. Both of these were written by the principal.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

By the fall of 2014, the collaborative analysis of data made clear Fremont's schoolwide strengths and areas for growth clear. The Focus Group Leaders and our principal together reviewed all these areas of growth reported by the focus groups, and put together this action plan for the next six years. This plan also takes into consideration district goals, and our existing single plan. We are confident that with the continuous effort in improving our school and our practices, maintaining our PLCs, and with the continued district and community support we have seen, these efforts will make our school and learning environment even stronger. We are supported in our efforts by our teacher leadership and administrative teams, as well as our school site council, which will act as a body that oversees our progress over the next six years.

Our Objectives over the next six years

1. Close the achievement gap between our lowest achievers and our more successful students.
2. Support more connections between students, school, and community.
3. Increase student engagement while maintaining a rigorous academic learning environment.
4. Evaluate and strengthen intervention programs.
5. Provide for more extensive and accessible professional development activities.

Using the areas of growth from each of the Focus Group reports, the Leadership Team clarified the priorities for the action plan. This was put together by the coordinator, reviewed and further clarified by the Focus Group Leaders and administration, then submitted to the entire staff and other members of the five focus groups. Finally, it was submitted to the School Site Council and the district administration for their approval and support. The action plan purposely focuses on specific student goals so that the school's work over the next six years will be measurable and meaningful toward student achievement.

The following pages present FHS's action plan for improvement over the next six years. The action plan shows:

- Objectives identified by the focus groups as areas of growth
- Specific tasks we believe will help accomplish those objectives
- The rationale behind our work towards these tasks.
- The site specific goals that emerged from the WASC self-study process
- The timeline set out to accomplish our tasks
- The strategies and tactics that the administrators, counselors, and teachers believe will produce the intended results
- The parties who will lead progress towards these goals

Objective #1: Close the achievement gap between our lowest achievers and our more successful students.

Specific Site Task	Rationale (Data Finding)	Measurable Goal	Timeline	Strategies	Responsible Participants
<p>Task #1 Utilize PLCs to identify and address literacy needs across all content areas.</p>	<p>Although we have added intervention classes for our most at risk students and are monitoring their progress we know from standardized testing etc. that there are still larger literacy needs that need to be addressed.</p>	<p>PLCs will use common literacy assessment data to address literacy needs.</p>	<p>Year 1: Establish baseline data Years 2-6: Continue to gather data to monitor progress and adjust strategies</p>	<p>Incorporate literacy in common assessments at the PLC/course-alike level. Share and observe best literacy practices. Participate in ongoing District common core implementation professional development, focusing on close reading and argumentative writing.</p>	<p>PLCs, Departments, Intervention specialist, Administrators</p>

Task 1 Progress:
9th Grade English
Goals for this year's PLC work are:

- In addition to our common skills agreements, we have been focusing the past two years on theme for formative assessments. Last year we began the cycle of inquiry and will complete one full cycle this year. Using our assessments from last year, we adjusted or expectations, altered our rubric and created common assessments to be given throughout the year.
- Based on the data collected via Alloy software, we will identify areas of skill improvement, reteach with focus, retest and reassess the effectiveness of our teaching practices.

10th Grade World Studies PLC

- Continue to identify and address literacy needs through the refinement of common literacy assessments. Currently each unit has a specific assessment (Essay, Research Paper, Speech) with a rubric that is used by all teachers.
- New in the 2017-18 school, we are implementing a data tracker that will allow us to use specific interventions for struggling students around the literacy skills used in both World History and World Literature. We also will use it to focus on the major writing skill of the year, synthesis. This

tracker will allow us to better differentiate instruction and provide specific interventions and scaffolds for students.

In Science, Biology and Chemistry PLCs are continuing to focus on scientific argumentation and writing supports/skills by looking at skills students currently have and attempting new supports/lessons in this area.

- In biology classes students are trained and given practice in argumentation skills (CER – Claim, Evidence, Reasoning) throughout the course. These are assessed formally 5 times each semester. Only the top three scores are counted towards the student’s grade.
- Computer literacy is developed and assessed through our “Chromebook Skills” assessment. Since student work is distributed through Google Classroom there is a need for students to possess a variety of skills on the Chromebook. These skills are taught explicitly and embedded throughout the course in the lessons. They are also assessed in a formal way in a set of 10 tasks that students need to sequentially master. Students have multiple opportunities to master these skills over the course of the first semester, and these Chromebook Skills counts 10% toward the grade. Students continually improve their score over the semester as skills improve.
- Common Summative Assessments are developed by the bio team and given to all students in all 9th grade Biology classes. These assessments are team graded and consist of a variety of assessment styles including multiple choice, short response, model construction, data interpretation, and lab design, thus providing a range of opportunities for students to display their knowledge.

AVID

- The AVID team recently decided upon and rolled out skills based common agreements for each year of the AVID experience. These benchmarks ensure both exposure to college and career exploration, as well as continual development of student skills. They will look at the assignments, and products, in order to analyze and align expectations, as well as evaluating the effectiveness of benchmarks in coaching students toward desired outcomes.

World Languages

- We have a Department School Loop Website where we are sharing all the essential learning outcomes for every level in every language. To be completed by the end of Fall semester 2017. Our website includes other pertinent information about teachers, placement tests, honor societies, language clubs and the newly adopted grading scale.
- Teachers with no course-alikes have been collaborating with teachers in the district and outside of the district. In the case of our AP Spanish teacher, even out of state.

Algebra 1

- The Algebra 1 PLC spent the year focusing on scaffolding students into expressing mathematical reasoning in writing using academic vocabulary and focusing on the logic of arguments. This involved creating and giving common formative assessments specifically for written mathematical reasoning. The Algebra 2 PLC focused on a similar goal: using a claim, evidence, reasoning format to help students justify their mathematical models or conclusions drawn from those models.

ELD (English Language Development for students in the U.S. 4 or fewer years)

- ELD teachers are using the GMRT’s & common formative assessments with all ELD students to

determine students' needs and placements. These are done at the semester, end of year, and within the first week of school to calibrate any growth that happened over the summer.

- Shift in focus for 2017-18: The current focus is now on the LANGUAGE content teachers (sheltered science, sheltered history, sheltered math) need to explicitly teach in order for EL students to access the content. ELD teachers are serving as coaches to help content sheltered teachers come up with an activity that focusing on listening, speaking, reading or writing (or a combination) that helps support EL students in acquiring the language needed to access content lessons. We are still sharing lessons using a protocol. In the 2016-17 school year the ELD & Sheltered teachers were focusing on the essential learning outcome – claim, evidence, and reasoning in order to raise the level of rigor and align all subject matters with the Smarter Balance Assessment. They shared lessons through a protocol that allowed them to garner feedback to adjust their lessons.

<p>Task #2 Increase readiness for and enrollment in higher-level math courses (Algebra 2 and beyond) for all.</p>	<p>There is still a large number of students who are failing Algebra 1, which prevents them from being successful in higher level math, science, engineering and economics classes as they progress through high school.</p>	<p>Fewer 10th-12th graders will be enrolled in Algebra 1 classes.</p> <p>More students who started at the Algebra 1 level will take Algebra 2 and higher-level math, science, engineering and economics classes.</p>	<p>Years 1-6: Continue and evaluate ongoing work (see strategies)</p>	<p>Continue intensive teacher collaboration within the Algebra 1 PLC and Algebra 1 planning team, including full participation in the district Algebra Initiative and district essential outcomes assessment. Use common formative assessments, analysis of student work, and collaborative planning to address the full range of learner needs, especially as we make the transition to Common Core. Continue developing algebra support and intervention</p>	<p>Math department, support teachers, para-educators, all other teachers that teach the same student population, summer academy teachers and administrators, district wide support personnel.</p>
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				classes and the use of ALEKS to support students who are not yet Algebra ready at the beginning of 9 th grade.	
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Number of students who enrolled in higher math courses:

	Algebra 2	Algebra 2/Trig	Math Analysis	Pre-Calc H	Calc AB	Calc BC	Stats AP	Yearly Total
2014	249	136	165	72	83	35	75	815
2015	253	149	169	57	110	40	59	837
2016	187	136	128	96	80	39	94	760
2017	203	231	90	81	81	65	118	869

- The math department offers a joint-enrollment course with Mission College called Statway for students who have finished Algebra 2 but may not have access to AP Statistics or AP Calculus.
- The math department offers two acceleration options to allow students to access AP courses by their senior year if they start in Algebra 1 as freshmen. The first of these classes is Summer Intensive Geometry (SIG) which would prepare a student to take Algebra 2 or Alg2/Trig as a sophomore. The second, which is new during the 2017-2018 school year, is a special hybrid course that combines algebra 2 and pre-calculus in a single year, so a student taking Geometry as a sophomore would take this their Junior year and be ready for AP Calculus AB their senior year.

Task #3 Evaluate effectiveness of Off Campus Privilege, Saturday School, and Truancy Abatement programs, as well as the Hall Pass policy, which seek to address tardiness and truancy issues.	Students who don't come to school, regularly come to school late, and/or are consistently out of the classroom miss out on the day's activities and lessons, therefore falling behind.	Fewer tardies, truancies, and loitering during class time. Reduced tardies and truancies for students who are identified as needing attendance interventions.	Year 1: Analyze attendance data that correlate with attendance interventions Year 2: Implement and assess additional targeted strategies Year 3-6: Continue to monitor and improve attendance interventions.	Identify underlying reasons for tardies or truancy for students with attendance issues that interfere with their progress at school. Develop targeted strategies that specifically address these reasons for tardies or truancy.	Deans, Attendance, Administrators, Family and Community Liaison, Student Conduct Liaison, Teachers, Mental Health Team, Guidance Counselors
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Truancy Abatement:

***It is important to note that as of 2016, the Santa Clara District Attorney's Office is no longer seeing truancy cases. In addition, there's currently no support system or consequences in place for the high school level to support chronic absenteeism.

Starting from the school year 2013-2014 the Dean's Office has collaborated with various stakeholders to create more systems of interventions to support students with chronic absenteeism:

- Special Education: The Dean's Office works alongside the Special Education Department to support students with IEP's. The process currently implemented is given in the supplementary document: Objective I Task III: Truancy Abatement.

The impact of the truancy abatement program has been quite successful in reducing the number of daily block absences over the past four school years:

- 2012-2013: 54,369 block absences
- 2013-2014: 50,647 block absences – Off Campus Privilege started
- 2014-2015: 42,124 block absences – Flex Time started
- 2015-2016: 36,369 block absences
- 2016-2017: 45,597 block absences
 - We have some speculations on the reason for the increase:
 - Jan 1, 2017 to June 1, 2017, there were a total of 27,840 block absences, which was 61% of the absences for that school year
 - The Santa Clara County District Attorney's Office stopped all truancy court mid-semester for Fall of 2016 - no more prosecutions and consequences. From August 14, 2016 to December 31, 2016, there were 17,667 block absences. If we had the same number of absences the 2nd semester (Spring 2017), we'd potentially have a total of 35,334 block absences.
 - There's was an increase in student population from 2015-2016 (1944) to 2016-2017 (2,012)
 - We have allowed more students with holes in their schedule (students with open blocks in their schedules)
 - We've seen an increase in drug abuse, which is causing students to cut
 - There has been an increase in mental health referrals of students not being able to handle school
- 2017-2018: 17,970 as of 11/15/17

Qualitatively and anecdotally, as a result of the increased systems of interventions, we're seeing more students and families in order to support them with resources to ensure their success. The main issues we're seeing in chronic absenteeism in students are:

- Mental health/social & emotional issues/substance abuse
- Feeling academically unsuccessful
- Safety concern at school or home
- Peer pressure

Saturday School:

Saturday School was implemented in the school year 2014-2015 by the district in order to provide positive behavior intervention support. Saturday School is a four-hour session that provides academic support and counseling. Four staff members (administrator, teacher, student conduct liaison, and student advocate) are in the room supporting students with any needs they may have. At Fremont High School, the Family Community Liaison helps to gather work and material for each student in order to support their academic achievement. A student advocate will meet with each student to provide brief intervention support with the reason for attending Saturday School. Our current data is indicated below:

- 2014-2015: 78 students received 116 Saturday Schools
- 2015-2016: 86 students received 120 Saturday Schools
- 2016-2017: 79 students received 96 Saturday Schools
- 2017-2018: 25 students received 29 Saturday Schools as of 10/7/17

Additional information about Saturday School is given in the Appendix: Truancy Abatement

We do not have a system in place to monitor the effectiveness of the Hall Pass policy.

Task #4 Develop a long term equity plan to identify, prioritize, and address our continued racial achievement disparity	While we recognize that systemic racism is a nationwide problem we are interested in how our efforts can be part of the solution.	Implement and measure the effectiveness of a staff-developed equity plan that is focused first on narrowing systemic racial achievement disparities at FHS.	Year 1: Begin campus-wide conversations. Year 2: Equity task force forms and designs equity plan including measurable goals. Implement first stages of equity plan. Years 3-6: Continue implementation, evaluation, and revision of equity plan.	Utilize a trained and skilled facilitator to lead campus-wide conversations about the impact of race on our lives and at our school and establish a consensus model for planning and implementation of equity plan. Form an equity task force including staff, students, and community members to design the plan: <ul style="list-style-type: none">• investigate other schools'	Administrators, teacher leaders, all other staff members, students, and interested community members.
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				<p>successful efforts</p> <ul style="list-style-type: none"> Engage the entire staff in the design process Identify useful measures for plan effectiveness. 	
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Shift of focus - The school is now looking at Equity more holistically and inclusive of all staff. Some of the charges of the Equity Task Force have been taken over by other leadership groups such as the Staff Leadership Team and the Guiding Coalition for Learning. Details are given in Section II (Significant Changes and Developments) of this document. Part of the school wide equity initiative involves bringing in consultants, Pedro Noguera (Twice in 2017-18) and Anthony Mohammed (Once in 2018-19), to help the school better understand how to incorporate equity into the school systems and culture.

Equity Task Force History and Timeline

Fall 2016 The district starts Equity in Action initiative, which helps the AP understand how to approach the Equity task in WASC.

December 2016 - AP in charge chooses teachers/ counselors to be part of the task force (Beckstrom, Anastasia, Franco, and Jeff Ro) and takes everyone to an offsite training with Pedro Noguera to figure out how best to deal with equity in the classroom.

Spring 2017 - The Task force decides on 4 initiatives:

1. Do an Ethnographic Study of a day in the life of a student with teachers (volunteers)
2. Create a forum for ongoing conversations - Monthly Lunch meetings for all staff (volunteers)
3. Build Equity into the culture of the school with a focus on the classroom
4. Community Outreach - Specific attempts to reach families in North Sunnyvale

Summer 2017

- The administration decides to transfer the responsibility for task three, Building a Culture of Equity, to the Staff Leadership Team. At the same time the Administration forms the Guiding Coalition for Learning, which will focus on supporting the PLCs in their work.
- The teacher leader of the Equity Task force moves. The administration searches for a new lead.

The Equity Task Force 2017-18 Initiatives and Goals

- Focus on initiatives 4) Community Outreach and 2) ongoing conversations
- November 2, 2017 - First meeting of Task Force of this year. Focus of the meeting was on busing and how to help students with long bus rides be more successful. [See the meeting notes in the appendix.](#)
- We are figuring out how to measure success for the task force - Defining our measurable goals.
- Now figuring out how to lead - plan for equity at all parts of the school.

Task #5 Expand equity plan to address the socio-economic achievement gap at FHS.	FHS has a broad cross-section of socio-economic classes in which we see disparities in the achievement across the wealth spectrum.	Incorporation of socio-economic status within our equity plan (see Task #4).	Year 3: Equity plan incorporates measures to address socio-economic achievement disparities. Years 4-6: Full implementation of equity plan.	Equity task force will expand equity plan to address the socio-economic achievement gap utilizing the systems already developed in Task #4.	Administrators, teacher leaders, all other staff members, students, and interested community members.
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This task has been incorporated into school-wide equity work regarding race and economic status. Please see Section II of this document for more more information.

Homeless Student Support

In addition to the school taking on equity as an institution, the school currently supports homeless students in the following ways:

- We look for and find students that are homeless.
- FHS has 8 students attending that qualify for McKinney Vento services. Please keep in mind that the definition of homeless for McKinney Vento is much broader than most homeless definitions. For MCK, anyone that lacks a permanent and adequate place of residence is qualified as homeless. So, a family moves into town and stays with another family for a few months can be classified as homeless. A student that does not like the rules of his parent’s house so they sleep on the couch at their friend’s house is also qualified. Most of our District’s McKinney Vento students are sharing housing due to financial reasons. We do have one family that lives in their car and at least one other in a hotel.

For all qualified students, we provide the following:

- Back pack and school supplies
- Hygiene kits (soap, shampoo, razors, etc.)
- Free bus pass
- Automatic qualification for Free meals
- Periodic check in from an adult on campus to gauge what else they need (school clothes, shoes, athletic equipment, tutoring, etc.)
- Referrals for the homeless family to the local agencies that may be helpful, e.g. Community service agencies and shelters, Emergency food services, low cost medical clinics and Social Service agencies...etc.

Objective #2: Support more connections between students, school, and community

Specific Site Task	Rationale	Measurable Goal	Timeline	Strategies	Responsible Participants
<p>Task #1 Solidify and expand CTE opportunities, including CTE pathways.</p>	<p>Students who find they have more opportunities to study what they believe they will find more useful in their future career will take these classes more seriously, which may translate into more success in their more academic-focused classes. Consider CTE classes as possible interventions.</p>	<p>Review of current CTE courses and pathways available as offerings for students.</p> <p>Increase offerings in order to meet student demand for CTE classes.</p>	<p>Years 1-6: Strategies 1 & 2</p> <p>Year 2-6: Incorporate strategy 3</p>	<ol style="list-style-type: none"> 1. Educate students, parents and teachers about the various courses and pathways that are already offered here. 2. Find opportunities within classroom teaching to broaden students' understanding of post-high school options and the high school learning they will need to pursue these options. 3. Increase opportunities for CTE within CTE courses, other courses and beyond the classroom. 	<p>Administration , College/Career Counselor, teachers, Transitions Specialist, District Coordinator of Pathways to Post Secondary Success</p>

New pathway: Sports Medicine increased from 2 to 3 sections. Along with this, the pathway has been expanded with the addition of 2 new classes through Foothill College: Kinesiology 16B + 16C. The FHS Sports Medicine class is articulated with Foothill's Kinesiology 16A class, which means that students who earn a B or better in the class and take Foothill's final exam can qualify for 3 college credits for KINS 16A. For 2017-2018, students who had completed Sports Medicine had the opportunity to take the rest of the pathway classes with Foothill instructors who are teaching at FHS. Students who complete both classes

will have 6 college credits & 12 high school elective credits (i.e., dual enrollment credits).

Computer Programming

The Digital Innovation & Design (DID) course, is a new offering that expands the computer science offerings at FHS. DID is designed to create access to a greater range of students than are currently enrolled in the Java and AP CS A courses. The course is project-based and provides students with the foundational problem-solving, logic, and concepts for students to be successful in Java and other CS courses.

Engineering

We have three engineering classes - Intro to engineering design (since 2011); Principles of Engineering(since 2013); Digital Electronics (Since 2014) - These classes show students what engineering is and whether or not they want to major on it in college. Most students enrolled in engineering courses are college bound.

2011 – 2012 -- Introduction to Engineering Design (IED) – 1 section

2012 – 2013 -- IED – 1 section

2013 – 2014 -- IED – 3 sections, Principles of Engineering (POE) – 1 section

2014 – 2015 -- IED – 2 sections, POE – 1 section, Digital Electronics (DE) – 1 section

2015 – 2016 -- IED – 3 sections, POE – 1 section

2016 – 2017 -- IED – 2 sections, POE – 2 sections, DE – 1 section

2017 – 2018 -- IED – 3 sections, POE – 2 sections, DE – 1 section

Screen Printing Transitions Class for SPED seniors - Soft skills for success after high school. Meet customers, market the products: web development, cleaning, hands on production, shipping.

- 18 student this year - all but 1 in SPED (From intervention team)
- last year 8 students
- This year - Pathway to Foothill certificate in Garment Printing. Students meet the teacher when he comes to Fremont. Concurrent enrollment opportunity allows students at Fremont to enroll at Foothill now.
- Students are helped to enroll at Foothill in these classes after graduation
- Next year there will 11th and 12th graders
- It's the carrot that provides motivation to get disengaged students to show up and re-engage in school

We have expanded the number of Intro to Java Programming sections from 2 to 4 to accommodate increased demand. We created a new course -- Digital Innovation and Design -- which is offered as an entry-level course for Freshman who want to take Java but haven't yet completed the pre-requisite of Algebra 1. It feeds to either Java or Principles of Engineering.

Culinary

In culinary the focus has been on inclusion of SPED and ELD students providing them a legitimate CTE pathway. Scaffolds for the students are built into the class.

- Support for all students include: The Intro To Culinary class spends at least 2 weeks "re-learning" fractions. This is necessary because we increase and decrease recipes, and the students need to be able to go from tablespoons to ounces to pounds/quarts and back again. Culinary uses weight and volume measures and the lower performing students need more time to acquire this

knowledge. Culinary 1 and 2 also increase and decrease recipes. The activities are at a higher level (more than just doubling or dividing in half) and each activity has the Algebra Standards written on the front of the work so the students know what and why they are doing this work in fractions.

- For SPED, kids with IEPs and 504s, they are given the same level of work as the other students and, with help, are doing very well. I grade them just the same as the rest of the class, and it makes them happy to be “just like everybody else.”
- To support many students new to our country this year from Mexico and Central America, Spanish Teachers and the Para-educator translate the written activities into Spanish. Seeing the activity written in their language empowers the students and makes the class a great experience for them.

ELD

ELD juniors and seniors take a field trip to De Anza and Foothill Community Colleges. Both colleges offer an ELD specific tour that focuses on support for EL students, financial aid and programs that the respective schools offer. The goal of this field trip is to expose students to community college as a viable post-high school option. In second semester they will be following up by having FHS grads from last year that are current community college students come back to FHS. These students will facilitate small group discussions with our current ELD seniors about the opportunities at community college and challenges they may have had in the transition. To encourage participation and student understanding and engagement we added in the 2017-18 school year a college info breakfast in early October for EL students. At this breakfast we introduce some of the vocabulary students need to know in order to navigate the college application process (transfer credit, university v. community college, etc). Then, in late October, the EL Coordinator partners with guidance to do a college exploration activity during Flex. Students go to a website of one of the colleges we will be visiting, they choose a field of interest and learn more about that, and they generate questions they will want to ask on the tour. THEN, in November, we do the tour.

<p>Task #2 Investigate additional opportunities for students (apprenticeships , internships, concurrent enrollment, etc.)</p>	<p>Students will be able to more directly prepare for their future if they see the opportunities firsthand and therefore take their current classes more seriously.</p>	<p>Expanded opportunities for students.</p>	<p>Year 1: Establish database and baseline information.</p> <p>Year 2-6: Increase internship opportunities with local businesses.</p>	<p>Prepare and maintain a database with baseline information about current opportunities. Work with Career/College Advisor to increase internships and connections with the local business/industrial communities.</p>	<p>Administration , College/Career Counselor, Workability, Work Experience</p>
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In addition to the courses mentioned in the task above, we are working with De Anza to provide opportunities for concurrent enrollment on site at FHS on an ongoing basis. We will be working with

Guidance and other teams (e.g., GOALS, ELD, etc.) to determine what those classes may be.

Apprenticeships are something we provide students information about via the Guidance Department. Internships are currently student-initiated as there is not yet a system in place to coordinate that.

Concurrent Enrollment Information for the 2016-17 school year, including: Concurrent Enrollment (CE), College Now (CN), and Middle College (MC)

TOTALS	CE Classes	CN Classes	MC Classes	TOTAL Classes	CE Students	CN Students	MC Students	TOTAL Students
Cupertino	204	102	103	409	181	28	42	251
Fremont	49	79	107	235	43	18	44	105
Homestead	96	36	106	238	84	11	45	140
Lynbook	96	28	68	192	94	9	31	134
Monta Vista	232	71	215	518	213	18	95	326
District	677	316	599	1592	615	84	257	956

Engineering

In the 2016-17 school year the engineering program started to make connections outside of school, making informal connections with NOVA about building self-driving cars. This led to a field trip to San Jose State to look at their engineering program.

World Languages

The Japanese teacher has invited representatives from various Japanese universities to promote government funded study programs in Japan.

<p>Task #3 Communicate more effectively the school goals, achievements and student progress to the students, parents, and other shareholders of the community.</p>	<p>Parents shared that they often don't know about all of the things that are taking place on campus and impacting the direction and focus of the school's work.</p>	<p>Parents will indicate improved access to information when responding to future parent surveys</p>	<p>Year 1: Query community shareholder groups to determine what types of information is most important to share and the best ways to communicate information from the school. Year 2-6: Creating the</p>	<p>Query community shareholder groups to determine what types of information is most important to share and the best ways to communicate information from the school. Creating the tools to share the information and regularly update.</p>	<p>Administration , Guidance Staff, Webmaster, College & Career Advisory, Program Leads (AVID Coordinator, EL Coordinator, Department Chairs)</p>
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			tools to share the information and regularly update.		
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Monthly Newsletter

There is a Monthly Newsletter sent out by the Executive Secretary that lists Important Dates about parent events, holidays, sports, theater, and music performances. This is sent electronically to all parents in School Loop.

School Website

Currently goals and achievements are posted on the FHS main website as well as the daily school news email. Morning announcements are another way FHS recognizes student’s accomplishments. The daily announcements are posted on the main FHS website for all members of our community to view. If individual student’s names are mentioned, students are asked permission beforehand. Recognitions such as banners can also be placed in classrooms or the Library for awards such as the Siemens Competition.

In an effort to recognize FHS students in the future a link will be made available in student and parent portals to submit items of recognition. Student recognition is updated as accomplishments are submitted, sometimes on a daily basis.

On the FHS website under School Reports current and past School Profiles, Snapshots, Self-Study Report, and School Accountability Report Cards are made available to the public to view. This section is updates as information becomes available.

Students automatically have a School Loop account and parents are asked to sign up for School Loop at student orientation, back to school welcome packet, and back to school night. Through School Loop daily emails are sent out to both students and parents highlighting student’s accomplishments and events going on in our community. The daily email typically includes: Athletics for the week, upcoming student events such as plays or performances, upcoming special schedules, recognition of past student achievements, or any current drives (register to vote, cereal, blood, e-waste, goodwill donations, Red Cross, etc, etc).

Guidance Team Survey of 9th Graders Connection/ Eligibility Survey

The Guidance team created a survey to improve the Guidance curriculum and ensure that our students have connections to the school and are aware of what it takes to be eligible for college and graduate from High School. Findings:

- Our students are feeling connected to Fremont in one way or another. Only 3.8% felt unconnected.
- 84.8% of our 9th graders say they do know what courses to take to graduate from H.S.
- 98.6% of our 9th graders believe they can to college.
- 79.6% of our 9th graders plan to attend a 4-year university after high school
- 54.9% or their parents have a 4-year college degree and 45.1% don’t have a college degree.
- Based on some of our findings we did learn that not all of our students think that they can apply for financial aid. When in reality the majority of our students can apply for some type of aid.
- We still need to reiterate what the “A-G” requirements are. 42% of our students think that they are the A-G requirements.

Horizontes

Horizontes is a group of staff (teachers, administrators, guidance counselors, support staff) trying to increase the connection that Latino students and staff have with Fremont High School. Horizontes members seek staff and students seek to support each other to navigate a successful path on the horizon. By celebrating successes, building relationships, and sharing our stories, we hope to inspire new directions and opportunities. This year's events are listed in the table here:

Fri Sep 29, 2017	10th/11th Breakfast/Desayuno con Horizontes-RSVP required - Cafeteria-During Office hours
Tue Oct 3, 2017	9th-Freshman Welcome Meeting - Shannon Theatre during FLEX time
TBD	10th-Road Map Workshop (Pathfinders) 2 day Flex Activity - Location to be determined-During FLEX time
Tue Jan 23, 2018	9th-Goal Setting Assembly - Cafeteria during FLEX time
Tue Jan 30, 2018	9th-Goal Setting Assembly - Cafeteria-During FLEX time
Wed Mar 28, 2018	10/11th Horizontes Recognition with Lunch - Cafeteria-During FLEX time
Fri Apr 6, 2018	9th-Puzzle & Pizza Lunch - Room 93 Ms. Wagner's Classroom-During Lunch Time

SSC

The School Site Council (Students, Parents and Teachers work together) spends most of their time working in groups to promote or develop awareness of school successes, initiatives, and issues. SSC subcommittees for the years 2016-18 are: FHS Perception, Student/Staff Recognition, Student Wellness. The SSC is informed and provides information in the following ways:

- The SSC is part of the District LCAP goal (Goal 4). This means parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs. The LCAP representative comes twice a year - First at the beginning of the year to explain the LCAP and then at the end of the year to get feedback from the SSC to help define the district's next set of LCAP goals.
- SSC created a subgroup to get more information about student areas of stress. An SSC parent lead met with staff to pick 5 students to present to the entire teaching staff to present areas or issues under the Student Wellness group. Parent rep met with a student panel of 5 diverse students. This is continued with the principal's advisory board of students, which meets during lunch to get students feedback on student issues and areas they feel supported.
- SSC -Student- Staff Recognition Subcommittee: Brainstorm ways to increase recognition. Issue brought up by student council member - Student access to Starfish awards - Teacher appreciation week with apples and teacher names so students can write notes. Suggestion: Teacher involvement in community activities. Teachers submit interesting facts about themselves to be read over the announcements.
- Key results of the FHS Senior Perception Survey from 170 responses. Seniors were asked about their perceptions of Fremont when they were incoming Freshmen and how they may have changed now that they were seniors. Students rated their perceptions at both times as poor,

average, good, very good, or excellent. The results were that the total of Good + Very Good + Excellent went *up* by 32 % (from 51 % before joining, to 83% as Seniors - so 83% of seniors rate their perception of the school as Good, Very Good or Excellent) Conversely, Poor + Average ratings went *down* by 31% to 17%, from 48 % before they joined the school

The PTSA organizes Future Firebird Fiesta for parents of incoming freshmen. New parents meet veteran parents, the school principal and another site administrator to talk and ask questions about Fremont.

Some departments connect annually with nearby schools to increase program awareness and the successes enjoyed by students in these programs.

- The 9th grade English department hosts or visits Columbia Middle School each year.
- Band and Orchestra do exchange concerts with feeder middle schools and local high schools annually to expose students to other groups studying music in similar ways elsewhere. This articulation between feeder schools greatly helps middle school students to know what to expect and prepare for at the high school level. Articulation with other high school students really helps current students to put what they are doing into perspective. This is something performing arts done right can really add to a school that many other subject areas cannot do.

Objective #3: Increase student engagement while maintaining a rigorous academic learning environment.

Specific Site Task	Rationale (Data Finding)	Measurable Goal	Timeline	Strategies	Responsible Participants
<p>Task #1 Continue to develop and implement the most effective teaching practices in the classroom</p>	<p>Student learning can be accelerated by developing a wide variety of engaging teaching strategies.</p>	<p>Common assessment proficiency levels will increase, fewer students will earn Ds or Fs, students will be observed to be engaged in both peer and administrative classroom visits, and student self-reported (surveys and interviews) level of engagement will increase.</p>	<p>Year 1: Encourage and support teacher peer observations within PLC groups.</p> <p>Years 2-6: Teachers regularly visit each other's classrooms both within and beyond PLC groups.</p>	<p>Support peer and administrative classroom observations.</p> <p>PLC groups will share best practices.</p> <p>Provide professional learning opportunities to address the challenges posed by our block schedule.</p>	<p>PLCs, administration, teachers</p>
<p>3 Minute Observation Club</p>					

The teacher created and led 3-minute observation club continues. Teachers sign up with the observation club organizer to form groups to formalize a process for class walk-throughs and the debriefing process. The goal of the 3-Minute Observation Club is to share best practices and to serve as an opportunity for in-house professional growth and development. The 3-Minute Observation Club will serve to validate the great things teachers doing as well as to challenge our teaching practice in a supportive way. We had 15 teachers last year and averaged 70% attendance at the monthly debrief lunch meeting. This year (2017-18) we have 21 teachers signed up! This year, each month the club will observe two teachers and then have a debrief lunch at the end of the month!

Visual Art Department:

- Peer observation: to different school site with the course-alikes including the classroom observation and discussion to follow up.
- Vertical alignment from beginning class (Art 1 and 3D Design) to advance class (Art 2, Studio Art and AP Art) to continuity.

Social Studies Department: Increase Student Engagement: PLC's best teaching practices

- Developing and revising common lesson materials such as the x game (10th), Career Exploration and Personal Finance project (12th throughout year), Mock Congress simulation (12th), Mock Presidential election (12th), Current Events presentations and emphasis on "real world" connections (12th)
- Refining common summative assessments to be more focused on student experience
 - EG: "How has innovation shaped modern life?" "How does social change happen?"
- Creating best teaching practices through shared collaboration and weekly discussion
- Protocols around how we teach and support literacy in our classroom

Math Department

- At least 6 teachers attend the Asilomar math conference for professional development each year (including a few as presenters for the last several years). We use department meetings and some PLCs as a way to disseminate some of our best teaching practices.
- We have wide participation in the district professional development opportunities (at least 2-3 teachers at each event).

SPED

- UDL - Designing lessons to fit the whole class - Designed for a larger range of students
- English - Books on tape
- Modified texts (Gatsby)
- Positive psychology - Focus on ways for students to bring more positive things into their lives - How to develop: gratitude. How do we build on our strengths and
- Model and support notetaking with prepared notes that need to be the same
- Geometry: PBL
- Changed the name of quizzes to "exit tickets" to reduce anxiety about tests
- Mandatory re-takes
- Experiential learning
- Extensive Modeling of student skills - Lay out an agenda (goal and objective tied to everything)
- Time frame for each activity
- Evidence based practices for students with autism pairing them with EBD for teaching students with autism.

Science

- Decrease in lecture - Less content more skills - Depth instead of Breadth of Content
- More partner and group work - Discussions
- Shift in questions from factual recall to inquiry based.
- Focus on inquiry and science skills in the essential questions posed to the students
 - Argumentation Make a claim, provide evidence and reasoning
 - Make more observations and analysis of data
 - Use Chromebooks to plot graphs (Biology)
 - Collect Data, put it in a table, auto-creation of the graph
- Emphasis on collecting data, labs and activities, building their own models of phenomena.
- Example: Carbon cycle was taught by building a working a model as class.
- Example: Mitosis, cell division, now taught through deductive reasoning rather than just giving them the steps. Students construct a model of how Mitosis works instead of a lecture.
- Example: Wave speed, measured the wavelength and frequency to deduce the wave speed rather than just being given the formula.
- Example: Figure out the gas laws (Physical laws) through experimentation and then they're named.
- De-emphasis of traditional lab write ups - Focus on the key component of argumentation (CER) Claim, Support with Evidence, Justify with scientific knowledge.
- Philosophical shift from holding onto science concepts to teaching science skills.

English

- Student-centered instruction - Teachers create lessons with activities that revolve around students practicing and learning skills as opposed to the teacher lecturing or demonstrating everything.
- Partner and Group Activities
- Writing - Use exemplars - Positive and Negative (What not to do)
 - Use assessment tools (rubrics) for peer editing to get students calibrated and to help them understand their grade
 - Chunking - Intro paragraph, body, etc. are broken into components
 - Socratic style activities - Everybody works to find evidence and creates an evidence bank.
 - Shared Feedback strategies
 - In ERWC Descriptive outlines are used for essays and argumentation
 - Graphic Organizers to support essays
- Quote logs - Paragraph, Analyze, Connect
- All teachers participate in the same Professional Development
 - Research (This year)
 - Analyzing Student Work (Last year)

World Languages

We now have the Spanish-speakers 3 course, which uses the Common Core Standards for English Language Arts to support the skills being addressed in other courses such as Lit/Writ and history.

Performing Arts Department

- In the Band and Orchestra Classes, there are clear pathways (sequencing) of academic development based on entering skill level and skills developed and expanded throughout high

school: concert band – entry level, symphonic band – intermediate level, wind ensemble – advanced level string orchestra – entry level, chamber orchestra – advanced level

- The band/orchestra program is very similar, comparable, and as rigorous to sequencing in other academic areas of study
- Our drama classes (drama 1 and advanced drama) and choir classes (a-choir, treble choir, small mixed vocal) also have pathways, but fewer students in these classes mean there are fewer levels of classes available.

<p>Task #2 Continue to promote appropriate student choices of rigorous academic environments, and provide support for those who need it.</p>	<p>Our AP classes are growing in popularity, but some students are not prepared for the rigors of a college-level class.</p> <p>FHS students have been enrolling in more challenging academic classes at an increasing rate, but some are not finding success.</p>	<p>More students taking and passing the most appropriately challenging academic classes with a C or higher.</p>	<p>Years 1-6: Continue to publicize existing support structures. Explore options to expand summer and school year support structures.</p>	<p>Extend summer support activities, such as APUSH boot camp and summer math enrichment courses.</p> <p>Maintain, expand and publicize support structures for all students during the school year.</p>	<p>Administrators, Coordinator of Academic Interventions, teachers.</p>
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The number of students taking AP classes has remained fairly steady over the last five years. This number has fluctuated between 347 students in 2015 and 419 students in 2014. In 2017 there were 376 students who took one or more exams. While the number of students is flat, there has been an increase in scores of more than 11% over the last five years, with the score increasing every year except one.

The AVID program supports first generation college bound students and encourages signing up for AP and Honors classes. Embedded into the AVID classroom (9-12 grade) is a tutorial structure that explicitly teaches students the study and academic skills necessary to succeed in those upper level courses. AVID teachers work with students to select classes that are appropriately challenging for each student, based on their success, student habits, and skills foundations. There are regular student check-ins for all students, to help them navigate difficult classes. The success of the program can be seen through the

college class (A-G) GPA. For 2016-17 first generation AVID Latino students (2.99) had GPAs that were .69 points higher than the aggregate for all first generation Latino students. A disparity of .60 or greater has existed for at least the past 5 years.

World Languages

We designed a comprehensive placement test for incoming Spanish-speaking students in order to place them in the right level: Spanish-speakers 2 or Spanish-speakers 3. In rare cases, student place directly into AP Spanish.

SPED

The department has developed a PLC to identify ways to provide a richer rigorous curriculum in the Special Education Small Group Core curriculum classes. The group will be meeting 4 times before the end of March to develop the process the department will go through in order to investigate strategies and ideas that can be implemented department wide in 2018-19 school year. The idea being more students would develop the student skills necessary to make educational progress in the general environment.

Math Department

- We empower students to make appropriate course choices by giving all students statistical data about the grade distribution in successor courses from the course they're in, broken down by the grade the student currently has. We've created videos which are shown to classes clarifying the difference between the levels using examples that students will be familiar with so they can judge the difficulty based on objective information.
- We are experimenting with A-B-C level grading: For example, in Math Analysis, we have added a modeling unit. This is an entire unit that is dedicated to using math to make sense of patterns in data (imperfect) we see in the real world. The learning goals are categorized for the students in the Foundations (C-Level), Applications (B-Level), and Extensions (A-Level). All students have access all 3 levels of problems.

Objective #4: Evaluate and strengthen intervention programs

Specific Site Task	Rationale (Data Finding)	Measurable Goal		Strategies	Responsible Participants
Task #1 Organize and streamline existing intervention programs into the Response to Intervention structure	We have a tremendous support system that works for many students, but many staff members, students, and parents don't know what they are, and how to access them. We need to work	Parents, teachers, and students will report on future surveys that they are aware of the intervention programs best suited to their individual needs.	Year 1: Create and distribute intervention flowchart and actively publicize intervention programs in time for course selection Years 2-6:	Create and maintain flow chart that documents a systematic response to intervention. Publicize our various intervention programs with brief descriptions	Teachers, Intervention Specialist, Administration, Library Media Teacher, Special Education Department

	together to advertise our successes, and bring in students who can benefit.		Expand cohort structure as supported by data	of what they offer. Explore more opportunities to expand our cohort structures (Academic Foundations, AVID, etc.)	
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During the 2017 - 2018 school year, an intervention oversight committee was created to develop, implement, refine and evaluate school-wide interventions as well as provide guidance and leadership on student placement and decision making.

- Under the direction of the Intervention Specialist, 9th grade students who are failing English, Algebra and/or Biology are identified approximately every three weeks and assigned to Flex Academy during school wide Flex Time. Flex Academy is staffed by Para educators who provide direct and targeted support to students in one of these three academic areas to reteach content and complete assignments with the goal of improved grades. Grade data is tracked every three weeks to evaluate the effectiveness of the intervention. Teacher feedback is elicited to help determine whether assignment to teacher Flex or Flex Academy is most appropriate. Administrators and/or guidance counselors then meet with the student prior to admission to the program to explain the purpose of the intervention. The program’s lead Paraeducator and/or Family and Community Liaison follow up with informational phones calls to the parents/guardians.
- The Intervention Specialist, in collaboration with the district Administrator on Special Assignment, Interventions has developed medical and mental health re-entry protocols for students who have missed school due to hospitalizations. These documents have been reviewed by the Student Assistance Team and will be reviewed by the administrative team before being introduced to school wide staff.
- The Intervention Specialist and the Administrator on Special Assignment, Interventions have also developed protocols for responding to requests for classroom accommodations for students with disabilities (504 plan) and assessment for special education services (Individualized Education Plans). These protocols also include information and suggestions for Tier 1 and Tier 2 interventions. These protocols need to be reviewed by the Student Assistance Team and the administration before being introduced to the staff.
- The Intervention Specialist and the Administrator on Special Assignment, Interventions are in the process of updating the descriptions of available intervention programs and, upon completion, these will be disseminated to staff and published on the school website.

The Guidance Team created an [intervention class placement chart](#) in the Fall of 2017, which is contained in an Excel Spreadsheet of the same name that accompanies this report.

- It is a working document and with the goal of having it done by course selection time and middle school articulation. We are also trying to get the benchmark data from the middle school earlier in the year to help us plan our intervention sections.

Task #2	Some	Intervention	Year 1:	Intervention	Intervention
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<p>Assess data regularly to determine effectiveness of intervention programs</p>	<p>interventions work very well with some students, and need to continue. Other interventions haven't achieved the intended outcomes, and both design and implementation should be re-evaluated.</p>	<p>classes will establish and meet course-specific benchmarks for their students' performance.</p>	<p>Course-specific benchmarks are created</p>	<p>teachers collaborate to determine course-specific benchmarks, collect data, and regularly review benchmark.</p> <p>Agree on effective tools to use for progress monitoring across campus.</p> <p>Explore the need for additional social and emotional support and mental health awareness.</p>	<p>Specialist, Administration, intervention teachers, Special Ed Department,</p>
<ul style="list-style-type: none"> • During the 17 – 18 school year, the Academic Reading and Writing Professional Development Lead Teacher and the Administrator on Special Assignment, Interventions will be using data from a recent program evaluation to updating the exit criteria for the program. • The Intervention Specialist and the Administrator on Special Assignment, Interventions will begin work with the Academic Foundations team during the 17-18 school year to update and refine entry and exit criteria as well as decision making protocols for the identification and placement of students in the program. • During the 17 – 18 school year, the Intervention Professional Learning Community, along with the Academic Foundations team, began the process of identifying the data and effective tools for progress monitoring that will be most useful in evaluating the efficacy of the program. • In the 2016-17 school year there were 103 students referred to the SAT (Student Assistance Team), which is responsible for insuring the student receives the correct intervention. 40 of these 103 students were tested for Special Education and 36 qualified. Beginning in 2017-18 the school is more closely tracking data about our SPED students following the district standard, which was implemented in 2016-17. 					

Objective #5: Provide for more extensive and accessible professional development activities

Specific Site Task	Rationale (Data Finding)	Measurable Goal	Timeline	Strategies	Responsible Participants
Task #1 Continue training in the implementation of new standards (Common Core, NGSS, etc.)	Some staff members report they are not ready to fully implement CC lessons in their subject areas.	Teachers receive training in CC, SBAC, and NGSS, and use strategies in line with those standards.	Years 1-3: Continue Professional Development in these areas; PLCs continue work in developing strategies. Years 4-6: Reassess needs once assessment data is available	Work with PLCs to continue developing CC strategies. Continue participating in CC training opportunities within and outside the district.	PLCs, administrators.

Science Department

Biology has fully designed, and implemented and installed an NGSS aligned curriculum and is ongoing in its assessment re-evaluation and critical revision of the effectiveness of this course based on review of student work and student results. Bio is also using assessment questions developed by biology teachers across the district that have gone through an exhaustive review process and made it into a bank. The FHS Bio Team produced a NGSS rubric to use when determining whether an assessment is NGSS aligned. Other core subjects are not as far as biology but the model used for biology is being utilized for chemistry and physics. However one major obstacle has arisen. In order to provide access to ALL California adopted NGSS standards requires three years of science for ALL students and our graduation requirements, staffing ratios and science classrooms are based around two for all with additional years of classes available for those who want it. For additional information please see the FHS NGSS Implementation information in the appendix.

Math Department

Math has already incorporated the additional statistics requirements of common core in Alg1, Geometry and Alg2 and supported teachers in teaching it by offering several PD sessions which were attended by the majority of teachers of those courses. Our PLCs' focus on claim, evidence, reasoning structures and on expressing mathematical arguments is one example of how we include the standards of mathematical in our everyday coursework. Additionally, we usually host 1-3 student teachers a year which both infuses our classes with current ideas that come from them, and also ensures that we are implementing the common core to provide an appropriate educational environment for those student teachers.

FHS math teachers have shown consistently strong participation in all district-level math work for many years

and have also served as leaders (presenters and/or facilitators) at the workshops and collaboration meetings listed below.

	Algebra 1	Algebra 2	Geometry	Upper Level Math
2014-2015	3 workshops <ul style="list-style-type: none"> · Common assessment data · Effective feedback · Criteria for selecting/developing performance tasks · Formative assessment, student work analysis, and re-engagement cycles <i>All FHS Algebra 1 teachers participated; 1 co-facilitated</i>		3 workshops <ul style="list-style-type: none"> · Transformational geometry · Dynamic geometry software <i>All FHS geometry teachers participated; 2 presented</i>	
2015-2016	2 workshops <ul style="list-style-type: none"> · Algebra 1 expectations · Common assessment data · Modeling with algebraic functions <i>All FHS Algebra 1 teachers participated; 2 co-facilitated</i>	2 workshops <ul style="list-style-type: none"> · Criteria for selecting/developing performance tasks · Modeling with algebraic functions <i>All FHS Algebra 2 teachers participated</i>	2 workshops <ul style="list-style-type: none"> · Teaching with transformations · Geometry expectations <i>All FHS Geometry teachers participated; 1 presented</i>	2 meetings <ul style="list-style-type: none"> · Pre-calculus curriculum clarification <i>6 FHS math teachers participated</i>
2016-2017	2 workshops <ul style="list-style-type: none"> · Algebra 1 expectations · Common assessment data · Sense, perseverance, and problem solving · Learning from student work + 2 optional workshops <ul style="list-style-type: none"> · Modeling with functions <i>All FHS Algebra 1 teachers participated; 1 co-facilitated</i>	1 workshop <ul style="list-style-type: none"> · Algebra 2 expectations + 2 optional workshops <ul style="list-style-type: none"> · Modeling with functions <i>All FHS Algebra 2 teachers participated</i>	2 workshops <ul style="list-style-type: none"> · Geometry expectations · Technology-enhanced learning in geometry · Learning from student work · Reasoning, justification, and proof <i>All FHS Geometry teachers participated</i>	2 meetings <ul style="list-style-type: none"> · Pre-calculus curriculum clarification · Math Analysis curriculum development <i>6 FHS math teachers participated</i>
Fall 2017	1 workshop <ul style="list-style-type: none"> · Mathematical 	1 workshop <ul style="list-style-type: none"> · Algebra 2 	1 workshop <ul style="list-style-type: none"> · Geometry 	1 meetings <ul style="list-style-type: none"> · Applications of

	mindsets · Algebra 1 expectations <i>All FHS Algebra 1 teachers participated; 1 presented</i>	expectations + 1 optional workshop · Mathematical mindsets <i>All FHS Algebra 2 teachers will be participating, 5 presenting, 1 facilitating</i>	expectations for proof <i>All FHS Geometry teachers participated, 2 facilitated</i>	Advanced Math Common Core update <i>1 FHS math teacher will be participating</i>
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ELD teachers all attended a training on the ELPAC and ELD standards in the Fall of the 2017-18 school year.

World Studies (English and History)

Through last school year, all English and Social Studies teachers have attended the Reading & Writing in the Common Core training (also called "Close Reading and Argumentative Writing") and English teachers (hired prior to this school year) have also attended the "Accessing Complex Text" training. Both trainings were conducted by district staff.

English Professional Development conducted by the district:

The English Department receives regular standards based professional development. All new teachers attend a PD on close reading.

2015-16 English PD

Accessing Complex Texts (19 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Explain why *all* students need to be asked to read complex texts on a regular basis.
- Describe the aspects of text complexity.
- Design scaffolds to support struggling readers' comprehension of complex text.
- *Had the opportunity to work in curricular teams to apply today's learning to upcoming units/lessons*

Reading and Writing in the Era of the Common Core State Standards (5 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Describe the principles of close reading instruction
- Construct a Common Core-style argumentative prompt.
- Describe the qualities of a strong text-dependent question and explain how well-designed TDQs function to prepare students for a performance/output task.
- Construct strong TDQs to prepare students for an output task.

2016-17 English PD

Collaborative Analysis of Student Work (5 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Explain the importance of working collaboratively and using a protocol to analyze student work from formative assessments as a means of achieving high levels of

learning for all students

- Select an analysis of student work protocol that matches the purpose for looking at student work

Providing Effective and Efficient Feedback (10 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Explain how the feedback cycle is improved by first achieving student clarity about a learning target
- Articulate the difference between descriptive and evaluative feedback as well as the impact that each has on student learning
- Select from a broadened repertoire of feedback strategies that research has found to positively affect student learning, motivation, or both.

2017-18 English PD

Research (11 FHS attendees)

Outcomes: by the end of this session, teachers will have...

- Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research
- Deepened their knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices
- Worked in their PLCs to apply today’s learning to an upcoming research task

<p>Task #2 Create a professional development plan to prioritize needs, find and create opportunities, and promote professional learning.</p>	<p>All teachers need support in constantly improving their practice in order to increase student engagement and achievement.</p> <p>Some staff members reported in the staff survey they weren’t aware of the opportunities for them in professional development.</p>	<p>The professional development plan will be created, based on professional development needs reported by teachers and administration.</p> <p>More staff members will respond in future surveys that they are fully aware of opportunities.</p>	<p>Year 1: Create initial PD plan and publicize opportunities for PD. Investigate the need for a professional development coordinator.</p> <p>Years 2-6: Continue to assess teacher needs and revise PD plan as necessary</p>	<p>Teachers self-report professional development needs through a process initiated by administrators.</p> <p>Collaborate with district Teaching and Learning Department to develop a coherent FHS professional development plan.</p> <p>Investigate the position of professional</p>	<p>Administrators at school and district level, Department Chairs, teachers</p>
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				development coordinator who would be charged with keeping track of opportunities to go to conferences and workshops, and sharing information gained by attending these opportunities.	
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There have been two primary outlets for professional development which are publicized and staff are encouraged to attend. Although many staff have been supported in their professional development requests, other options are still not as well known by all staff.

One main option that is open to all and well publicized is attending professional development opportunities through our district office. Each year, district administrators plan and publicize different supports including: Reading and Writing in the Common Core, Accessing Complex Texts, Providing Effective and Efficient Feedback, Collaborative Analysis of Student Work, Algebra Initiative, and Courageous Leaders to name just a few. Along with these broader offerings, the district also offers more targeted PD opportunities. All certificated staff new to our district participate in an annual training around Academic Language production. This is done each year to ensure that all of our certificated staff have experienced this support. For our 2nd year induction-eligible teachers, we offer a Skillful Teacher course. This is attended by both newer teachers along with veteran mentors, with the intent that eventually all staff will have attended this training. Including those attending during the 2017-2018 school year, over 50 Fremont teachers have gone through this training.

A second option has been having staff attend Solution Tree Institutes or Summits to continue the focus on PLC work. Through the 2016-2017 School year, 40 current staff members (and 15 who have since left Fremont) have attended one of these conferences. An additional 23 staff members have been invited to attend one of these conferences but were unable to do so. We continue to work to send groups of staff to these sessions as often as possible.

Despite the shortcomings in publicizing general PD opportunities, we have had many staff members participating in a range of PD opportunities. During the 2015-2016 school year, there were 149 certificated and 11 classified staff who participated in different PD options. In 2016-2017 we had 222 certificated and 12 classified participate, and then 127 certificated and 6 classified staff through the first semester of 2017-18 (these numbers do include the same people doing multiple activities).

Please see the spreadsheet, "Staff Professional Development," accompanying this document

for information about specific trainings attended by individual teachers for the last 3 years.

<p>Task #3 Implement a formal sharing-out protocol for staff members to share their knowledge and expertise (from attending professional development trainings and conferences, creation of new curriculum, use of technology in the classroom, etc.) with others on campus.</p>	<p>As staff members attend conferences and workshops, there is no formal system to share what they had gained with other staff members, making the experience less valuable. Also, on campus individual teachers and PLC groups are innovating effective practices and procedures that currently don't have a way to be shared with the larger staff.</p>	<p>Formal protocol for sharing professional learning with other staff members that is in place and used consistently.</p>	<p>Year 1: Create PD database. Investigate methods used to share PD at other schools.</p> <p>Years 1-2: Pilot PD sharing-out protocol and revise as needed.</p> <p>Years 3-6: Continue to share professional learning through revised protocol.</p>	<p>Create a database and update it each year with numbers of staff members who attend any professional development event.</p> <p>Investigate methods used at other schools to propagate their most effective professional learning. Administration proposes a formal sharing-out protocol with staff input for refinement and implementation.</p>	<p>Administration, teachers, Professional Development Coordinator?</p>
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During the Fall of 2016 - Before school started we had a staff development day allowed for staff to present things they learned from various conferences.

Here is a response about the staff PD by one teacher that captures the sentiments of many: "At the beginning of the last years of school, we were able to go to another teacher that held mini PDs on different subjects. I remember going to the one on how to handle students with IEPs and students who are in TEC class. I can't remember all of them, but I found this particular one helpful considering I get many students with IEPs."

V: Schoolwide Action Plan Refinements

While there is no change to the overall WASC action plan, there was a large refinement of responsibilities. In the Spring of 2017 the administration made the decision to include and distribute the equity work throughout the institution. This included the creation of new leadership and a refocusing of the work being done by the Equity Task Force. The changes are described in detail in Chapter II of this document.

Appendices

Appendix: Interventions Overview

To better target student needs, FHS has created a pyramid of interventions and supports identifying school wide and teacher/team supports. There are two sides to the pyramid. The left side identifies school-wide supports and the right side includes all the teacher/team interventions. The pyramid is also broken down into three levels or tiers. Tier 1 is the core program that all students can access. These include weekly flex time, office hours, Students for Success, open access to all classes, essential learning outcomes by course, common formative assessment, etc. Tier 2 is the supplemental program available only to students needing additional support to be successful. These include Academic Foundations classes, administrative flex, mandatory homework help in Students for Success, DF conferences, Saturday school, drug intervention classes, truancy, mandatory office hours, AVID, ELD, GOALS, etc. Access to school-wide tier 2 interventions are typically determined by the Student Assistance Team, Intervention Specialist/team, ELD Coordinator, GOALS coordinator and/or administrators. Tier 3 is for our students in need of intensive interventions to be successful. These include Read 180, Algebra interventions (Workshop, Elite, Excel), credit recovery programs, mental health referrals/services, behavior contract/services, etc. Special education is the most intensive Tier 3 intervention and typically students who are identified as needing special education services in high school have already accessed appropriate Tier 1, 2 and other tier 3 interventions before a referral is made for assessment. Student response to the interventions they have accessed is considered when determining whether or not a student meets the criteria for special education services.

The Intervention Oversight Committee

During the 2017 - 2018 school year, an intervention team, The Intervention Oversight Committee, was created to develop, implement, refine and evaluate school-wide interventions as well as provide guidance and leadership on student placement and decision making. The team meets bi-monthly and includes the Intervention Specialist, an Assistant Principal, the two Deans of Students, a Guidance Counselor, the Family and Community Liaison and the district Administrator on Special Assignment, Interventions. The team will also be looking at our intervention structure via The Pyramid of Interventions Diagram and making any necessary revisions as well as identifying areas of improvement. For example, we currently do not have a process in place to develop and discuss a High Priority List of students with two or more D/F grades to recommend interventions. Additionally, the pyramid of interventions needs to be communicated to all staff members, as it is currently only being discussed in the intervention and administrative teams. To date, the team has worked on refining an intervention program, Flex Academy, that was piloted during the 2016 - 2017 school year. The purpose of the program is early identification of 9th grade students, not in an intervention program, who are failing one or more of their core academic classes (English, Algebra 1, Biology) for placement in the Flex Academy intervention program. Flex Academy is held during the school wide flex period. Flex Academy is staffed by Para educators who provide support to students in one of these three academic areas to reteach content and complete assignments with the goal of improved grades. Grade data is tracked every three weeks to evaluate the effectiveness of the intervention. Teacher feedback is elicited to help determine whether assignment to teacher flex or Flex Academy is

most appropriate. Administrators and/or guidance counselors meet with the student prior to admission to the program to explain the purpose of the intervention. Parents/guardians are contacted to keep them informed and actively involved in the success of their student. The Intervention Oversight Committee will be shifting the focus of their work on evaluation of the efficacy of the Academic Foundations course. They will work with the AF team to identify appropriate measures of student success and data to measure the effectiveness of the program on student outcomes.

The guidance counselors and intervention specialists use anecdotal information from the feeder middle schools, as well as universal screening data, to identify and place incoming 9th grade students into appropriate intervention programs. All of our feeder middle schools administer the Math Diagnostics Testing Project (MDTP) high school readiness tests to 8th grade students. The results are shared with each student and their parent/guardian to guide them in selecting the appropriate next course in sequence. The guidance counselors and high school intervention team reviews the data to identify students who would benefit from placement in a Tier 3 intervention Algebra Workshop class. The Algebra Workshop class uses the Assessment and Learning in Knowledge Spaces (ALEKS), web-based pre-algebra program, along with direct instruction, to support students who need remediation to succeed in high school level math classes. ALEKS uses adaptive questioning to quickly and accurately determine each student's strengths and needs and then instructs students on the topics he/she is most ready to learn. The students are also concurrently enrolled in Algebra 1. Additionally, all Algebra 1 teachers give 9th grade students an assessment during the first two weeks of school to screen for additional students who would benefit from the Algebra Workshop intervention.

All 9th grade English teachers administer the Gates-MacGintie Reading Tests to students during the first two weeks of school. The scores are used to identify students who are reading below grade level. We then place Identified students in a Tier 3 Academic Reading and Writing course that uses the Read 180 curriculum by Houghton Mifflin Harcourt. Academic Reading and Writing is a blended learning intervention program that builds reading comprehension, academic vocabulary and writing skills for struggling students. The Academic Reading and Writing class meets two class periods thus students are receiving 440 minutes of instruction over five days. Data has shown that students who articulate from Academic Reading and Writing into mainstream English classes without additional supports tend to do poorly in the next courses in sequence. Less than one quarter of all students who were placed in a mainstream English class after exiting Academic Reading and Writing passed the course. However, students placed in sheltered (GOALS) or Specialized Academic Instruction (special education) courses perform much better in relative terms. As a result, the GOALS program was developed to support long-term English language learners.

Prior to the implementation of the GOALS and Academic Foundations intervention programs, 42% of students identified as English language learners were failing mainstream English classes the first year out of Academic Reading and Writing. After the implementation of GOALS and Academic Foundations, this rate decreased to 21%.

The Academic Reading and Writing class uses a lexile score to measure student progress. The lexile score is determined based on the complexity of a text as well as a reader's skill level. Of

272 student lexile scores used in a Fremont Union High School District research study, 46% of the students improved their lexile score to at least 800, of those who were still below an 800, 25% improved their score by more than 100 points. While these students are still reading below grade level, their reading and writing abilities are improving giving them access to content they previously could not access. This will increase the overall number of students who meet graduation requirements and give students skills necessary to be college and career ready. An Academic Foundations program was also developed to provide additional support to students in either the mainstream or GOALS classes.

The primary goal of the class is to reinforce and maximize learning that takes place in academic content courses through the guided teaching of student-skills and academic/study strategies. With the support of a teacher and a para educator or peer tutors, students review and clarify what is taught in their academic classes to further develop their skills. The Academic Foundations class also puts great emphasis on honing student skills, developing study skills, increasing student motivation, and achieving academic goals. The class strategically covers:

- Organizational strategies
- Goal setting
- High school graduation and college entrance requirements
- Communicating appropriately with teachers
- Effective use of office hours and flex time
- Calculating grade point average
- Career exploration
- How to be an active part of the school community (e.g. sports, clubs, community service)

SPECIAL ED INTERVENTIONS AND DISPROPORTIONALITY

Fremont High School recognizes that there is a disproportionate number of Latino students who receive special education services. The special education department is taking steps to include more students who receive special education services into general education classes. During the 16 - 17 school year, FHS offered one section co-taught section of Geometry. A special education teacher was paired with a general education math teacher. Students who typically would have received Geometry in a small group setting were scheduled into the class. Curriculum was modified as needed for each of the included students so they would have access to the material at a level that was appropriate for them. During the 17 -18 school year, this Geometry class continued and a co-taught section of U.S. History was also added. We hope to continue to expand the co-taught inclusion model in future years.

The special education social studies teachers are in the preliminary planning stages of developing project based learning for the World History, U.S. History and Government/Economics classes. The goal is to increase student engagement and knowledge so the students can be prepared to move into a general education section.

The Student Assistance Team meets weekly to discuss students who have been referred for academic, social-emotional or other challenges. The group strives to put interventions in place to support students in the general education setting so they can be successful without needing to be assessed for special education services. Academic Foundations, Academic Reading and Writing and Algebra Workshop are intensive intervention classes that might provide the necessary support so students will not need to be assessed for special education services.

At triennial IEP meetings, present level of performance and assessment results are carefully examined to determine if students continue to need services. Despite these efforts, the number of students who receive special education services continues to increase as our student population grows.

For a diagram of interventions please see the document: FHS Pyramid of Support

Appendix: Truancy Abatement

***It is important to note that as of 2016, the Santa Clara District Attorney's Office is no longer seeing truancy cases. In addition, there's currently no support system or consequences in place for the high school level to support chronic absenteeism.

Starting from the school year 2013-2014 the Dean's Office has collaborated with various stakeholders to create more systems of interventions to support students with chronic absenteeism:

- Special Education: The Dean's Office works alongside the Special Education Department to support students with IEP's. Below is the process currently implemented.

IEP Student Truancy Process

The goal of this process is to have the Truancy Team and Resource Department work collaboratively to help our students attend school and be successful. It is important that we keep an open dialogue to ensure we are working towards the goal of this process.

Definitions

- Truancy event – any school day when a student is absent without valid excuse for a period of time greater than 30 minutes, or for 3 full days, or a combination of the two. For purposes of truancy, UKA & TRU will be used to determine a truancy event.
- Truant – a pupil who accrues three truancy events in one school year.
- Habitual truant – a student who has been reported as truant three or more times in one school year, and had a conference with parent and a site administrator, and continues to be truant.
- File – submit a habitually truant student's case to the District Attorney (DA) for prosecution.
- Letter 1: Warning letter triggered at a total of 15 UKA & TRU period/block absences or 3 full days.
- Letter 2: Second warning and truancy meeting triggered at a total of 25 UKA & TRU period/block absences or 5 full days.
- Letter 3: DA Mediation Letter & district meeting triggered at a total of 35 UKA & TRU period/block absences or 7 full days.

Process

Step 1: Declaration of Truancy

- Student attendance is checked every Friday by the truancy team. If a student with an IEP is found to be truant, Truancy Letter 1 (warning notification) will be sent to the family. (Flex counts as a period)
- The truancy team will notify the special education secretaries, the student's case manager, the mental health team and the LRS (Lead Resource Specialist).

Step 2: Second Notification of Truancy

- If a student with an IEP continues to be truant, the truancy team will communicate with the student's case manager, the mental health team and special education secretaries that the student is going to receive a truancy second letter. The case manager and mental health support will acknowledge receipt of the notification within 24 hours.
- The truancy team will set up an attendance conference, as well as notify and invite the student's case manager, the mental health team and the LRS (Lead Resource Specialist).
 - The case manager, and any other service providers as needed, will collaborate with the dean to determine whether or not the student's truancy is a function of the student's disability. In addition, the IEP will determine if an amendment meeting is necessary.
 - If the truancy IS a function of the disability:
 - Goals will be written and benchmark points will be documented in the NOTES section of the IEP including the intervention plan to achieve the goal (review of services, etc.)
 - Additional services will be added to the IEP as appropriate
 - If needed, a hold will be placed on the truancy process
 - The case manager will monitor progress (with para support if needed) and review with the truancy team every four weeks.
 - If progress is being made, the hold can continue
 - If progress is not being made, the family will be contacted and a referral will be made to the district attorney
 - If the truancy is NOT a function of the disability, it will be noted that:
 - Attendance is an issue
 - Whether or not it is impacting the student's performance
 - It is being addressed and will continue to be monitored
 - An intervention plan with benchmarks will also be included if appropriate
 - The truancy process will proceed as it does with all other students and additional truancy events will result in a referral to the district attorney

Step 4: Notification of DA Mediation Meeting Required

- If a student with an IEP continues to be a habitual truant, the truancy team will communicate to the IEP team that the DA Mediation Letter 3 will be sent to the family.
- Student Conduct Liaisons: When students receive a Letter 1: Warning letter triggered at a total of 15 UKA & TRU period/block absences or 3 full days, our Student Conduct Liaisons meet with the students as a first contact to support, motivate, and determine what supports the students may need.
- Family Community Liaison: When students received a Letter 2: Second warning and truancy meeting triggered at a total of 25 UKA & TRU period/block absences or 5 full days, the Dean's Office collaborates with the Family Community Liaison when meeting with families for an attendance conference.

- District Attorney (DA): When students receive a Letter 3: DA Mediation Letter & district meeting triggered at a total of 35 UKA & TRU period/block absences or 7 full days, students are separated into two categories:
 1. Previously attended DA mediation: The Family Community Liaison will organize and host a meeting with the DA and the alpha Dean to support, motivate, and determine what supports the student and family may need.
 2. Never attended DA mediation: These students and their families will be sent to the regular DA mediation meeting.

The impact of the truancy abatement program has been quite successful in reducing the number of daily block absences over the past four school years:

- 2012-2013: 54,369 block absences
- 2013-2014: 50,647 block absences – Off Campus Privilege started
- 2014-2015: 42,124 block absences – Flex Time started
- 2015-2016: 36,369 block absences
- 2016-2017: 45,597 block absences
 - We have some speculations on the reason for the increase:
 - Jan 1, 2017 to June 1, 2017, there were a total of 27,840 block absences, which was 61% of the absences for that school year
 - The Santa Clara County District Attorney's Office stopped all truancy court mid-semester for Fall of 2016 - no more prosecutions and consequences. From August 14, 2016 to December 31, 2016, there were 17,667 block absences. If we had the same number of absences the 2nd semester (Spring 2017), we'd potentially have a total of 35,334 block absences.
 - There's was an increase in student population from 2015-2016 (1944) to 2016-2017 (2,012)
 - We have allowed more students with holes in their schedule (students with open blocks in their schedules)
 - We've seen an increase in drug abuse, which is causing students to cut
 - There has been an increase in mental health referrals of students not being able to handle school
- 2017-2018: 17,970 as of 11/15/17

Qualitatively and anecdotally, as a result of the increased systems of interventions, we're seeing more students and families in order to support them with resources to ensure their success. The main issues we're seeing in chronic absenteeism in students are:

- Mental health/social & emotional issues/substance abuse
- Feeling academically unsuccessful
- Safety concern at school or home
- Peer pressure

Saturday School:

Saturday School was implemented in the school year 2014-2015 by the district in order to provide positive behavior intervention support. Saturday School is a four-hour session that

provides academic support and counseling. Four staff members (administrator, teacher, student conduct liaison, and student advocate) are in the room supporting students with any needs they may have. At Fremont High School, the Family Community Liaison helps to gather work and material for each student in order to support their academic achievement. A student advocate will meet with each student to provide brief intervention support with the reason for attending Saturday School. Our current data is indicated below:

- 2014-2015: 78 students received 116 Saturday Schools
- 2015-2016: 86 students received 120 Saturday Schools
- 2016-2017: 79 students received 96 Saturday Schools
- 2017-2018: 25 students received 29 Saturday Schools as of 10/7/17

The impact of Saturday School has been a positive behavior intervention support. Students are often given a choice between Saturday School and suspension, which has resulted in hundreds of Saturday Schools instead of hundreds of suspensions – meaning more students are in class receiving instruction versus staying at home with no instruction. In the school year 2016-2017, Fremont High School staff members and administrators decided to experiment using a peer counseling survey with participants in Saturday School, which is seen below. The results of peer counseling survey yielded positive results:

- A majority of students felt Saturday School felt was helpful
- Students felt they were supported with their academics
- Students felt safe when speaking to the student advocate
- Students liked being able to share and hear why others were in Saturday School
- Student believed Saturday School will help change their behavior

Saturday School Questions

Intro: In order to understand why we are all here I would like you all to participate in an activity that gets us thinking of not only why we are here but is this working.

Please raise your hand if you agree or if it applies to you

- 1) You received Saturday School for an issue related to attendance. i.e.: tardiness or unexcused absences.
- 2) Have a family member who attended the School you attend. i.e.: brother sister, parent/guardian, cousin, uncle etc.
- 3) You think having this session of Saturday school will work as an effective deterrent for you.
- 4) You think this session of Saturday school you received was fair and justified.
- 5) You received Saturday school for discipline issue. i.e.: being a class clown, fighting, unacceptable activities at your school.
- 6) You feel your parents/guardians hold you accountable for the things you do?
- 7) You get along with your parents or guardians?
- 8) You participate in a sport, club, or any extracurricular activity associated with your school?
- 9) You feel you accomplished something today that will help you in school. i.e.: Homework, reflection time etc.

- 10) You think you have a better solution other than Saturday School. (write it down on a slip of paper provided)
- 11) You agree with the current discipline policy at your school and think it is fair and effective.

After reflection:

Share why you are here. Other peers may respond to ask clarifying questions and share thoughts.

Appendix: FHS NGSS Implementation

2015-2016 School Year

Biology teachers:

Chromebooks carts given to all Biology teachers for exclusive use in their classrooms.

District-wide PD centered on how to use this technology to its fullest by learning from one another. Teachers were focused on how to effectively use Google to increase student engagement in NGSS science practices, as phenomenon were at students' fingertips. Throughout the PD sessions, teachers were slowly introduced to the key shifts from the former state standards to NGSS. John Magee and Jennifer Rilea took a lead on Chromebook integration and trying new strategies to engage student learning. All of the Biology teachers are still using Chromebooks to engage students in learning, including a Chromebook Skills assessment where critical functions are taught and required for student to master in Sheets and Docs. Tools for engaged video watching are also being utilized for our 9th graders.

FHS Science Department

On their own initiative, the FHS science department invited a speaker from the County Office of Education on March 21, 2016 to speak to all the entire department about to explain the major shifts in NGSS as well as strategies to design instruction around NGSS. This training was important so all teachers in the department had a baseline understanding of the shift and were able to communicate more clearly with one another about how to implement this with their students. **This was a full year before the district offered a session on the topic.**

2016-2017 School Year

Biology Teachers:

The district offered a five optional PD sessions where teachers focused on how to modify existing lesson plans to make them more aligned to NGSS. John Magee and Michelle Wagner were leaders in in the PD sessions showing their instruction and assessment changes from pre-NGSS to NGSS, as well as demonstrating vulnerability and a growth mindset. The session additionally focused on how to develop the skills of collaboration and trust within a PLC and across the district. By the end of year, teachers produced a NGSS rubric to use when determining whether an assessment is NGSS aligned. Teachers also shared multiple instructional practices and assessments they were making that felt NGSS aligned to them.

Over the summer, four additional PD sessions were available where teachers created an NGSS-aligned assessment bank.

The FHS team worked for five days over the summer separately to bring on two new teachers to the team. They agreed on common Essential Learnings (Knowledge Guides) and assessments for the first semester to ensure that are aligned to NGSS.

Physical science teachers:

The district offered a similar session as presented the previous year at FHS to all physical science teachers in the district. FHS teachers focused on using a rubric to assess what was NGSS-strong and weak in various lessons. Ben Lowell was a leader in this work. Teachers investigated three versions of a unit to identify the key shifts and related them back to NGSS.

2017-2018 School Year

Biology Teachers:

So far this year, Biology teachers began field testing the assessments from the NGSS aligned assessment bank. This brought a lot of conversations about what is and isn't NGSS as well as how to change instructional practices to help students perform better. Teachers across the district shared their experiences with the assessments to deepen each's understanding of NGSS. Additionally, one FHS teacher attended California Science Teachers Association conference this fall which will help further guide the district and FHS into NGSS implementation.

Physical Science Teachers:

So far this year, the chemistry and physics teachers attended a day long PD on the NGSS Science and Engineering Practices of "Constructing an Explanation" and "Engaging in Argumentation." Biology teachers were introduced to these topics 3 or 4 years ago and are using them widely for assessing student understanding. Tools for implementation and scaffolding were provided to the chemistry and physics teachers to deepen students' use of these practices in the courses that follow biology.

Appendix: 9th Grade Survey of College Eligibility and Connections to Fremont







Fremont High School
November 30, 2017












9th grade Survey (2021 - 2021) Response set 1

In-progress: 10 Completed: 506 Not Started: 92












1. I feel connected to my school.

Yes		50.6%	(256)
Somewhat		45.7%	(231)
No		3.8%	(19)
TOTAL RESPONDED		100%	(506)







2. If you answered yes, what makes you feel connected to school?

Sports		49.8%	(217)
Study skills/Tutoring/Homework help		15.8%	(69)
Visual/Performing Arts		17.9%	(78)
Leadership/ASB		2.5%	(11)
Involvement in Clubs/Organizations		27.1%	(118)
Community Service		7.3%	(32)
Academic/Career Counseling		6.2%	(27)
Social/Emotional Counseling		6%	(26)
Friends		86.2%	(376)
An adult on campus. (If so, please add the name here:)		3.7%	(16)
TOTAL RESPONDED		100%	(436)








3. If you answered no, is there something you need in order to help you transition to high school?

Sports		25.5%	(27)
Study skills/Tutoring/Homework help		31.1%	(33)
Visual/Performing Arts		7.5%	(8)
Leadership/ASB		5.7%	(6)
Involvement in Clubs/Organizations		24.5%	(26)
Community Service		15.1%	(16)
Academic/Career Counseling		14.2%	(15)
Social/Emotional Counseling		13.2%	(14)
Friends		21.7%	(23)
An adult on campus to connect with		12.3%	(13)
TOTAL RESPONDED		100%	(106)




4. How can you check your grades?

Infinite Campus		18.2%	(92)
School Loop		76.3%	(386)
Ask a Teacher		17.6%	(89)
Keep track of your assignments and calculate		6.1%	(31)
All of the above		28.1%	(142)
TOTAL RESPONDED		100%	(506)






5. How can the Guidance Staff help you? (Choose all that apply.)

Developing high school graduation and post-high school plans		64.4%	(326)
Filling out college applications		61.3%	(310)
Connect with different resources on campuses		44.3%	(224)
Learn how you can afford college		44.9%	(227)
Support when struggling in a class		58.9%	(298)
Other:		2%	(10)
TOTAL RESPONDED		100%	(506)



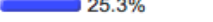

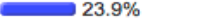


6. I know what courses I need to take to graduate from high school.

Yes		84.8%	(429)
No		15.2%	(77)
TOTAL RESPONDED		100%	(506)




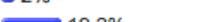

7. I believe I can go to college.

Strongly agree		51.4%	(260)
Agree		47.2%	(239)
Disagree		3%	(15)
Strongly Disagree		0.6%	(3)
TOTAL RESPONDED		100%	(506)




8. What extracurricular activities or community service (enrichment) do you plan to be involved with? Please check all that apply. (We recommend that you consider how some of these opportunities can connect to your future career.)

Sports		65.8%	(333)
Art: dance, drama, theater, band, music, choir, etc.		42.3%	(214)
Leadership/ASB, Clubs		25.3%	(128)
Community Service		45.8%	(232)
Outside agency/organization: religious, educational, non-profit, or community based organization		23.9%	(121)
Other:		5.1%	(26)
TOTAL RESPONDED		100%	(506)






9. What are the "a-g" requirements?

High school graduation requirements		42.5%	(215)
University of California (UC) and California State University (CSU) subject requirements		36.4%	(184)
Community College requirements		2%	(10)
I do not know		19.2%	(97)
TOTAL RESPONDED		100%	(506)







10. If I get a "D" and 5 credits in English my freshman year, will it count for college?

Yes		42.3%	(214)
No		57.7%	(292)
TOTAL RESPONDED		100%	(506)









11. Taking Advanced Placement (AP) courses will help me get into college.

Strongly agree		46.2%	(234)
Agree		50.4%	(255)
Disagree		2.8%	(14)
Strongly disagree		0.6%	(3)
TOTAL RESPONDED		100%	(506)




12. Who of the following can apply for financial aid?

Students with good GPAs		27.7%	(140)
Students from low-income families		42.3%	(214)
Athletes		14.6%	(74)
Undocumented/DREAM students		16.8%	(85)
All of the above		48.4%	(245)
TOTAL RESPONDED		100%	(506)






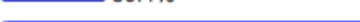
13. When I graduate from Fremont HS, I plan to:

Attend a 2-year community college		5.3%	(27)
Attend a 2-year community college and transfer to a 4-year college		14.8%	(75)
Attend a 4-year college or university		79.6%	(403)
Attend a vocational or career technical institution		2%	(10)
Enter the military		6.1%	(31)
Go to work		7.7%	(39)
Other:		2.4%	(12)
TOTAL RESPONDED		100%	(506)

14. Have your parents completed a four-year college degree?

Yes		54.9%	(278)
No		45.1%	(228)
TOTAL RESPONDED		100%	(506)

15. I would most likely use Naviance for: (Choose all that apply)

College search		89.9%	(455)
Career search		75.1%	(380)
Major search		51.2%	(259)
Learning skills assessment		30.4%	(154)
Stay organized with tasks and to-do lists		30.4%	(154)
TOTAL RESPONDED		100%	(506)

16. What is one academic goal you would like to set for yourself this year (Please be specific):

Total responses: 455 (0%)