



FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult School

FUHSD embarks on this current effort to explore student social and emotional health with the following core beliefs...

We believe we have an imperative to continue this work by building on our longstanding efforts to develop resources and partnerships in support of student social and emotional health.

We strongly believe that student social and emotional health cannot be addressed by schools alone. Schools can do a lot, but if families and the larger community are not part of the solution, school level efforts can be a wasted investment.

Any approach at the district or school level will need to be systemic...no one role/person in the system can be responsible for students' social and emotional health AND persons in all roles must understand how they can influence or undermine students' social and emotional health.

Challenges to social and emotional health come from many sources including, peer and family relationships, academic stress, doubts/questions about personal identity, societal pressures, socio-economic status.

We strongly believe that any exploration of this topic must take into consideration and be sensitive to, the cultural diversity - and differing cultural norms and values - in our community.

We believe, and research supports the idea that, strong social and emotional health benefits academic performance. Efforts to strengthen social and emotional health are an aide to, not a distraction from, academic success.



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Student Wellness Survey 2019

District teachers, staff, and administrators are interested in our students' perspective on various aspects of their school experience, including if and in what way(s) they are coping with stress they may be experiencing both inside and outside the school environment.

For many years the FUHSD administered the California Healthy Kids Survey, and over time we found that there were critical areas not covered at all or not in the depth we felt was supportive of our efforts on behalf of students.

A survey was designed to incorporate aspects of campus climate, academic performance and social and emotional health that could be consistently administered in order to gather trend data over time.

This survey is part of a research study, "High School Student Well-being and Life Stressors," being conducted by Dr. Stuart Slavin, Board Certified Pediatrician which can be used to give us context to a broader sample. In collaboration with Dr. Slavin the survey was designed to incorporate standardized measures of anxiety and depression to establish a baseline for the level of symptoms experienced by our students along with a standardized measure of resilience as a gauge of progress over time. When thinking about any teen it is important to note that serious concern about the symptoms listed below would be based on them being sustained over time and impeding progress in aspects of their life, including school.

- Symptoms of anxiety include feelings of worry, indecision and fear; muscle tension and restlessness; difficulty controlling the feeling of worry; and difficulty concentrating.
- Symptoms of depression include feeling sad or tearful most of the time; feelings of hopelessness; fatigue and lack of energy; significant changes in appetite and sleep; and difficulty concentrating.
- Resilience is defined as the ability to cope with difficulties.

The survey was administered during class time, took approximately 20 minutes and was completed by 9,761 students, 89% of District enrollment. For those surveyed, data represent a snapshot of one day in their lives and the following statements can be made:

- **The majority of responses from students surveyed indicated a moderate level of symptoms related to anxiety.**
- **The majority of responses from students surveyed did not indicate symptoms of depression.**
- **The majority of responses from students surveyed indicated a normal level of resilience.**

Input from a medical professional who reviewed this data stated that the reported levels are consistent with this stage of adolescent development. Students are finding their way into adulthood through interactions in school, at home, in the community and in planning for the next stage of their lives.

Over the course of the 2019-20 school year, District and School Site Administrators, in collaboration with the Wellness Council, are reviewing data and next steps in the following areas:

- What is the relationship between the levels of anxiety, depression and resilience and comfort asking staff for help?
- What is the relationship between the levels of anxiety, depression and resilience and the number of AP/Honors courses a student takes?
- What is the relationship between the levels of anxiety, depression and resilience and amount of time spent on homework on an average school day?

An executive summary of the 2019 survey, findings and outcomes will be shared with all FUHSD stakeholders by the end of the 2019-20 school year.