



FREMONT HIGH SCHOOL

2017-2018 SCHOOL PLAN

Mid-Year Update

School Profile

2017-2018

Graduation Requirements

| Subject | Years | Credits |
|--------------------|-------|---------|
| English | 4 | 40 |
| Social Sciences | 3 | 30 |
| Mathematics | 2 | 20 |
| Physical Education | 2 | 20 |
| Science | 2 | 20 |
| Electives | | 70 |

Plus 10 credits in two of the following three areas:

| | | |
|--------------------|----|------|
| World Language | 10 | } 20 |
| Fine Arts | 10 | |
| Applied Academics* | 10 | |

| | |
|---------------|-----|
| Total Credits | 220 |
|---------------|-----|

*Applied Academics includes classes in Business, Career Technical Education, Living Skills, and Work Experience. Due to budgetary constraints, FUHSD students are generally limited to one course per subject area per year.

GPA and Related Information

- Credit is awarded on a per-semester basis in December and June.
- GPA is computed each semester and cumulatively at the end of grades 9, 10, 11, and 12.
- Two GPAs are represented on the official school transcript:
 - Cumulative GPA** (unweighted): All courses grades 9 to current
 - 10-12 A-G GPA** (unweighted): College preparatory courses grades 10 to current
- GPA is calculated on the following scale: A=4; B=3; C=2; D=1; F=0.
- Advanced Placement and Honors courses are not given an additional point value on the GPA, but are noted on the transcript by the course title with an "AP" or "H."

Individual class rank is not reported.

Class of 2017*

| Decile | Cumulative GPA |
|--------|----------------|
| 1 | 4.00 – 3.78 |
| 2 | 3.77 – 3.54 |
| 3 | 3.53 – 3.30 |
| 4 | 3.29 – 3.03 |
| 5 | 3.02 – 2.81 |
| 6 | 2.80 – 2.57 |
| 7 | 2.56 – 2.40 |
| 8 | 2.39 – 2.24 |
| 9 | 2.23 – 1.93 |
| 10 | 1.92 – 0.00 |

*Through June 2017

FREMONT HIGH SCHOOL

1279 Sunnyvale-Saratoga Rd., Sunnyvale, CA 94087

408 522-2400 Phone | 408 522-2468 Fax | www.fhs.fuhd.org | CEEB: 053460



Principal: Bryan Emmert | Executive Assistant: April Perez

Assistant Principals: Noe Ochoa, Susan Rocha & Jeff Rosado

Deans of Students: Sydney Fernandez & Jay Lin

Established in 1923, Fremont High School is a WASC-accredited, four-year public high school that offers a comprehensive educational program to students from Sunnyvale and Cupertino in the heart of Silicon Valley. The Secretary of Education, Arne Duncan, who visited FHS in May of 2013 noted, "This school reflects, I think, the best of the United States. It's incredibly diverse, with many first-generation college-goers, many who are new to the country who are chasing the American Dream and a high-quality education." Over 100 teachers and 40 staff members support our diverse student body. FHS has a modified block schedule with each class meeting three times per week: twice for a longer block and once for a shorter 52-minute block. There is a Flex period twice a week where students can pre-designate their location to access teachers for support or enrichment activities. Students generally take six classes for a total of 60 credits per year.

Unique features of FHS include the following:

- An AVID program that serves eight percent of our student body;
- A Career Technical Education (CTE) program with classes ranging from engineering and biotechnology to automotive technology and culinary careers;
- An award-winning robotics team;
- Outstanding visual and performing arts programs, including an award winning Marching Band, Color Guard, and Concert Band; three choirs; a drama program with five or more performances each year; and art classes in Ceramics and 3D-Design;
- An athletic program with 17 sports teams, a cheer team, and a dance team;
- Over 50 student clubs and significant participation by students in Common Ground (program that explores themes related to our school's diversity);
- Students complete thousands of hours of service to the community each year even though volunteer work is not required for graduation;
- A national, award-winning peer tutorial program: Students for Success;
- A vital and growing Speech and Debate program;
- A partnership with Stanford University Professional Development School and membership with the Stanford Teacher Education Program Partnership Council.

FHS Total Enrollment for 2017-18 2114

Class of 2018 511

Number of seniors in off-campus district alternative programs 37

Total Enrollment Demographics

| | |
|----------------------------------|--------|
| Hispanic/Latino | 42 % |
| White | 18 % |
| Asian | 22 % |
| Filipino & Pacific Islander | 11 % |
| African American | 2 % |
| American Indian or Alaska Native | 0.04 % |
| English Language Learners | 18 % |
| Socioeconomically Disadvantaged | 40 % |
| Students with Disabilities | 13 % |

Advanced Placement and Honors Course Offerings

| Advanced Placement Classes | | Honors Classes |
|-------------------------------------|--------------------------------|---------------------|
| AP Biology | AP Japanese Language & Culture | Advanced Drama |
| AP Calculus AB | AP Microeconomics | American Literature |
| AP Calculus BC | AP Music Theory* | Chemistry |
| AP Chemistry | AP Physics C: Mechanics | Chinese 4 |
| AP Chinese Language & Culture | AP Spanish Language | French 4 |
| AP Environmental Science | AP U.S. History | Japanese 4 |
| AP Computer Science | AP Statistics | Physics |
| AP English Language & Composition | AP Studio Art: 2D | Pre-Calculus |
| AP English Literature & Composition | AP U.S. Government & Politics | Spanish 4 |
| AP French Language | | |

Students have open access to honors and AP courses; Approximately 25% of students take an AP course. *Music Theory alternating years

Undated September 2017



Class of 2017 Summary

429 graduates 479 in class

Post-Graduation Destinations

4-Year Colleges/Universities 39 %

| | |
|-----------------------------------|------|
| California State Universities | 45% |
| University of California | 26% |
| CA Private Colleges/ Universities | 11% |
| Out-of-State Colleges | 18 % |

2-Year Colleges 47%

Other 14%

National Merit Scholar Program

| | <i>Semi-Finalists</i> | <i>Commended</i> |
|---------------|-----------------------|------------------|
| Class of 2018 | 9 | 23 |
| Class of 2017 | 3 | 11 |
| Class of 2016 | 3 | 16 |
| Class of 2015 | 1 | 16 |
| Class of 2013 | 4 | 3 |

AP Scholar Awards 2017

40 AP Scholars

(scores of 3 or higher on 3 or more exams)

20 AP Scholars with Honor

(score average of 3.25 or higher on all exams taken and a 3 or higher on 4 or more exams)

45 AP Scholars with Distinction

(score average of 3.5 or higher on all exams taken and a 3 or higher on 5 or more exams)

3 National AP Scholars

(score average of 4 or higher on all exams taken and a 4 or higher on 8 or more exams)

Educational Levels for Parents of Current FHS Students

| | |
|----------------------------|------|
| Not a high school graduate | 18 % |
| High school graduate | 17 % |
| Some College or AA Degree | 16 % |
| College Graduate | 18 % |
| Graduate Degree or Higher | 31 % |

College Admissions Test Scores for the Class of 2017

| SAT I | Mean by Category | ACT | Avg. by Category |
|---------------------|----------------------|-------------------------|------------------|
| Seniors Tested: 222 | Reading/Writing: 602 | Seniors Tested: 90 | English: 24.9 |
| Mean: 1221/1600 | Math: 619 | Average Composite: 25.2 | Math: 25.3 |
| | | | Reading: 25.2 |

Advanced Placement Test Information (May 2017)

Total number of exams: 709 by 356 students • Scores of 3 or higher: 76.1% • Scores of 5: 25%

| Exam | Biology | Calculus AB | Calculus BC | Chemistry | Chinese Language | Computer Science | English Language | English Literature | Environmental Sci | Japanese/French | Microeconomics | Physics C: Mechanics | Spanish Language | Statistics | U.S. Government & Politics | U.S. History |
|---------------------|---------|-------------|-------------|-----------|------------------|------------------|------------------|--------------------|-------------------|-----------------|----------------|----------------------|------------------|------------|----------------------------|--------------|
| #Students | 24 | 33 | 40 | 47 | 14 | 29 | 59 | 35 | 44 | 11 | 61 | 23 | 69 | 65 | 16 | 121 |
| scoring 3 or higher | 88% | 70% | 93% | 70% | 93% | 93% | 90% | 60% | 61% | 100% | 85% | 96% | 94% | 63% | 56% | 71% |

College and University Attendance Classes of 2011 through 2017

| University of California | California State Universities |
|--------------------------|-------------------------------|
| Berkeley | Bakersfield |
| Davis | Cal Poly, Pomona |
| Irvine | Cal Poly, San Luis |
| Los Angeles | Channel Islands |
| Merced | Chico |
| | East Bay |
| | Fullerton |
| | Humboldt |
| | Long Beach |
| | Monterey Bay |
| | Northridge |
| | Sacramento |
| | San Diego |
| | San Francisco |
| | San Jose |
| | Stanislaus |
| | Sonoma |

California Community Colleges

| | | |
|-------------------------------|-----------------------------|--------------------------|
| Cabrillo College | Fullerton College | Sacramento City College |
| Chabot College | Gavilan College | San Diego City College |
| City College of San Francisco | Long Beach City College | San Jose City College |
| College of San Mateo | Menlo College | Santa Ana College |
| Cuesta College | Merced College | Santa Monica College |
| De Anza College | Mission College | Skyline College |
| Diablo Valley College | Modesto Junior College | Solano Community College |
| Evergreen Valley College | Ohlone College | West Valley College |
| Foothill College | Riverside Community College | Yuba College |

California Private Colleges & Universities

| | | |
|--------------------------------|--------------------------------|-----------------------------------|
| Art Institute of California | Fashion Inst of Design & Merch | Stanford University |
| Azusa Pacific University | Holy Names | The National Hispanic University |
| Biola University | Loyola Marymount University | University of the Redlands |
| California College of the Arts | Notre Dame de Namur University | University of San Diego |
| California Institute of Tech | Pacific Union College | University of San Francisco |
| California Lutheran University | Pepperdine University | University of Southern California |
| Chapman University | Saint Mary's College | University of the Pacific |
| Cogswell Polytechnical College | Santa Clara University | Vanguard University |
| Dominican University | Simpson University | Westmont College |

Public and Private Colleges & Universities Out-of-State and Outside the U.S.

| | | |
|----------------------------------|---------------------------------------|---------------------------------------|
| Ablene Christian University | Montana State Univ, Bozeman | Univ of Colorado, Col. Springs |
| Arcadia University | New York University | University of Denver |
| Arizona State University | Northeastern University | University of Hawaii at Manoa |
| Boise State University | Northern Arizona University | University of Idaho |
| Boston University | Oklahoma Christian University | Univ. of Illinois at Urbana-Champaign |
| Brigham Young University | Oregon State University | University of Maryland, College Park |
| Columbia University | Pennsylvania State University, Beaver | University of Mass, Amherst |
| Cornell University | Pratt Institute | University of Michigan |
| Dartmouth College | Purdue University | University of Montana, Missoula |
| Fordham University | Rensselaer Polytechnic Institute | University of Nevada, Reno |
| Franklin W. Olin College of Eng. | Robert Morris Univ, Illinois | University of Notre Dame |
| George Mason University | Rochester Institute of Tech | University of Oklahoma |
| Georgetown University | Santa Fe Univ of Art & Design | University of Oregon |
| Georgia Institute of Tech | Seattle University | University of Portland |
| Hope College | Seton Hall University | University of Puget Sound |
| Howard University | Southern Oregon University | University of Texas, San Antonio |
| Iowa State University | St. Mary's University of Minnesota | Univ. of Santo Tomas, Philippines |
| Keele University, UK | St. John's University, Queens | University of Utah |
| Lafayette College | St. Mary's Univ Minnesota | Utah State University |
| Lewis & Clark College | St. Olaf College | Virginia Tech |
| Liberty University | Stephens College | Wesleyan University |
| Linfield College | Tuskegee University | Western Oregon University |
| Massachusetts Institute of Tech | United States Naval Academy | Wellesley College |
| Mayville State University | University of Arizona | Whitworth University |
| Michigan State University | University of British Columbia | Yale University |

Guidance Counselors

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Updated September 2017

School Site Participation in District Initiatives

The FUHSD Teaching and Learning team offers district-wide professional development opportunities to support and augment the curricular, pedagogical, and leadership efforts at the school sites. These opportunities are in addition to an Academic Language Production workshop provided to all certificated and classified staff who support our instructional programs. Each site also supports professional learning through an array of staff development meetings and externally-provided workshops.

| Title | Description | Site Participation 2017-18 |
|---|---|-------------------------------|
| Biology, Biology Portfolio and Field Test Reporting | Biology teachers in FUHSD have worked to create assessments that are more closely aligned with what the Next Generation Science Standards (NGSS) call for. After a peer-review process, assessments are housed in a digital portfolio for teams from each school site to use. After administering an assessment as a field test, teachers re-convene to discuss whether and how the assessment influenced their instructional decisions, how students performed on the assessment, and what changes, if any, they would make to the assessment. | 6 |
| Claim Evidence Reasoning (CER) in the Chemistry Classroom | <p>A quick introduction about the special place of CER and argumentation in the NGSS, academia, science, & society.</p> <p>Experience a chemistry/physics CER from the student perspective</p> <p>Design assessments and instruction with your PLCs to support students in generating a CER (during afternoon work time)</p> | 2 |
| CER in the Physics Classroom | <p>A quick introduction about the special place of CER and argumentation in the NGSS, academia, science, & society.</p> <p>Experience a chemistry/physics CER from the student perspective</p> <p>Design assessments and instruction with your PLCs to support students in generating a CER (during afternoon work time)</p> | 3 |
| Collaborative Analysis of Student Work (for English teachers) | <p>By the end of this session, participants will be able to...</p> <ul style="list-style-type: none"> • 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 <u>all</u> students • Select an analysis of student work protocol that matches the purpose for looking at student work <p>By the end of this session, participants will have...</p> | 0 |

| Title | Description | Site Participation 2017-18 |
|---|--|-------------------------------|
| | <ul style="list-style-type: none"> Participated in a collaborative analysis of student work protocol of their own choosing | |
| Providing Effective and Efficient Feedback (for English teachers) | <p>By the end of today's session, participants will be able to...</p> <ul style="list-style-type: none"> 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 | TBD |
| English Research (Two sessions: 9/21/17 and 4/2/18) | <p>By the end of the fall session, participants will have...</p> <ul style="list-style-type: none"> Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research. Deepened our knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices. Worked in our PLCs/CATs to apply today's learning to an upcoming research task. <p>By the end of the spring session, participants will have...</p> <ul style="list-style-type: none"> Shared the research task their PLC revised based on their learning during the fall session Shared student performance data from this task (if available) Shared successes/challenges/next steps in regards to this task Gathered feedback about this task from their peers | 13 |
| Geometry | <p>Focus on Proof <i>Topics: Common student reasoning modes that do not meet the standard of proof, teaching strategies for promoting valid proof, application of a newly developed proof rubric to a variety of student work</i></p> <p>Geometry Expectations for Proof and Proving <i>Topics: A new performance task for assessing proof skills, application of a newly developed proof rubric to student work samples</i></p> | 3 |
| Mathematical Mindsets | <p>Teaching Towards Mathematical Mindsets <i>Topics: Freedom to see, do, and talk math; teacher moves for student discourse; tapping into the visual (what our district team learned at the youcubed workshop in September)</i></p> | 8 |

| Title | Description | Site Participation 2017-18 |
|---|--|-------------------------------|
| | Algebra 1 Expectations <i>Topics: Essential outcomes assessment results, adapting out expectation portfolio tasks with mindset in mind</i> | |
| Applications of Advanced Math | Checking in on our Essential Learning Outcomes, comparing assessments, curriculum exchange (statistics unit re-design postponed until spring meeting) | 2 |
| Modeling in Action/Algebra 2 Expectations | Modeling in Action <i>Adapting modeling tasks for different teaching goals, unexpected things the Modeling Study Group has learned while teaching modeling, planning a modeling task/lesson</i> Algebra 2 Expectations <i>What do we want students to know and be able to do in relation to 3 sample tasks (quadratics, modeling, trigonometry)?</i> | 6 |
| Courageous Leaders 2.0 – (Includes five sessions. Descriptions of first two sessions are listed.) | With the shift to collaboration around curriculum, instruction, and assessments, teachers have assumed both formal and informal leadership roles to facilitate their teamwork. Input from Team Leads, Department Leads and other teacher leaders indicates the need for opportunities to explore and learn the knowledge and skills necessary to grow as leaders. It is designed to provide teachers opportunities to learn key principles of leadership, discover strategies and tools to exercise their leadership, and engage in conversations with teacher leaders from across the district. | 5 |
| Equity in Action | Provides educators with resources, support, and a community of thought partners so they can build equity in their classrooms and schools. EiA! participants will discuss equity challenges, engage in action research, and, with ongoing support, take steps to address inequities in their own context. | 3 |
| Skillful Teacher | The mission of this course is to improve teachers' abilities to apply the knowledge base of teaching in different classroom contexts for the benefit of <i>all</i> students. | 8 |
| Trauma Informed Care | The FUHSD has been working for the past few years to encourage teachers, counselors, classified staff, and administrators to engage in professional development around the understanding of the impact of childhood trauma on an individual's intellectual and emotional development, physical health, behavior, and ability to learn. Starting in the fall of 2016, representatives from each campus have been meeting over the course of each school year. | 4 |

| Title | Description | Site Participation 2017-18 |
|---|--|-------------------------------|
| | While Trauma Informed Care encompasses aspects of education, therapy, behavior management, and more, efforts may be focused on refining struggling student interventions, examining course curriculum, improving discipline procedures and providing professional development. | |
| Anti-Bias Training from the Anti-Defamation League (2017) | Anti-bias professional development programs provide educators and administrators with the skills and knowledge to build safe, respectful learning environments for all students. Interdisciplinary, standards-based curricular materials help to integrate anti-bias education into existing curriculum throughout the school year. Workshops also provide effective strategies to address bias, name-calling and bullying, face-to-face and online. | 8 |

FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

| | |
|--------------------------------------|---|
| Fremont High School WASC Goal | <ul style="list-style-type: none"> Close the achievement gap between our lowest achievers and our more successful students. |
| Fremont High School Target | <ul style="list-style-type: none"> Decrease the percentage of students earning one or more grades below a “C” on their semester report cards. Increase English Learner reclassification rate to 9%. |

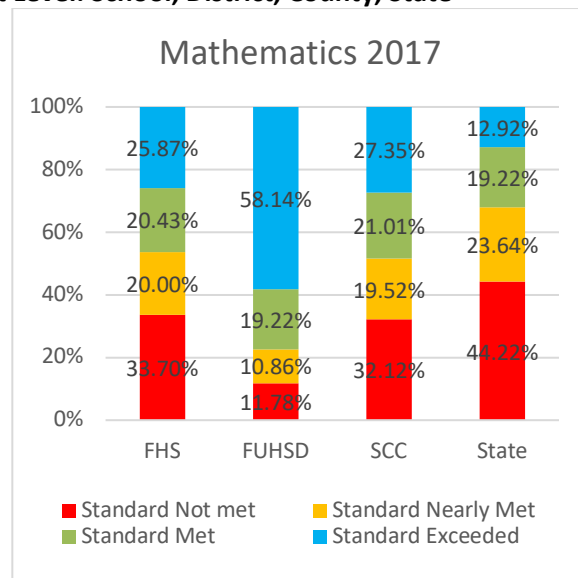
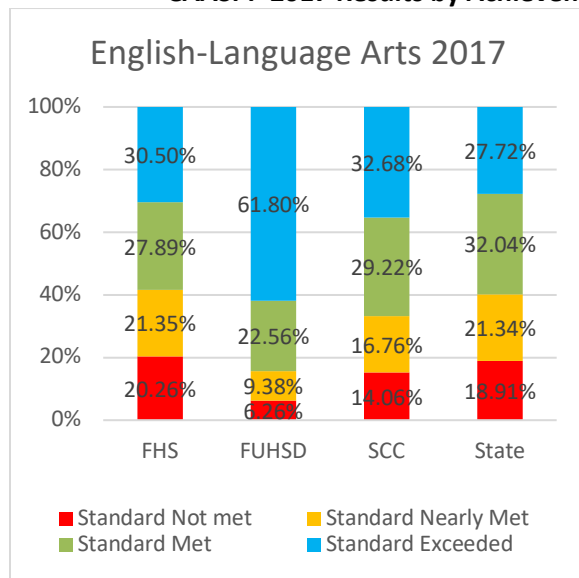
DATA PRESENTATION

High School Achievement and Outcomes

CAASPP Smarter Balanced Assessment Results

Spring 2017 was the third operational administration of the Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics. The CAASPP summative assessment is taken once in high school, during the 11th grade year; there is no growth comparison for these students as it was their first time taking a Smarter Balanced assessment. This third year of results contributes to our understanding of our students’ baseline performance on these summative assessments, based on the Common Core State Standards.

CAASPP 2017 Results by Achievement Level: School, District, County, State



| Achievement Level | Fremont | | District | | County (HS only) | | State (HS only) | |
|---------------------|---------|--------|----------|--------|------------------|--------|-----------------|--------|
| | ELA | Math | ELA | Math | ELA | Math | ELA | Math |
| Standard Not Met | 20.26% | 33.70% | 6.26% | 11.78% | 14.06% | 31.12% | 18.91% | 44.22% |
| Standard Nearly Met | 21.35% | 20.00% | 9.38% | 10.86% | 16.76% | 19.52% | 21.34% | 23.64% |
| Standard Met | 27.89% | 20.43% | 22.56% | 19.22% | 29.22% | 21.01% | 32.04% | 19.22% |
| Standard Exceeded | 30.50% | 25.87% | 61.80% | 58.14% | 32.68% | 27.35% | 27.72% | 12.92% |

| | | | | | | | | |
|--------------------------|-----|-----|-------|-------|--------|--------|---------|---------|
| Students Enrolled | 501 | | 2,739 | | 20,378 | | 474,357 | |
| Students with Scores (#) | 459 | 460 | 2,603 | 2,606 | 18,474 | 18,380 | 444,040 | 442,457 |
| Students with Scores (%) | 92% | 92% | 95% | 95% | 91% | 90% | 94% | 93% |

CAASPP Results by Student Group: Students Meeting or Exceeding Standard

FHS Student Groups: English-Language Arts (multiple years)

School, District, County, State Student Groups: English-Language Arts (multiple years)

| Student Group | 2015 | | | | 2016 | | | | 2017 | | | |
|------------------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|-------|
| | FHS | FUHSD | SCC | State | FHS | FUHSD | SCC | State | FHS | FUHSD | SCC | State |
| African Am | * | 71% | 53% | 39% | * | 50% | 50% | 41% | * | 52% | 54% | 41% |
| Asian | 76% | 92% | 86% | 78% | 78% | 93% | 86% | 81% | 85% | 94% | 87% | 82% |
| Hispanic/Latino | 46% | 51% | 44% | 46% | 40% | 46% | 45% | 50% | 31% | 44% | 48% | 50% |
| Filipino | 78% | 82% | 70% | 74% | 53% | 69% | 76% | 78% | 73% | 80% | 74% | 78% |
| White | 78% | 88% | 78% | 68% | 80% | 87% | 80% | 71% | 77% | 86% | 79% | 72% |
| SED | 39% | 54% | 45% | 45% | 41% | 49% | 49% | 48% | 58% | 48% | 51% | 49% |
| English Learners | 6% | 26% | 10% | 8% | 7% | 29% | 11% | 9% | 6% | 21% | 12% | 10% |
| SWD | 19% | 37% | 20% | 14% | 15% | 31% | 21% | 16% | 15% | 38% | 23% | 17% |
| All Students | 62% | 86% | 66% | 56% | 58% | 84% | 68% | 59% | 58% | 84% | 62% | 60% |

*To protect student privacy, the California Dept of Education does not report figures for groups of 10 or fewer students

FHS Student Groups: Mathematics (multiple years)

School, District, County, State Student Groups: Mathematics (multiple years)

| Student Group | 2015 | | | | 2016 | | | | 2017 | | | |
|------------------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|-------|
| | FHS | FUHSD | SCC | State | FHS | FUHSD | SCC | State | FHS | FUHSD | SCC | State |
| African Am | * | 48% | 28% | 14% | * | 40% | 23% | 14% | * | 24% | 24% | 15% |
| Asian | 66% | 94% | 79% | 67% | 78% | 94% | 81% | 70% | 86% | 93% | 79% | 70% |
| Hispanic/Latino | 23% | 29% | 19% | 18% | 17% | 22% | 19% | 20% | 16% | 24% | 18% | 20% |
| Filipino | 50% | 66% | 44% | 46% | 31% | 49% | 44% | 51% | 40% | 52% | 44% | 49% |
| White | 66% | 77% | 59% | 42% | 65% | 78% | 62% | 44% | 70% | 74% | 59% | 45% |
| SED | 22% | 40% | 21% | 19% | 23% | 33% | 25% | 21% | 36% | 35% | 25% | 20% |
| English Learners | 9% | 44% | 11% | 6% | 13% | 43% | 12% | 6% | 7% | 34% | 11% | 6% |
| SWD | 17% | 24% | 9% | 4% | 10% | 20% | 11% | 5% | 6% | 17% | 9% | 5% |
| All Students | 42% | 80% | 48% | 29% | 42% | 79% | 49% | 33% | 46% | 77% | 48% | 32% |

*To protect student privacy, the California Dept of Education does not report figures for groups of 10 or fewer students

School Site Commentary:

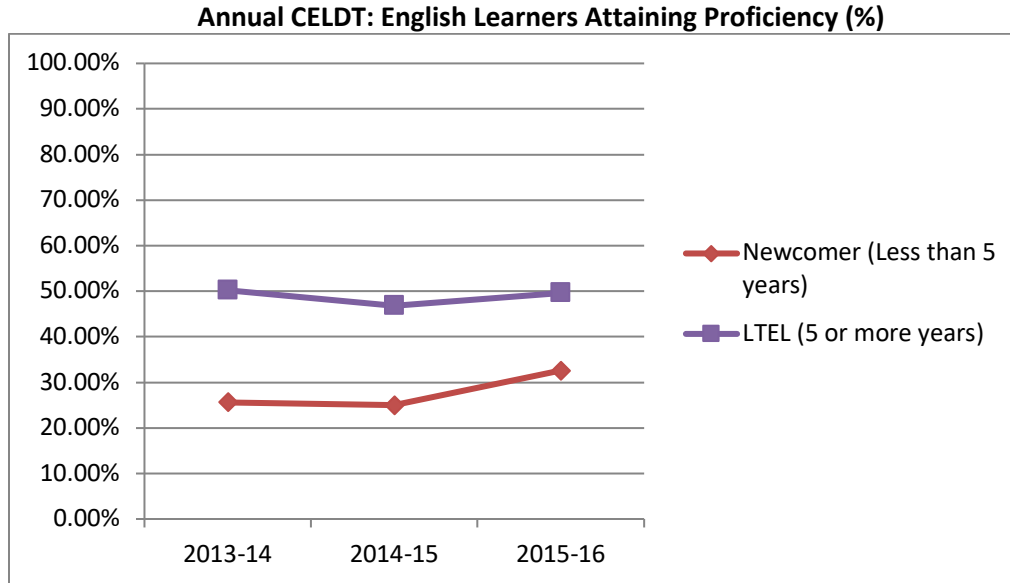
Since CAASPP testing began, FHS has struggled with getting all 11th graders to take it and take it seriously. During the 2015 school year, our participation rate was 57% for the math test and 60% for the ELA test. Each year since we have been able to increase this number, up to 92% participation for both tests last year. Unfortunately, along with this increase in participation, we have also seen large numbers of students doing the test only to complete it and not to do well. Staff have worked with many students, such as those who complete the test in an inappropriately short amount of time, to try to get them to take the tests more seriously and take their time.

To help with both test participation and performance, administrators continue to work through the 11th grade social studies classes to talk about the tests and explain the rationale for taking the test seriously (EAP scores shared with CSU's, objective analysis of college readiness, pride in their school, etc.). Since this is only an 11th grade test, there continues to be reluctance by students to really give their best efforts on the test.

Comparing the performance on the CAASPP over the past two years, the growth has been relatively flat. We had increases on both the ELA and math tests in the percentage of students exceeding standards (up 5% for ELA and 3% for math), but overall percentage meeting or exceeding standards on the ELA section fell by over 1%. On the math test we saw a 4% increase in those meeting or exceeding standards. Within our subgroups, our Hispanic students continue to be a concern. Their percent meeting or exceeding standards dropped 9% (15% since 2015) on the ELA test and 1% (7% since 2015) on the math portion. Though we know that students take the test with differing levels of seriousness, it is a concern that our Hispanic numbers continue to show decreases in performance.

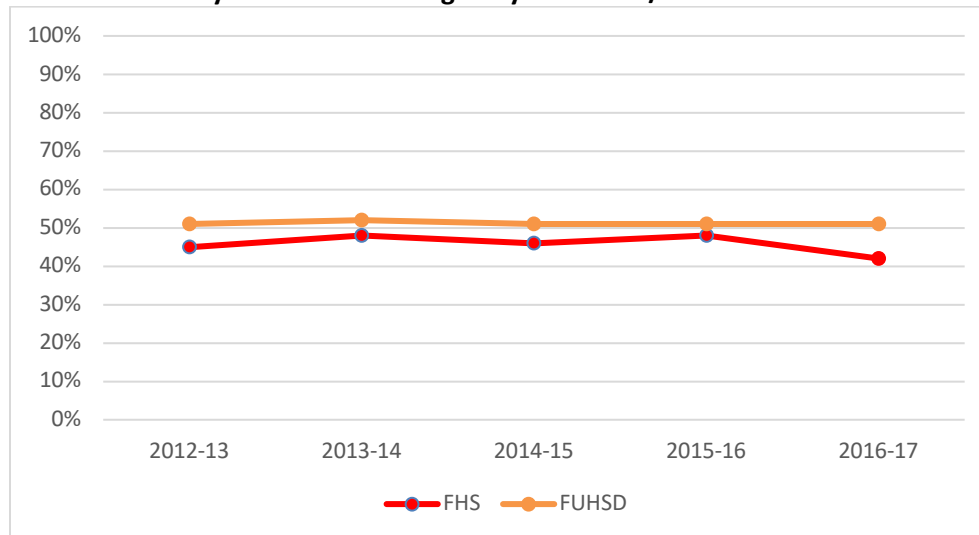
English Learner Performance

Students who are designated English Learners and have not yet been reclassified take the California English Language Development Test (CELDT) annually as one measure of their English language development. These results were reported through the 2015-2016 school year as part of the federal Title III Annual Measurable Achievement Outcomes (AMAO) and group students by the number of years they have been designated as English Learners. With the transition of the state accountability system to the California Dashboard and the federal accountability system as defined by the Every Student Succeeding Act (ESSA), the California Department of Education has shifted the way it reports and measures English Learner performance based on the annual CELDT. Presented below is the most recent AMAO Title III data from 2015-2016, as well as the rate of English Learners meeting the CELDT criteria (overall scores of Early Advanced or Advanced).



| Annual CELDT | Attaining English Proficiency | | | | | |
|----------------|-------------------------------|-------------------------------|--------------------------------|------------------|-------------------------------|--------------------------------|
| | Less than 5 years | | | 5 Years or More | | |
| | Number in Cohort | Number Attain Eng Prof. Level | Percent Attain Eng Prof. Level | Number in Cohort | Number Attain Eng Prof. Level | Percent Attain Eng Prof. Level |
| 2013-14 | 78 | 20 | 25.60% | 305 | 153 | 50.20% |
| 2014-15 | 84 | 21 | 25.00% | 250 | 117 | 46.80% |
| 2015-16 | 86 | 28 | 32.60% | 228 | 113 | 49.60% |

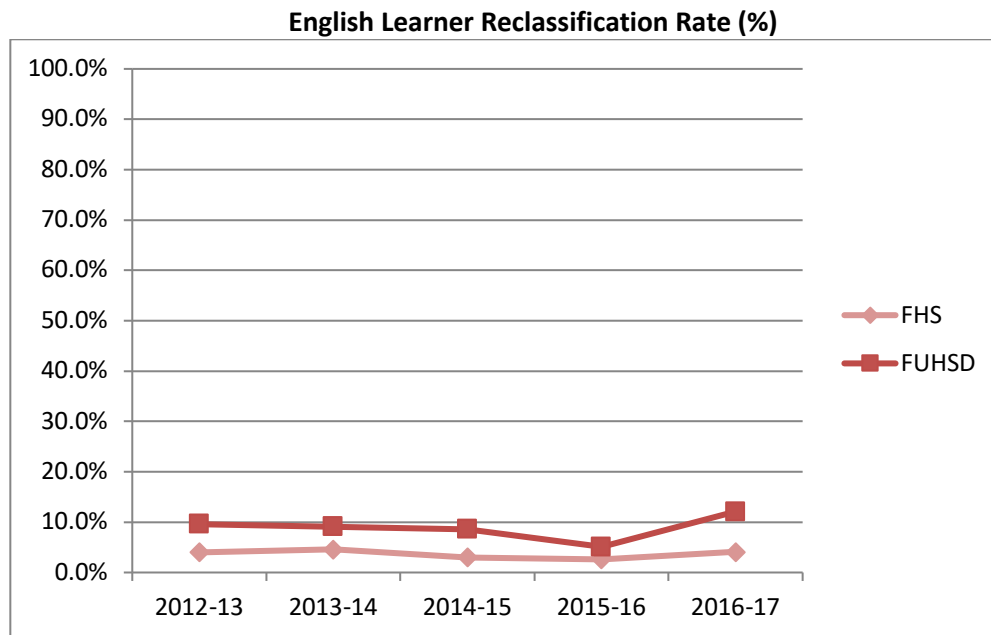
CELDT Proficiency: Students meeting Early Advanced/Advanced on Annual CELDT



Reclassification of English Learners

English Learner students are reclassified based on objective criteria including annual CELDT scores, course grades and progress toward graduation, and performance on district-approved assessments including the Gates-McGinities and Renaissance STAR.

In 2014-15 school year, FUHSD revised its reclassification criteria due to the elimination of the CST for English-Language Arts. After analysis of student results and trends in reclassification rates across the district, new assessment criteria were identified for district-approved tests. These assessment criteria are aligned with grade level performance standards and reflect higher expectations for rigor and student ability under the Common Core. Additionally, FUHSD shifted the redesignation window to spring only, which contributed to a lower rate of reclassification for the 2015-16 school year and, subsequently, an increased rate of reclassification for the 2016-17 school year.



| School Year | Students Reclassified (# RFEP'ed/Total EL) | Total EL Students (# EL/Total Students) |
|-------------|---|--|
| 2013-14 | 19 (4.6%) | 399 (19.9%) |
| 2014-15 | 12 (3.0%) | 344 (17.5%) |
| 2015-16 | 9 (2.6%) | 318 (16.2%) |
| 2016-17 | 13 (4.1%) | 315 (15.6%) |

School Site Commentary:

One of our site targets this year is to raise our EL reclassification rate to 9%. Since the 2013-2014 school year, the rate has ranged between 2.6%-4.6%. One of the ways that we are trying to address the reclassification of our EL students is through targeted support for our long term English learners. As we noted in our WASC report, the work of our GOALS program is intended to enhance these supports.

From the WASC report:

The achievement gap for our long-term EL students 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:

| 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% | ?? |

This year was also the first year of having a coordinator, with a release period, to oversee our GOALS program. The coordinator is working to collect data that teachers can use to better support student

development of English skills along with content area knowledge. While the results of this additional support are not in yet, we have renewed the position for next year to continue the work.

Cohort Graduation and Dropout Rates

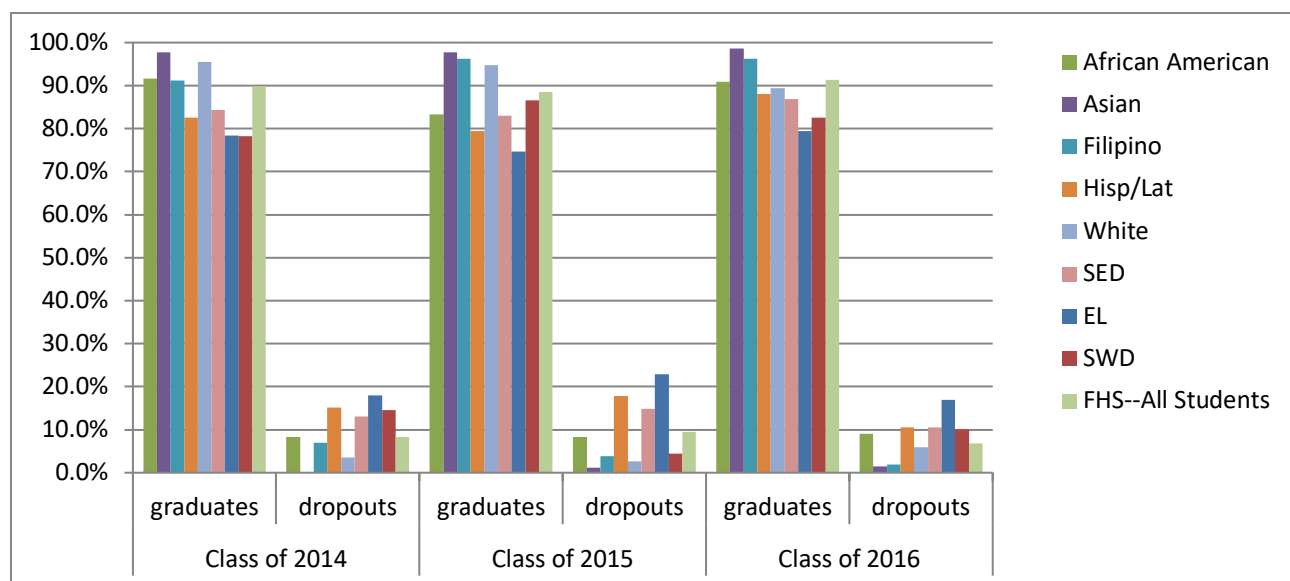
California uses a four-year cohort methodology to calculate graduation and dropout rates. This methodology involves tracking students longitudinally using the California Longitudinal Pupil Achievement Data System (CALPADS), and takes into account students who enter or leave the school district over the course of four years. The most recent cohort we have official data for is the Class of 2016; official data for the Class of 2017 was submitted through CALPADS this fall and will be released by the California Department of Education in Spring 2018.

FHS Graduation and Dropout Rates (multiple years)

| | Class of 2012 | Class of 2013 | Class of 2014 | Class of 2015 | Class of 2016 |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|
| Cohort | 432 | 455 | 495 | 476 | 444 |
| Dropouts Grade 9 through Grade 12 | 50 | 53 | 41 | 45 | 30 |
| Grade 12 Graduates | 365 | 393 | 445 | 421 | 406 |
| Graduation Rate | 84.5% | 86.4% | 89.9% | 88.5% | 91.4% |

Data from Dataquest (<http://data1.cde.ca.gov/dataquest/>)

Cohort Graduation and Dropout Rates by Subgroup (multiple years)



| | Class of 2014 | | Class of 2015 | | Class of 2016 | |
|------------------|---------------|----------|---------------|----------|---------------|----------|
| | graduates | dropouts | graduates | dropouts | graduates | dropouts |
| African American | 91.7% | 8.3% | 91.7% | 8.3% | 90.90% | 9.10% |
| Asian | 97.8% | 0.0% | 97.8% | 0.0% | 98.60% | 1.40% |
| Filipino | 91.2% | 7.0% | 91.2% | 7.0% | 96.30% | 1.90% |
| Hispanic/Latino | 82.5% | 15.2% | 82.5% | 15.2% | 88.00% | 10.50% |
| White | 95.5% | 3.6% | 95.5% | 3.6% | 89.40% | 5.90% |

| | Class of 2014 | | Class of 2015 | | Class of 2016 | |
|---------------------------------|---------------|----------|---------------|----------|---------------|----------|
| | graduates | dropouts | graduates | dropouts | graduates | dropouts |
| Socioeconomically Disadvantaged | 84.3% | 13.1% | 84.3% | 13.1% | 86.90% | 10.50% |
| English Learners | 78.4% | 18.0% | 78.4% | 18.0% | 79.50% | 16.90% |
| Students with Disabilities | 78.3% | 14.5% | 78.3% | 14.5% | 82.60% | 10.10% |
| FHS--All Students | 89.9% | 8.3% | 89.9% | 8.3% | 91.40% | 6.80% |

School Site Commentary:

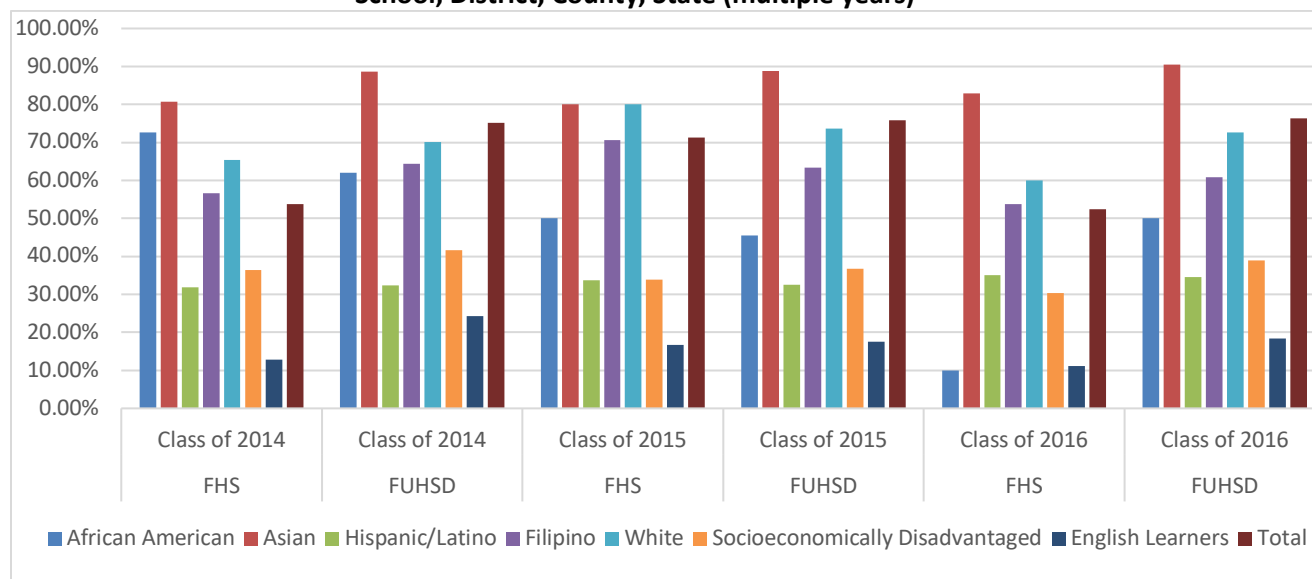
On the whole, we have seen an increase in the percentage of student graduating (+1.5%) and a decrease in the percentage of dropouts (-1.5%). Within subgroups, most have seen small improvements in both, including a 6% increase in the graduation rate and a 5.1% decrease in the dropout rate for our Hispanic students. The largest decline was in our white subgroup which saw a 6% decrease in the graduation rate and a 2.3% increase in the dropout rate.

College Readiness

Graduates meeting UC/CSU A-G course requirements

Students must complete at least 15 courses in 7 content areas (a-g) to meet minimum UC/CSU eligibility requirements. UC/CSU completion data for the Class of 2017 was submitted to the state via CALPADS this fall, and will be certified and published in early 2018. The numbers below noted as “preliminary” are not official and may change slightly during the review and certification process until the official release next year.

Students Completing UC/CSU A-G Course Requirements by Student Group: School, District, County, State (multiple years)



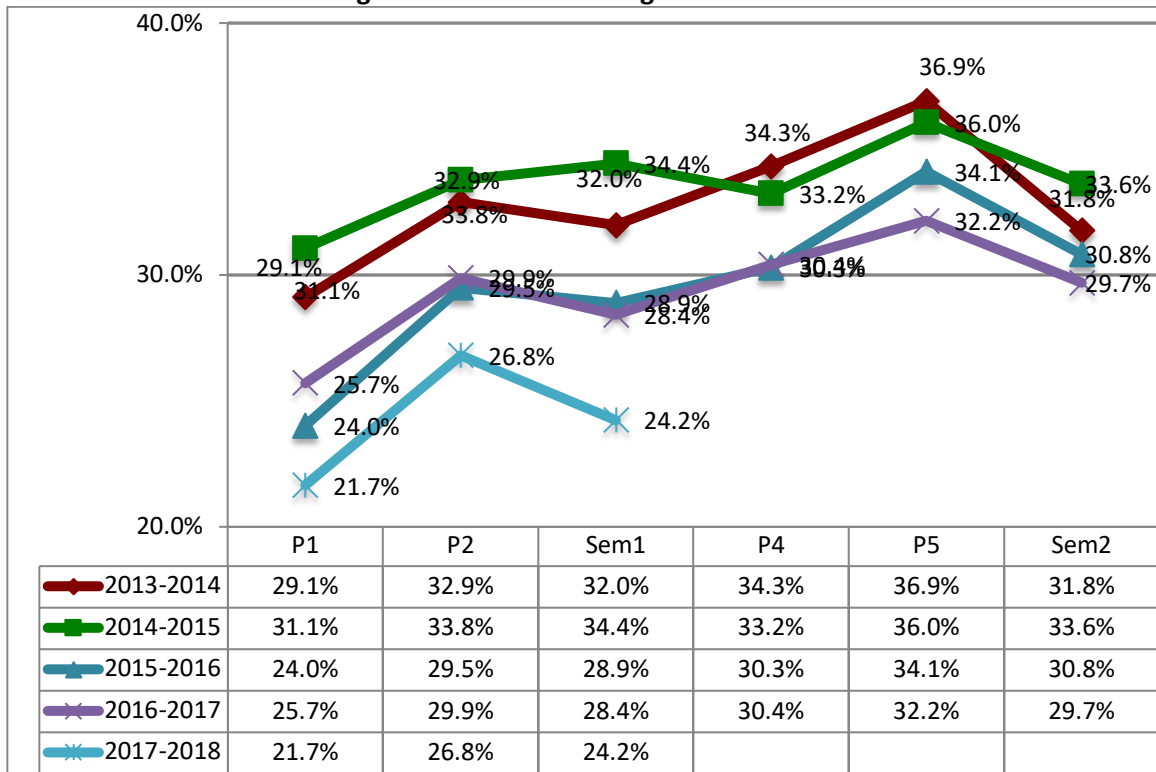
| | FHS | | | FUHSD | | |
|------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Class of 2014 | Class of 2015 | Class of 2016 | Class of 2014 | Class of 2015 | Class of 2016 |
| African American | 72.7% | 60.0% | 10.0% | 62.1% | 45.5% | 50.0% |
| Asian | 80.7% | 81.3% | 82.9% | 88.6% | 88.8% | 90.5% |
| Hispanic/Latino | 31.8% | 25.4% | 35.0% | 32.4% | 32.5% | 34.6% |
| Filipino | 56.6% | 58.8% | 53.8% | 64.3% | 63.3% | 60.8% |
| White | 65.4% | 63.9% | 67.9% | 70.1% | 73.6% | 72.6% |
| Socioecon Disadv | 36.5% | 30.2% | 30.4% | 41.6% | 36.8% | 39.0% |
| English Learners | 12.9% | 7.5% | 11.1% | 24.3% | 17.5% | 18.4% |
| Total | 53.8% | 51.1% | 52.5% | 75.1% | 75.9% | 76.4% |

| | Santa Clara County | | | State | | |
|------------------|--------------------|---------------|---------------|---------------|---------------|---------------|
| | Class of 2014 | Class of 2015 | Class of 2016 | Class of 2014 | Class of 2015 | Class of 2016 |
| African American | 41.9% | 31.3% | 40.8% | 37.3% | 32.7% | 34.4% |
| Asian | 78.0% | 77.0% | 79.1% | 75.8% | 71.8% | 72.5% |
| Hispanic/Latino | 28.6% | 29.7% | 31.8% | 32.4% | 34.6% | 37.2% |
| Filipino | 47.8% | 45.7% | 52.9% | 57.7% | 60.0% | 62.6% |
| White | 63.3% | 63.8% | 63.1% | 48.7% | 49.7% | 51.7% |
| Socioecon Disadv | 34.4% | 33.7% | 35.8% | 32.7% | 34.2% | 36.7% |
| English Learners | 11.6% | 7.8% | 10.6% | 9.9% | 9.2% | 9.5% |
| Total | 54.1% | 53.6% | 54.9% | 41.9% | 43.4% | 45.4% |

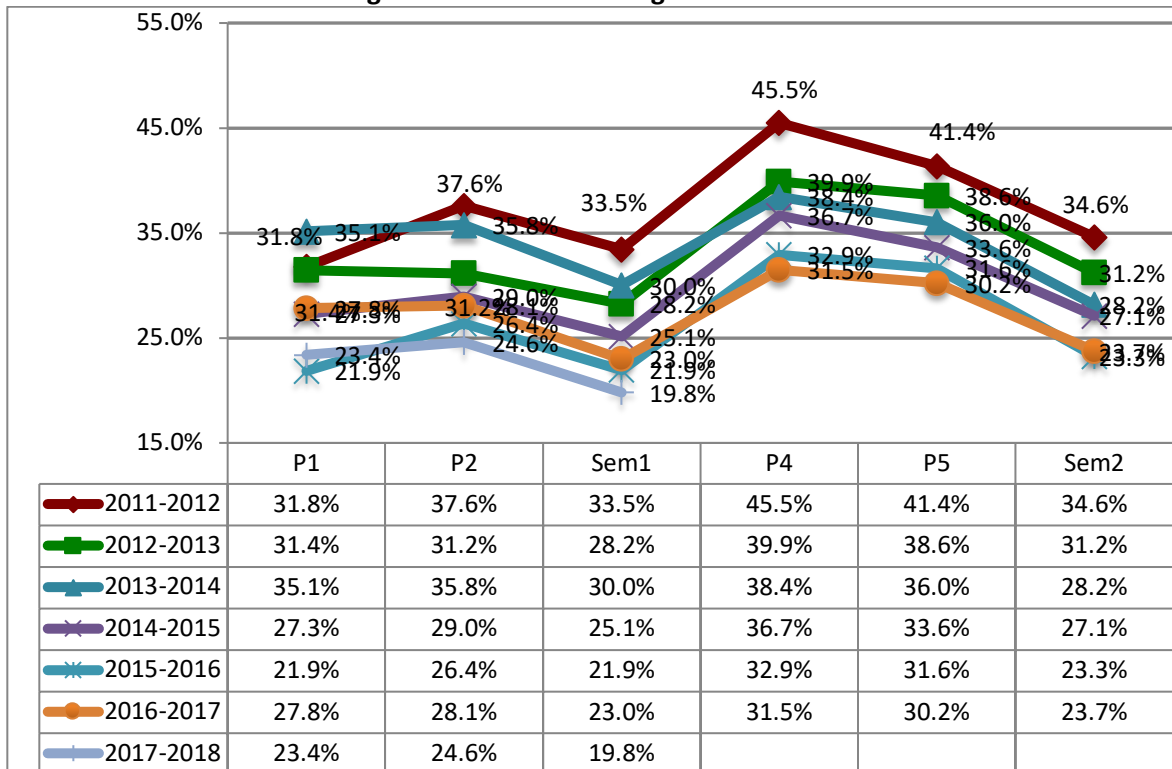
Students Completing UC/CSU A-G Course Requirements: Class of 2017
(preliminary data by student group)

| Student Group | FHS | | | FUHSD | | |
|---------------------------------|------------|------------|------------------------|------------|------------|------------------------|
| | UC Met (#) | UC Met (%) | Total Cohort Grads (#) | UC Met (#) | UC Met (%) | Total Cohort Grads (#) |
| Asian | 63 | 76.8% | 82 | 1,266 | 87.4% | 1,449 |
| African American/Black | 3 | 50.0% | 6 | 10 | 38.5% | 26 |
| Filipino | 21 | 45.7% | 46 | 35 | 42.2% | 83 |
| Hispanic | 59 | 28.2% | 209 | 94 | 26.1% | 360 |
| White | 60 | 64.5% | 93 | 335 | 67.7% | 495 |
| English Learner | 6 | 9.4% | 64 | 174 | 17.9% | 970 |
| Socioeconomically Disadvantaged | 68 | 38.6% | 176 | 125 | 37.8% | 331 |
| Students with Disabilities | 2 | 3.1% | 64 | 29 | 15.2% | 191 |
| Total | 225 | 47.7% | 472 | 1,856 | 72.1% | 2,575 |

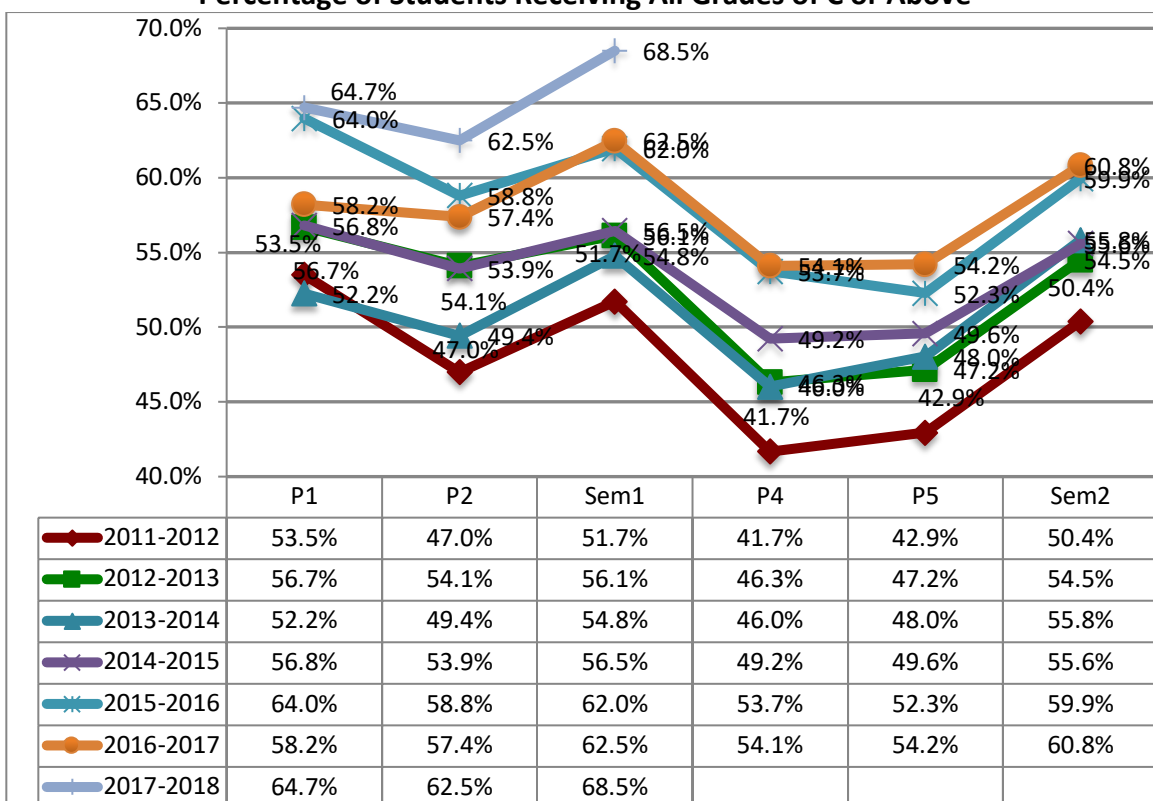
Percentage of Students Receiving One or More D Grade



Percentage of Students Receiving One or More F Grade



Percentage of Students Receiving All Grades of C or Above

**School Site Commentary:**

In the official results for the Class of 2016, we saw a slight increase overall with 1.4% more students completing A-G course requirements. Within this increase, we also saw a 9.6% increase for our Hispanic students. When looking at our preliminary numbers from the Class of 2017 though, we see that some of these numbers have decreased from the 2016 gains, including a 4.8% decline overall and 6.8% decrease for our Hispanic students. A focus for guidance counselors and administrators in their conversations with students wanting to change schedules is to help the students consider A-G ramifications of their decisions.

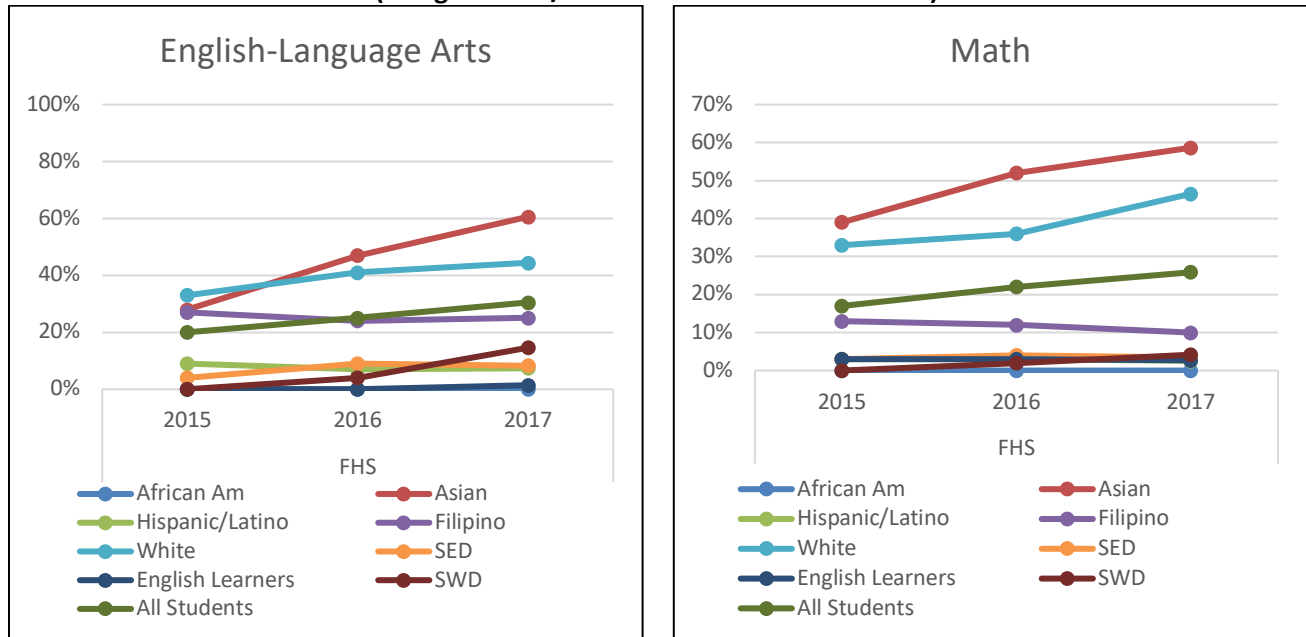
A site target has been to monitor the progress of students passing all of their classes. Since meeting A-G requirements means passing classes with a grade of C or higher, we have been working to have students raise all course grades to this level. While we still have a 31.5% gap between those meeting the mark and having all students do so, we have seen an increase of 16.6% of students earning all C's since the 1st semester of the 2011-2012 school year. During this same time, we have seen a decrease of 13.7% in students receiving at least one F grade.

Early Assessment Program (EAP) Results

The Early Assessment Program measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of Education. Students who are designated "Ready for College" may be exempt from English and math placement tests at participating colleges and universities.

Beginning in 2015, EAP college readiness status is reported as part of the CAASPP Smarter Balanced assessments. Prior to that year, EAP status was determined by a combination of performance on CST and EAP enhancement items. While CDE has made it clear that Smarter Balanced results cannot be compared to CST results because the standards and assessments are too different, that is not the case with the EAP status levels (e.g. “Ready for College,” “Conditionally Ready,” “Not Yet Ready”). The CSU, CDE, and Smarter Balanced Consortium analyzed assessment results to ensure that EAP status levels are calibrated in the transition to the Smarter Balanced assessments. While FUHSD has always benefited from a strong participation rate in the EAP assessments even as a voluntary test, with the shift to CAASPP also came an increase in participation since all 11th graders take CAASPP and therefore EAP.

**Students Meeting “Ready for College” Status on EAP: Student Groups over Three Years
(using CAASPP/Smarter Balanced Assessment)**



English-Language Arts: School, District, County, State

| | FHS | | | FUHSD | | | County | | | State | | |
|------------------|------|------|------|-------|------|------|--------|------|------|-------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| African Am | * | * | * | 32% | 27% | 19% | 22% | 20% | 18% | 11% | 13% | 13% |
| Asian | 28% | 47% | 61% | 74% | 74% | 76% | 60% | 62% | 64% | 48% | 52% | 55% |
| Hispanic/Latino | 9% | 7% | 7% | 16% | 14% | 14% | 13% | 14% | 16% | 13% | 16% | 17% |
| Filipino | 27% | 24% | 25% | 44% | 31% | 34% | 31% | 34% | 37% | 34% | 39% | 41% |
| White | 33% | 41% | 44% | 62% | 63% | 55% | 48% | 49% | 49% | 33% | 36% | 39% |
| SED | 4% | 9% | 8% | 20% | 18% | 21% | 14% | 17% | 19% | 13% | 16% | 17% |
| English Learners | 0% | 0% | 1% | 6% | 3% | 6% | 1% | 1% | 2% | 1% | 1% | 1% |
| SWD | 0% | 4% | 15% | 14% | 10% | 10% | 6% | 6% | 6% | 3% | 3% | 4% |
| All Students | 20% | 25% | 31% | 63% | 62% | 62% | 34% | 38% | 33% | 44% | 26% | 28% |

Mathematics: School, District, County, State

| | FHS | | | FUHSD | | | County | | | State | | |
|------------------|------|------|------|-------|------|------|--------|------|------|-------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| African Am | * | * | * | 18% | 16% | 19% | 8% | 7% | 10% | 3% | 3% | 3% |
| Asian | 39% | 52% | 59% | 78% | 80% | 76% | 56% | 58% | 55% | 40% | 43% | 44% |
| Hispanic/Latino | 3% | 3% | 3% | 7% | 8% | 6% | 5% | 5% | 5% | 4% | 5% | 5% |
| Filipino | 13% | 12% | 10% | 33% | 21% | 19% | 16% | 16% | 16% | 16% | 19% | 19% |
| White | 33% | 36% | 47% | 56% | 55% | 47% | 32% | 33% | 31% | 17% | 18% | 19% |
| SED | 3% | 4% | 3% | 19% | 15% | 14% | 7% | 9% | 9% | 5% | 6% | 6% |
| English Learners | 3% | 3% | 3% | 22% | 25% | 17% | 4% | 5% | 4% | 2% | 2% | 2% |
| SWD | 0% | 2% | 4% | 9% | 9% | 10% | 3% | 4% | 3% | 1% | 1% | 1% |
| All Students | 17% | 22% | 26% | 62% | 62% | 58% | 27% | 28% | 27% | 11% | 13% | 13% |

School Site Commentary:

As was noted earlier in this report, FHS does have some concerns about students taking and taking the CAASPP seriously. From those who have taken the test, we did see an increase in students demonstrating “Ready for College” on both the ELA and math portions of the test. ELA saw a 6% increase while math grew by 4%.

STATUS UPDATE OF WASC ACTION PLAN

FHS WASC 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 |
|---|--|--|---|--|--|
| Task #1 Utilize PLCs to identify and address literacy needs across all content areas. | 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. | PLCs will use common literacy assessment data to address literacy needs. | Year 1: Establish baseline data Years 2-6: Continue to gather data to monitor progress and adjust strategies | 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. | PLCs, Departments, Intervention specialist, Administrators |

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 our 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 year, 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.

| | | | | | |
|---|--|---|--|---|--|
| Task #2 Increase readiness for and enrollment in higher-level | There is still a large number of students who are failing Algebra 1, | Fewer 10 th -12 th graders will be enrolled in Algebra 1 classes. | Years 1-6: Continue and evaluate ongoing work (see strategies) | Continue intensive teacher collaboration within the Algebra 1 PLC and | Math department, support teachers, para-educators, all |
|---|--|---|--|---|--|

| | | | | | |
|--|--|---|--|---|---|
| math courses (Algebra 2 and beyond) for all. | which prevents them from being successful in higher level math, science, engineering and economics classes as they progress through high school. | More students who started at the Algebra 1 level will take Algebra 2 and higher-level math, science, engineering and economics classes. | | 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 classes and the use of ALEKS to support students who are not yet Algebra ready at the beginning of 9 th grade. | other teachers that teach the same student population, summer academy teachers and administrators, district wide support personnel. |
|--|--|---|--|---|---|

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, trancies, and loitering during class time. Reduced tardies and trancies 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 |
|---|--|--|--|---|---|

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.

| | | | | | |
|---|--|--|--|--|--|
| <p>Task #4 Develop a long term equity plan to identify, prioritize, and address our continued racial achievement disparity</p> | <p>While we recognize that systemic racism is a nationwide problem we are interested in how our efforts can be part of the solution.</p> | <p>Implement and measure the effectiveness of a staff-developed equity plan that is focused first on narrowing systemic racial achievement disparities at FHS.</p> | <p>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.</p> | <p>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.</p> <p>Form an equity task force including staff, students, and community members to design the plan:</p> <ul style="list-style-type: none"> • investigate other schools' successful efforts | <p>Administrators, teacher leaders, all other staff members, students, and interested community members.</p> |
|---|--|--|--|--|--|

| | | | | | |
|--|--|--|---|---|--|
| | | | | <ul style="list-style-type: none"> Engage the entire staff in the design process Identify useful measures for plan effectiveness. | |
| <p>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.</p> <p><u>Equity Task Force History and Timeline</u></p> <p>Fall 2016 The district starts Equity in Action initiative, which helps the AP understand how to approach the Equity task in WASC.</p> <p>December 2016 - AP in charge chooses teachers/ counselors to be part of the task force (Beckstrom, Anastasia, Franco, and Jeff Rosado) and takes everyone to an offsite training with Pedro Noguera to figure out how best to deal with equity in the classroom.</p> <p>Spring 2017 - The Task force decides on 4 initiatives:</p> <ol style="list-style-type: none"> Do an Ethnographic Study of a day in the life of a student with teachers (volunteers) Create a forum for ongoing conversations - Monthly Lunch meetings for all staff (volunteers) Build Equity into the culture of the school with a focus on the classroom Community Outreach - Specific attempts to reach families in North Sunnyvale <p>Summer 2017</p> <ul style="list-style-type: none"> 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. <p>The Equity Task Force 2017-18 Initiatives and Goals</p> <ul style="list-style-type: none"> 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 | Incorporation of socio-economic status within our equity plan (see Task #4). | Year 3: Equity plan incorporates measures to address socio-economic achievement | Equity task force will expand equity plan to address the socio-economic achievement gap utilizing the | Administrators, teacher leaders, all other staff members, students, and interested community |

| | | | | | |
|--|---|--|--|---------------------------------------|----------|
| | achievement across the wealth spectrum. | | disparities. Years 4-6: Full implementation of equity plan. | systems already developed in Task #4. | members. |
| <p>This task has been incorporated into school-wide equity work regarding race and economic status. Please see Section II of this document for more information.</p> <p><u>Homeless Student Support</u></p> <p>In addition to the school taking on equity as an institution, the school currently supports homeless students in the following ways:</p> <ul style="list-style-type: none"> • 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 McKinney Vento, 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: <ul style="list-style-type: none"> ○ 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. | | | | | |

| Exploration & Research | Initial Implementation | Full Implementation | Full Implementation and Sustainability |
|---|---|---|--|
| <ul style="list-style-type: none"> • ELD staff are developing Flex Academy to help support students who are receiving D & F grades in their classes. • We are trying to have 9th grade core teachers provide grade updates every 3 weeks to allow for more timely intervention support through Flex Academy. | <ul style="list-style-type: none"> • This year, we changed the schedule of a para-educator to allow him to coordinate our Flex Academy program. This program was started during the second semester last year to target 9th graders who have F grades in their core classes (Algebra 1, Bio, Lit/Writ). The para-educator will work with guidance, admin and the teaching staff to determine best supports for students | <ul style="list-style-type: none"> • GOALS program ensuring that long-term ELs meet at-level literacy and student skills. Use of GMRT to measure. Also, GOALS teachers are each case managing several students who exited GOALS last year. They will be meeting with their students 4 times during Flex Time to check on the students' progress. • GOALS teachers also working in their own | <ul style="list-style-type: none"> • Fremont continues use Academic Foundations (AF) at all grade levels to help struggling students learn organizational strategies and the rationale for effective effort being tied to their success in school. AF staff provide counseling and academic support to students in their classes. They also communicate directly with the teachers of the students in these |

| | | | |
|--|---|--|--|
| | <p>assigned to Flex Academy.</p> <ul style="list-style-type: none"> • EIA funds are being used to release a staff member to oversee the GOALS program. Through this release, the coordinator is working to collect data that teachers can use to better support student development of English skills along with content area knowledge. | <p>PLC to look at student data and to refine curriculum to support students.</p> <ul style="list-style-type: none"> • Flex Time, though challenged for space this year with construction, continues to provide support for students built into the school day. Some students are allowed to sign up for where they want to attend, others are assigned by teachers and some are assigned to intervention areas (Flex Academy, Admin Flex, etc.) | <p>classes to help target the support they need to be successful.</p> <ul style="list-style-type: none"> • 8 sections of AVID to help build the college-going culture for students. |
|--|---|--|--|

FUHSD LCAP GOAL #2 All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.

| | |
|--------------------------------------|--|
| Fremont High School WASC Goal | <ul style="list-style-type: none"> • Increase student engagement while maintaining a rigorous academic learning environment. • Evaluate and strengthen intervention programs. • Provide for more extensive and accessible professional development activities. |
| Fremont High School Target | <ul style="list-style-type: none"> • 100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school and district administrators. (Educator Effectiveness Funds) (Baseline 2016) • Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff and student/parent requests. • Increase the number of FUHSD courses that result in credit from a post-secondary program. |

DATA PRESENTATION

Scholastic Achievement Test (SAT) Results

| | FHS | | | FUHSD | | | Nation | | |
|---|------|------|------|-------|-------|-------|-----------|-----------|-----------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| Number of students tested | 230 | 225 | 201 | 1,915 | 1,716 | 1,573 | 1,690,000 | 1,640,000 | 1,824,849 |
| Critical Reading Average* | 522 | 520 | * | 606 | 615 | * | 495 | 494 | * |
| Math Average | 555 | 567 | 591 | 657 | 667 | 690 | 511 | 508 | 533 |
| Writing Average* | 525 | 529 | * | 621 | 629 | * | 484 | 482 | * |
| Evidence-based Reading and Writing Average* | | | 581 | | | 662 | | | 538 |

*Beginning in 2016-17, College Board's new SAT updated the "Critical Reading" section and replaced it with "Evidence-based Reading and Writing." A separate "Writing" section is now optional and not included in the reported cohort summary.

School Site Commentary:

FHS saw a decrease in the number of students who took the SAT from the Class of 2016 to the Class of 2017. Some of this could be due to the small size of the class. The average math score increased by 24 points after increasing by 12 points the previous year. We did also see a jump in the number National Merit program participants for the Class of 2018. The class of 2018 had 23 commended students (up by 12 from the previous year) and 9 semi-finalists (compared to 11 over the previous four years).

Advanced Placement (AP) Results

| AP Tests | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------------------|-----------|-----------|-----------|
| # of AP Test Takers | 347 | 356 | 376 |
| Total # of Exams Taken | 722 | 709 | 706 |
| % of Scores 3 or greater | 73.4% | 76.3% | 78.3% |

**Many students take exams in more than one subject. The average at this school for the 2016-2017 school year was 1.88 exams per student. Data from The College Board AP Reports*

**Enrollment in Advanced Placement (AP) Courses: Current Year
2017-18**

| AP course takes by group | Afr Am/Black | | Asian | | Filipino | | Hispanic | | White | | Multi-Race | |
|--------------------------|--------------|----|-------|-----|----------|----|----------|-----|-------|-----|------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| AP English | 0 | 0% | 86 | 58% | 2 | 1% | 13 | 9% | 39 | 26% | 7 | 5% |
| AP Math | 0 | 0% | 143 | 54% | 6 | 2% | 26 | 10% | 70 | 27% | 18 | 7% |
| AP Social Studies | 2 | 1% | 124 | 44% | 7 | 2% | 64 | 22% | 72 | 25% | 14 | 5% |
| AP Science | 1 | 0% | 119 | 58% | 7 | 3% | 21 | 10% | 49 | 24% | 7 | 3% |
| AP World Lang | 0 | 0% | 42 | 51% | 0 | 0% | 32 | 39% | 7 | 9% | 1 | 1% |
| AP Other | 0 | 0% | 26 | 60% | 0 | 0% | 2 | 5% | 24 | 56% | 9 | 21% |
| Total | 3 | 0% | 540 | 53% | 22 | 2% | 158 | 15% | 261 | 25% | 56 | 5% |

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses).

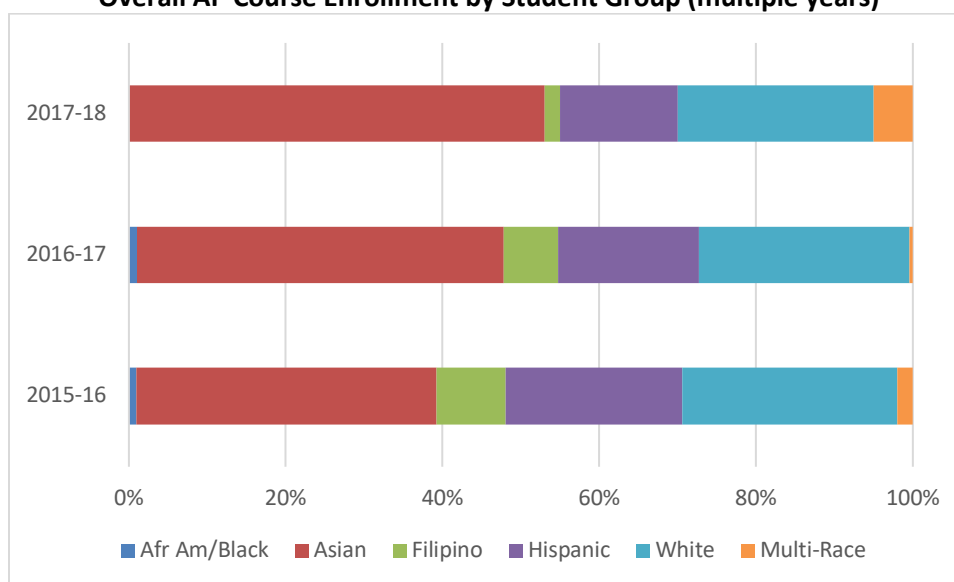
"AP Other" includes Music Theory, Studio Art, and Computer Science courses

| AP course takes by group | EL | | SED | | SWD | | Total |
|--------------------------|----|----|-----|-----|-----|----|-------|
| | # | % | # | % | # | % | # |
| AP English | 0 | 0% | 2 | 1% | 0 | 0% | 148 |
| AP Math | 5 | 2% | 11 | 4% | 1 | 0% | 264 |
| AP Social Studies | 5 | 2% | 15 | 5% | 3 | 1% | 285 |
| AP Science | 1 | 0% | 6 | 3% | 3 | 1% | 205 |
| AP World Lang | 7 | 9% | 12 | 15% | 0 | 0% | 82 |
| AP Other | 1 | 2% | 0 | 0% | 1 | 2% | 43 |
| Total | 19 | 2% | 46 | 4% | 8 | 1% | 1027 |

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses).

"AP Other" includes Music Theory, Studio Art, and Computer Science courses

AP Course Takers by Student Group (multiple years)
Overall AP Course Enrollment by Student Group (multiple years)



2016-17

| AP course takes by group | Afr Am/Black | | Asian | | Filipino | | Hispanic | | White | | Multi-Race | |
|--------------------------|--------------|-----------|------------|------------|-----------|-----------|------------|------------|------------|------------|------------|-------------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| AP English | 1 | 1% | 41 | 39% | 9 | 8% | 24 | 23% | 31 | 29% | 0 | 0% |
| AP Math | 2 | 1% | 114 | 47% | 23 | 10% | 37 | 15% | 63 | 26% | 2 | 1% |
| AP Social Studies | 5 | 2% | 100 | 41% | 24 | 10% | 34 | 14% | 80 | 33% | 2 | 1% |
| AP Science | 2 | 1% | 102 | 57% | 6 | 3% | 16 | 9% | 52 | 29% | 0 | 0% |
| AP World Lang | 0 | 0% | 37 | 37% | 0 | 0% | 51 | 51% | 12 | 12% | 0 | 0% |
| AP Other | 0 | 0% | 35 | 78% | 1 | 2% | 2 | 4% | 7 | 16% | 0 | 0% |
| Total | 10 | 1% | 429 | 47% | 63 | 7% | 164 | 18% | 245 | 27% | 4 | 0.4% |

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses).

"AP Other" includes Music Theory, Studio Art, and Computer Science courses

| AP course takes by group | EL | | SED | | SWD | | Total |
|--------------------------|-----------|-----------|------------|------------|----------|-----------|------------|
| | # | % | # | % | # | % | # |
| AP English | 0 | 0% | 16 | 15% | 1 | 1% | 106 |
| AP Math | 0 | 0% | 40 | 17% | 3 | 1% | 241 |
| AP Social Studies | 1 | 0% | 38 | 16% | 2 | 1% | 245 |
| AP Science | 1 | 1% | 21 | 12% | 1 | 1% | 178 |
| AP World Lang | 11 | 11% | 32 | 32% | 0 | 0% | 100 |
| AP Other | 1 | 2% | 1 | 2% | 0 | 0% | 45 |
| Total | 14 | 2% | 148 | 16% | 8 | 1% | 915 |

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses).

"AP Other" includes Music Theory, Studio Art, and Computer Science courses

2015-16

| AP course takes by group | Afr Am/Black | | Asian | | Filipino | | Hispanic | | White | | Multi-Race | |
|--------------------------|--------------|----|-------|-----|----------|-----|----------|-----|-------|-----|------------|----|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| AP English | 1 | 1% | 61 | 45% | 10 | 7% | 17 | 12% | 48 | 35% | 0 | 0% |
| AP Math | 3 | 1% | 92 | 40% | 33 | 14% | 39 | 17% | 62 | 27% | 1 | 0% |
| AP Social Studies | 2 | 1% | 86 | 31% | 27 | 10% | 73 | 27% | 83 | 30% | 4 | 1% |
| AP Science | 2 | 2% | 60 | 52% | 10 | 9% | 14 | 12% | 30 | 26% | 5 | 4% |
| AP World Lang | 0 | 0% | 24 | 28% | 3 | 3% | 54 | 62% | 6 | 7% | 3 | 3% |
| AP Other | 1 | 2% | 19 | 46% | 1 | 2% | 4 | 10% | 16 | 39% | 1 | 2% |
| Total | 9 | 1% | 342 | 39% | 84 | 9% | 201 | 23% | 245 | 28% | 14 | 2% |

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses).

"AP Other" includes Music Theory, Studio Art, and Computer Science courses

| AP course takes by group | EL | | SED | | SWD | | Total |
|--------------------------|----|----|-----|-----|-----|----|-------|
| | # | % | # | % | # | % | # |
| AP English | 0 | 0% | 2 | 1% | 0 | 0% | 148 |
| AP Math | 1 | 2% | 11 | 4% | 1 | 0% | 264 |
| AP Social Studies | 3 | 2% | 15 | 5% | 3 | 1% | 285 |
| AP Science | 1 | 0% | 6 | 3% | 3 | 1% | 205 |
| AP World Lang | 9 | 9% | 12 | 15% | 0 | 0% | 82 |
| AP Other | 0 | 2% | 0 | 0% | 1 | 2% | 43 |
| Total | 14 | 2% | 46 | 4% | 8 | 1% | 1027 |

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses).

"AP Other" includes Music Theory, Studio Art, and Computer Science courses

Students Taking AP/Honors and CTE Courses by Cohort (multiple years)

| FHS | 2015 | | 2016 | | 2017 | |
|---|------|-----|------|-----|------|-----|
| | # | % | # | % | # | % |
| Took at least one AP/Honors course | 264 | 51% | 283 | 59% | 286 | 59% |
| Took at least one CTE course | 340 | 66% | 338 | 70% | 380 | 78% |
| Took at least one AP/H and one CTE course | 169 | 33% | 180 | 38% | 211 | 43% |
| Total students in cohort | 519 | | 480 | | 487 | |

| FUHSD | 2015 | | 2016 | | 2017 | |
|---|------|-----|------|-----|------|-----|
| | # | % | # | % | # | % |
| Took at least one AP/Honors course | 1920 | 70% | 2057 | 77% | 2100 | 81% |
| Took at least one CTE course | 1698 | 62% | 1715 | 64% | 1911 | 73% |
| Took at least one AP/H and one CTE course | 1155 | 42% | 1263 | 47% | 1532 | 59% |
| Total students in cohort | 2729 | | 2668 | | 2601 | |

CTE courses include business, computer science, programming, computer applications, engineering, technical writing, arts/multimedia, industrial tech, culinary, and auto tech courses

School Site Commentary:

Overall, our AP take rates remain fairly consistent. We have seen an increase in the percentage of students taking a CTE course. An area that we are aware of and continue to work to address is the alignment of our school demographics with the participation rates in our advanced classes. Based on our school demographics, our Hispanic students are underrepresented in our advanced classes while our Asian students are represented in greater percentages.

Students Requiring Remediation at Community Colleges

Data regarding FUHSD student enrollment and placement in remedial courses at local community colleges is tracked through CalPass+, a statewide system that K-12 and state higher education institutions participate in on a voluntary basis. The CalPASS+ system matches enrollment records from California community colleges with graduation records from the high school district, and is generally at least a year behind due to reporting timelines in the community college system. This data includes students who were enrolled for one term (e.g. for summer after graduating from high school) or more, and both part-time and full-time students. The most recent year of complete data is for the Class of 2016.

| | Class of 2014 | | Class of 2015 | | Class of 2016 | |
|--------------------------------------|----------------------|-------|----------------------|-------|----------------------|-------|
| | FHS | | FHS | | FHS | |
| School Total in Class | 561 | | 529 | | 484 | |
| School Total Reported Enrolled in CC | 242 | | 263 | | 196 | |
| # requiring Remediation--ELA | 140 | 58.0% | 121 | 46.0% | 89 | 45.0% |
| # requiring Remediation--Math | 145 | 60.0% | 141 | 54.0% | 112 | 57.0% |
| FUHSD Total in Class | 2,700 | | 2,734 | | 2,654 | |
| FUHSD Total Reported Enrolled in CC | 1,270 | | 1,249 | | 804 | |
| FUHSD # requiring Remediation--ELA | 343 | 27.0% | 328 | 26.0% | 255 | 32.0% |
| FUHSD # requiring Remediation--Math | 417 | 33.0% | 387 | 31.0% | 312 | 39.0% |

Most recent data available is for the Class of 2016. Data from CalPASS+ (<https://www.calpassplus.org/CalPASS/Home.aspx>)

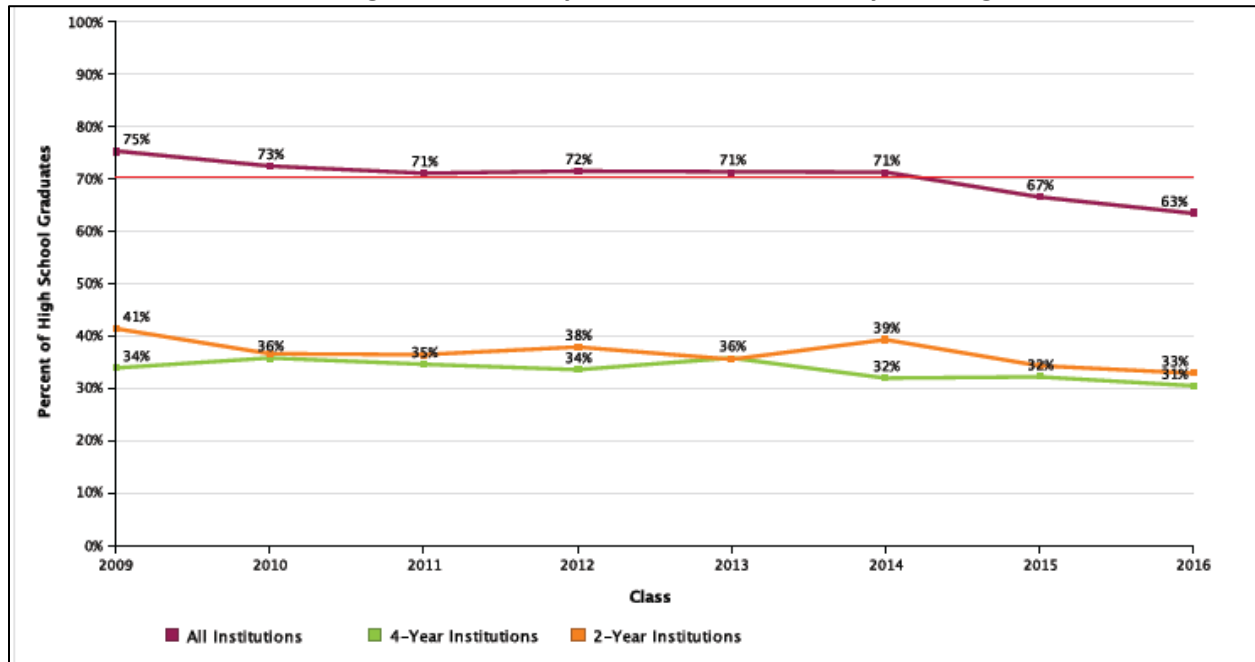
School Site Commentary:

There was a slight decrease in the need for ELA remediation for FHS students attending community colleges. Since last year there was also a 3% increase for remediation in math.

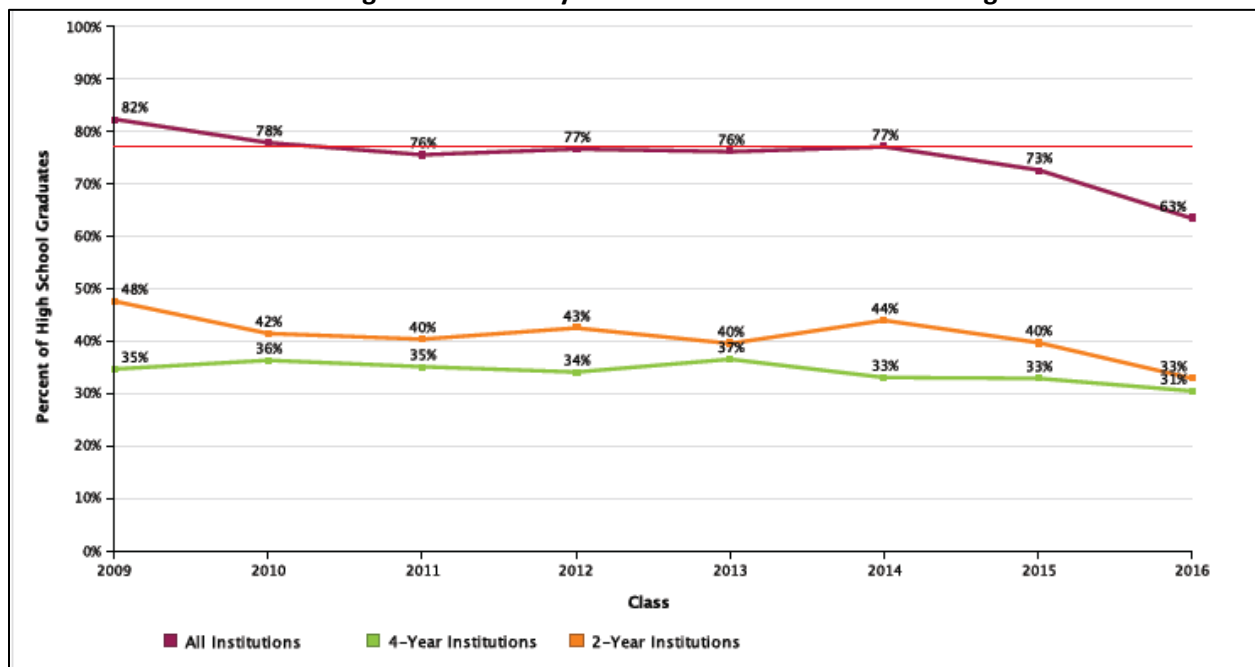
Post-secondary enrollment persistence, graduation

Post-secondary program data is made available to us through a number of different sources, including the National Student Clearinghouse. For this resource, our graduate data is matched against enrollment records of participating post-secondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included. The most recent data we have is for the Class of 2016.

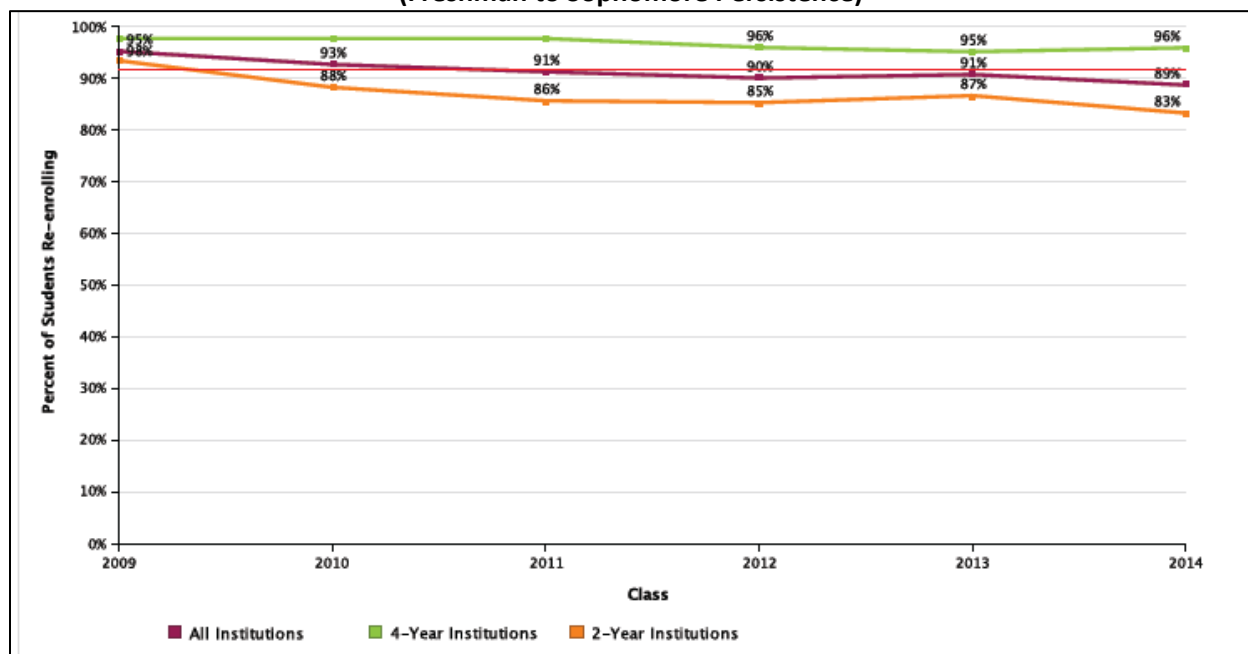
Students Entering Post-Secondary Institutions Immediately after High School



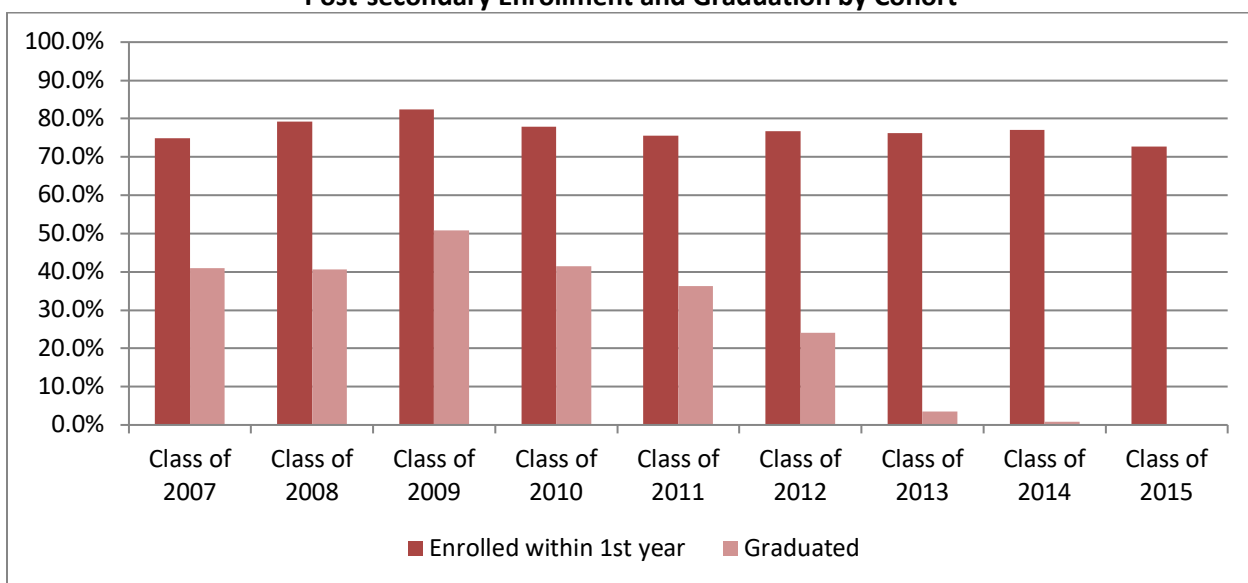
Students Entering Post-Secondary Institutions within 1 Year after High School



Students Enrolled in College the First Year Who Returned for a Second Year (Freshman to Sophomore Persistence)



Post-secondary Enrollment and Graduation by Cohort



| Fremont HS | Class of 2007 | Class of 2008 | Class of 2009 | Class of 2010 | Class of 2011 | Class of 2012 | Class of 2013 | Class of 2014 | Class of 2015 |
|--------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Enrolled within 1st year | 74.9% | 79.3% | 82.4% | 77.9% | 75.6% | 76.7% | 76.2% | 77.1% | 72.7% |
| Graduated | 40.9% | 40.6% | 50.8% | 41.5% | 36.2% | 24.1% | 3.5% | 0.9% | 0.0% |

Data from National Student Clearinghouse

School Site Commentary:

Once students enroll in a 4-year institution after college, the likelihood that they will continue at least through their sophomore year remained at 95% or higher from the Class of 2009 through the Class of 2014. However, if students don't go directly to school after high school, their rate of attending dropped by 10% for the Class of 2016. The FHS guidance team continues to work to promote college – both 4-year and 2-year – as a viable option for students after high school. We continue to run 8 sections of AVID (2 each grade level) which helps to promote this message as well.

STATUS UPDATE OF WASC ACTION PLAN

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

| Specific Site Task | Rationale (Data Finding) | Measurable Goal | Timeline | Strategies | Responsible Participants |
|---|---|--|--|--|--------------------------------|
| Task #1 Continue to develop and implement the most effective teaching practices in the classroom | Student learning can be accelerated by developing a wide variety of engaging teaching strategies. | 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. | Year 1: Encourage and support teacher peer observations within PLC groups. Years 2-6: Teachers regularly visit each other's classrooms both within and beyond PLC groups. | Support peer and administrative classroom observations. PLC groups will share best practices. Provide professional learning opportunities to address the challenges posed by our block schedule. | PLCs, administration, teachers |
| <p>3 Minute Observation Club 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!</p> <p>Visual Art Department:</p> <ul style="list-style-type: none"> • 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. <p>Social Studies Department: Increase Student Engagement: PLC's best teaching practices</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <p>Math Department</p> <ul style="list-style-type: none"> • 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.

| | | | | | |
|---|---|--|--|---|--|
| Task #2 Continue to promote appropriate student choices of rigorous academic environments, and provide support for those who need it. | Our AP classes are growing in popularity, but some students are not prepared for the rigors of a college-level class. FHS students have been enrolling in more challenging academic classes at an increasing rate, but some are not finding success. | More students taking and passing the most appropriately challenging academic classes with a C or higher. | Years 1-6: Continue to publicize existing support structures. Explore options to expand summer and school year support structures. | Extend summer support activities, such as APUSH boot camp and summer math enrichment courses. Maintain, expand and publicize support structures for all students during the school year. | Administrators, Coordinator of Academic Interventions, teachers. |
| 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

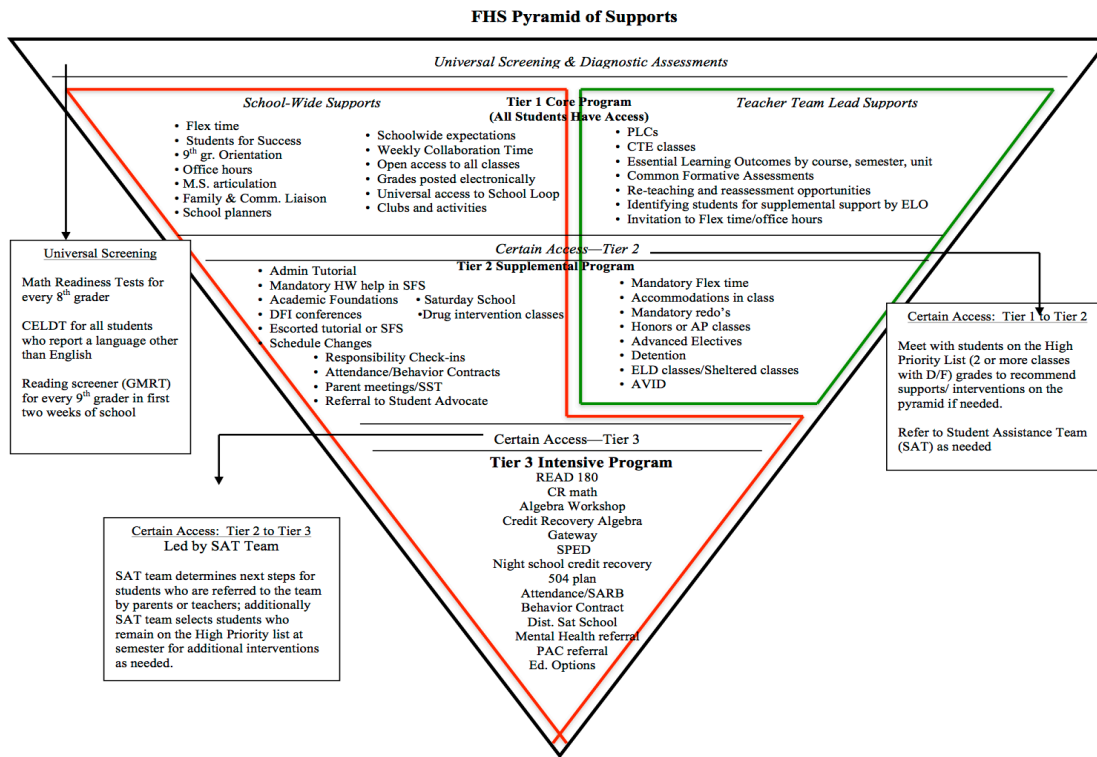
- We empower students to make appropriate course choices by giving all students statistical data about the grade distribution in successor courses from the course they're in, broken down by the grade the student currently has. We've created videos which are shown to classes clarifying the difference 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.

FHS WASC Objective #4: Evaluate and strengthen intervention programs

| Specific Site Task | Rationale (Data Finding) | Measurable Goal | Timeline | 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 together to advertise our successes, and bring in students who can benefit. | 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: Expand cohort structure as supported by data | Create and maintain flow chart that documents a systematic response to intervention. Publicize our various intervention programs with brief descriptions of what they offer. Explore more opportunities to expand our | Teachers, Intervention Specialist, Administration, Library Media Teacher, Special Education Department |

| | | | | | |
|--|--|--|--|---|--|
| | | | | cohort structures (Academic Foundations, AVID, etc.) | |
| <p>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.</p> <ul style="list-style-type: none"> 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 phone 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. <p>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.</p> <ul style="list-style-type: none"> 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 Assess data regularly to determine effectiveness of intervention programs | Some 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- | Intervention classes will establish and meet course-specific benchmarks for their students' performance. | Year 1: Course-specific benchmarks are created | Intervention teachers collaborate to determine course-specific benchmarks, collect data, and regularly review benchmark. Agree on effective tools to use for | Intervention Specialist, Administration, intervention teachers, Special Ed Department, |

| | | | | | |
|--|------------|--|--|---|--|
| | evaluated. | | | progress monitoring across campus. Explore the need for additional social and emotional support and mental health awareness. | |
| <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. | | | | | |



FHS WASC 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 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 mindsets Algebra 1 expectations <i>All FHS Algebra 1 teachers participated; 1 presented</i> | 1 workshop <ul style="list-style-type: none"> Algebra 2 expectations + 1 optional workshop Mathematical mindsets <i>All FHS Algebra 2 teachers will be participating, 5 presenting, 1 facilitating</i> | 1 workshop <ul style="list-style-type: none"> Geometry expectations for proof <i>All FHS Geometry teachers participated, 2 facilitated</i> | 1 meetings <ul style="list-style-type: none"> Applications of Advanced Math Common Core update <i>1 FHS math teacher will be participating</i> |

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

| | | | | | |
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| <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 development coordinator who would be charged with keeping track of opportunities to go to</p> | <p>Administrators at school and district level, Department Chairs, teachers</p> |
|---|---|---|---|--|---|

| | | | | | |
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| | | | | conferences and workshops, and sharing information gained by attending these opportunities. | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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 | 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 | Formal protocol for sharing professional learning with other staff members that is in place and used consistently. | Year 1: Create PD database. Investigate methods used to share PD at other schools. Years 1-2: Pilot PD sharing-out protocol and revise as needed. | Create a database and update it each year with numbers of staff members who attend any professional development event. Investigate methods used at other schools to propagate their most effective professional | Administration, teachers, Professional Development Coordinator? |

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| classroom, etc.) with others on campus. | teachers and PLC groups are innovating effective practices and procedures that currently don't have a way to be shared with the larger staff. | | Years 3-6: Continue to share professional learning through revised protocol. | learning. Administration proposes a formal sharing-out protocol with staff input for refinement and implementation. | |
| <p>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.</p> <p>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."</p> | | | | | |

| Exploration & Research | Initial Implementation | Full Implementation | Full Implementation and Sustainability |
|---|--|---|---|
| <ul style="list-style-type: none"> We are still in conversations with Foothill College about the possibility of creating an Early College program. Several FHS staff have been working with staff from FUHSD and Foothill College to explore examples and brainstorm ideas for a district program. | <ul style="list-style-type: none"> Partnership with Foothill College to offer Kinesiology course. This course was designed to be an extension of a CTE pathway to all high school students to continue with an area interest and to increase student's college readiness. To support the work of the PLC process, we have transformed our traditional Department Lead meetings to become, what we are calling the Guiding Coalition for Learning (GCL). This group is comprised of PLC leads, department leads and all members of the admin team. The focus of this group is to provide resources and support to leads to help them effectively guide the work of their teams. | <ul style="list-style-type: none"> Partnership with Mission College to offer Statway course. This course was designed to be an intervention to accelerate learning for high school students who are not yet ready for college level math. The intended goals of this class are to increase students' sense of efficacy in math, to increase students' college readiness and to build a relationship with Mission College. The school continues to send staff to Solution Tree conferences to build the number of staff who have received in-depth training on the value of the PLC processes. The FHS Staff Leadership Team works collaboratively to structure the large | <ul style="list-style-type: none"> The majority of Wednesday morning collaboration times are set aside for course-alike PLC work. This year, 22 of 35 (63%) are set for PLC time. With this year's core of staff participating, we are just under 50 who have participated in the district's Skillful Teacher course. All new teachers continue to attend the district's Academic Language Production workshop, ensuring consistency that all staff receive the same training. |

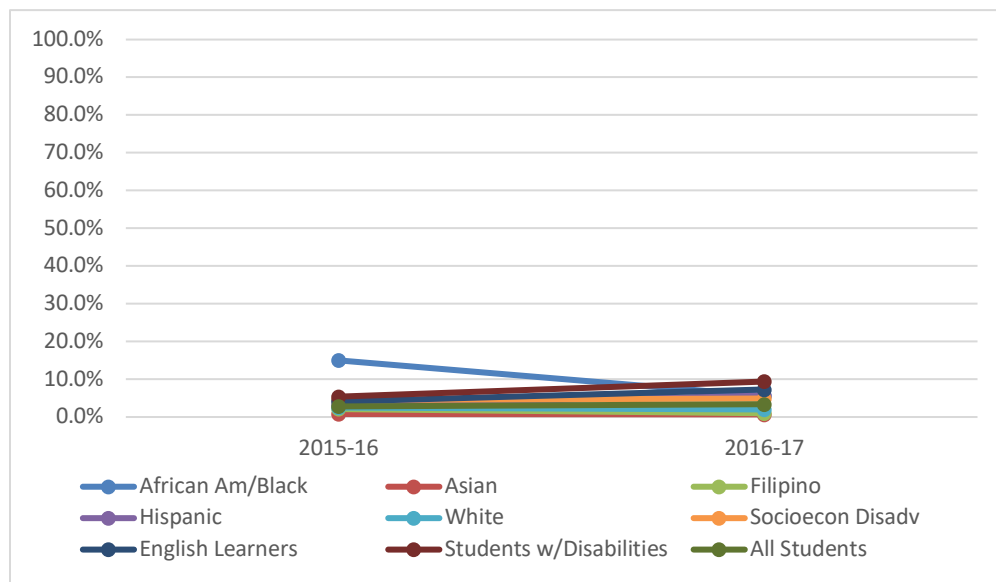
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| | | group Wednesday morning meeting times over the course of the year. | |
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FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school.

| | |
|--------------------------------------|--|
| Fremont High School WASC Goal | <ul style="list-style-type: none"> Support more connections between students, school, and community. |
| Fremont High School Target | <ul style="list-style-type: none"> Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about and not overly stressed) <i>Baseline 2016:</i> <ul style="list-style-type: none"> Teachers cared about my academic success (FHS 72%/District Average 61%) Teachers cared about my emotional well-being (FHS 48%/District Average 38%) I felt comfortable asking my teachers questions (FHS 50%/District Average 46%) Continue to decrease the expulsion and suspension rates and monitor that no student subgroups are over-represented among expelled students |

DATA PRESENTATION

Students Receiving One or More Suspensions: Two Years by Student Group



| Student Group | FHS | | | | | | FUHSD | | | | | |
|---------------------|-----------|-------|----------------|-----------|------|----------------|-----------|------|----------------|-----------|------|----------------|
| | 2015-2016 | | | 2016-2017 | | | 2015-2016 | | | 2016-2017 | | |
| | # stu | % | # total cohort | # stu | % | # total cohort | # stu | % | # total cohort | # stu | % | # total cohort |
| Afr Am/Black | 6 | 15.0% | 40 | 2 | 5.6% | 36 | 9 | 7.2% | 125 | 7 | 6.9% | 101 |
| Asian | 3 | 0.8% | 378 | 3 | 0.7% | 425 | 18 | 0.3% | 6074 | 44 | 0.7% | 6339 |
| Filipino | 4 | 2.1% | 195 | 2 | 1.0% | 193 | 4 | 1.3% | 321 | 6 | 2.0% | 308 |
| Hispanic | 29 | 3.2% | 911 | 53 | 5.7% | 934 | 57 | 3.4% | 1674 | 98 | 5.7% | 1708 |
| White | 10 | 2.5% | 400 | 8 | 2.0% | 397 | 44 | 2.1% | 2097 | 40 | 2.0% | 1986 |
| Socioecon Disadv | 41 | 4.5% | 904 | 42 | 4.9% | 857 | 66 | 3.8% | 1739 | 76 | 4.8% | 1597 |
| English Learners | 14 | 4.1% | 346 | 26 | 7.3% | 357 | 30 | 3.4% | 885 | 44 | 4.8% | 920 |
| Stus w/Disabilities | 17 | 5.4% | 317 | 29 | 9.4% | 308 | 57 | 5.6% | 1022 | 79 | 7.8% | 1020 |
| All Students | 57 | 2.8% | 2043 | 72 | 3.4% | 2118 | 141 | 1.3% | 10896 | 207 | 1.9% | 11062 |

Based on school year cumulative enrollments.

Expulsions

| Student Group | FHS | | | | | | FUHSD | | | | | |
|---------------|-----------|------|----------------|-----------|------|----------------|-----------|-------|----------------|-----------|------|----------------|
| | 2015-2016 | | | 2016-2017 | | | 2015-2016 | | | 2016-2017 | | |
| | # stu | % | # total cohort | # stu | % | # total cohort | # stu | % | # total cohort | # stu | % | # total cohort |
| All Students | 7 | 0.3% | 2043 | 6 | 0.3% | 2118 | 16 | 0.15% | 10931 | 19 | 0.2% | 11102 |

Based on school year cumulative enrollments.

Chronic Absenteeism

The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar. While attendance data was collected by the state in prior years in various ways, in 2017 the state clarified its definition of chronic absenteeism and expectations for schools and districts to report it as part of California's new accountability system. As such, this first year of data from the 2016-2017 school year represents the baseline for schools in terms of how schools monitor and report the attendance data. In this first year, the chronic absenteeism data for FUHSD schools is presented by grade level.

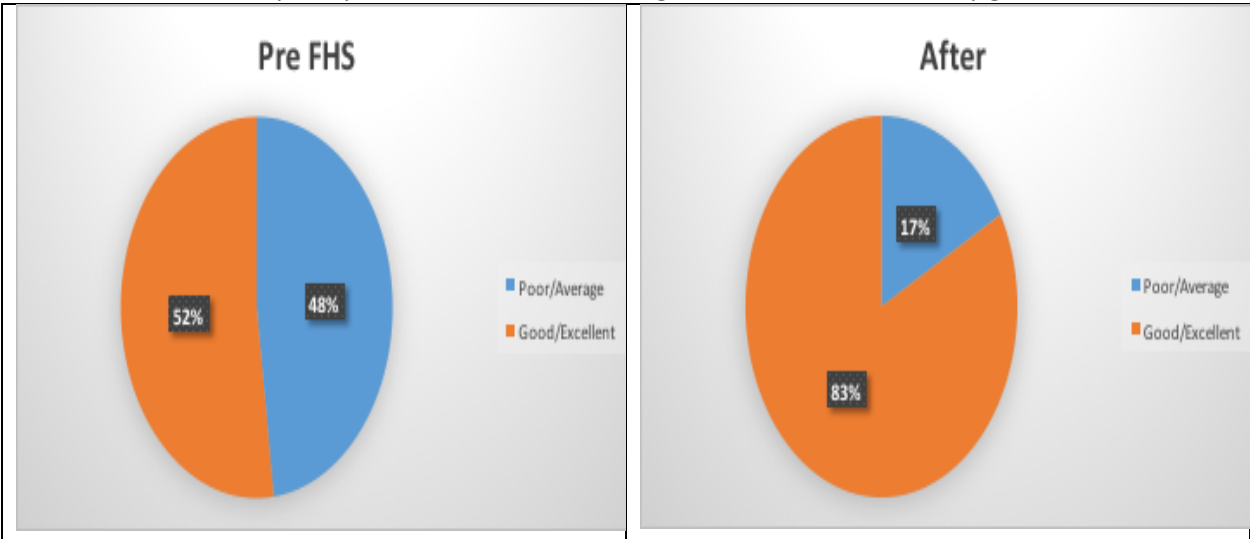
| 9th | | 10th | | 11th | | 12th | | Total | |
|-----|-------|------|--------|------|--------|------|--------|-------|--------|
| (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| 45 | 8.18% | 53 | 10.27% | 59 | 11.24% | 99 | 19.80% | 256 | 12.39% |

School Site Commentary:

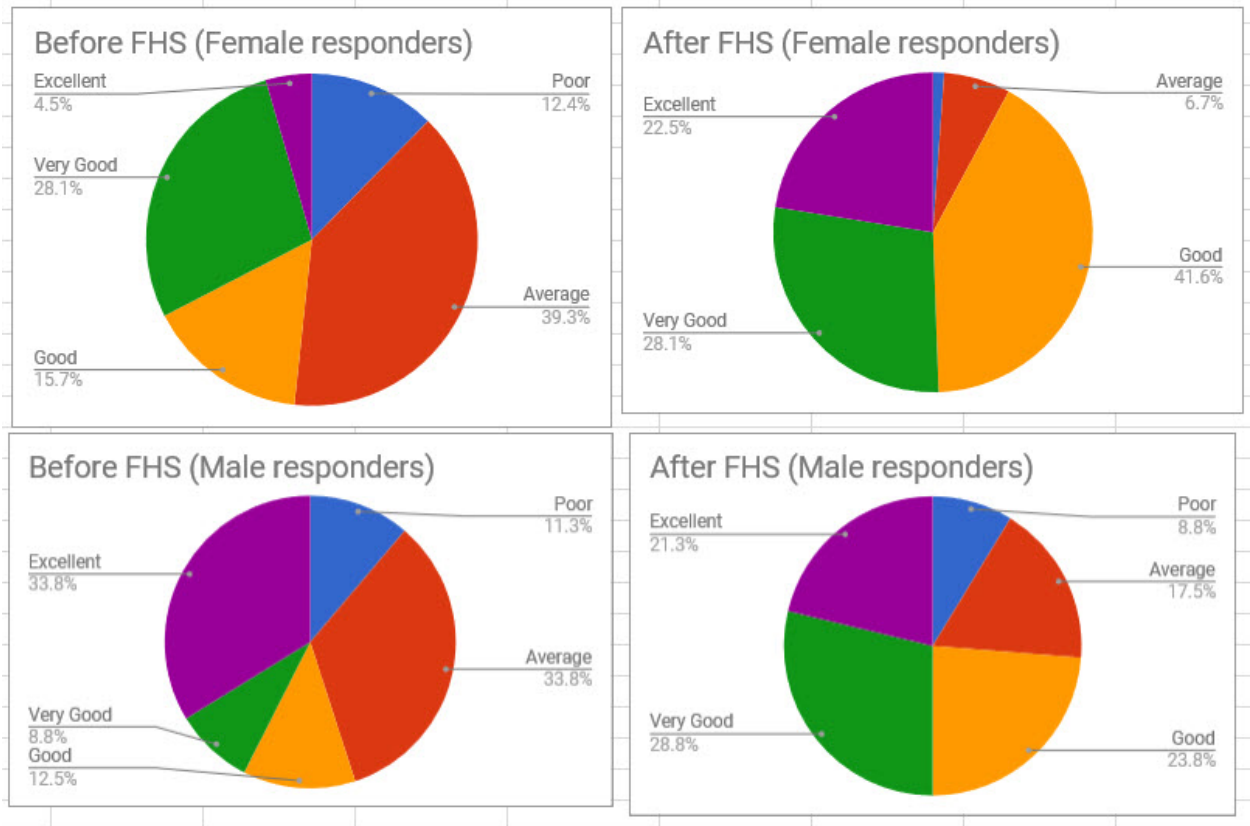
The numbers and percentages of students missing school, continue to remain about the same. The use of progressive discipline options continue to be implemented and has kept the numbers of suspensions and expulsions are lower than they had been previously, but they haven't changed much from the previous year.

Senior Perception Survey – Class of 2017

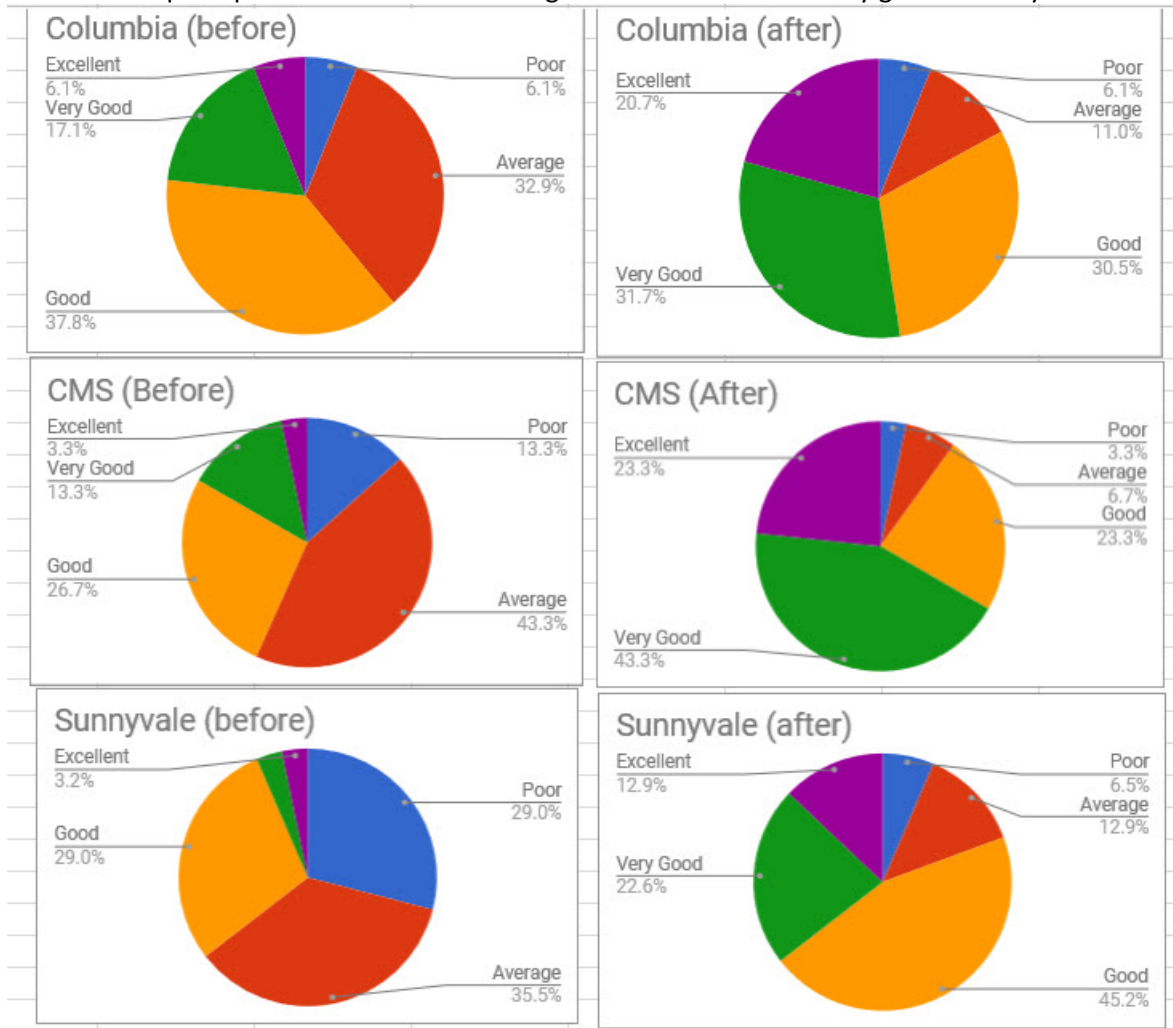
Students' perception of FHS before coming to Fremont vs. when they graduate



Students' perception of FHS before coming to Fremont vs. when they graduate – by gender



Students' perception of FHS before coming to Fremont vs. when they graduate – by middle school



School Site Commentary:

Students in the Class of 2017 were surveyed about their perceptions of Fremont High School to see if there was a change between the time that they were 8th graders (and their knowledge was based on what they had heard) and when they were getting ready to graduate (after attending). The responses showed that perceptions of the school had changed through their participation. Overall the percentage of students who thought of FHS as “good” or “excellent” rose by 31% from 52% to 83%.

STATUS UPDATE OF WASC ACTION PLAN

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

| Specific Site Task | Rationale | Measurable Goal | Timeline | Strategies | Responsible Participants |
|--|---|--|---|---|--|
| Task #1 Solidify and expand CTE opportunities, including CTE pathways. | 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. | Review of current CTE courses and pathways available as offerings for students. Increase offerings in order to meet student demand for CTE classes. | Years 1-6: Strategies 1 & 2 Year 2-6: Incorporate strategy 3 | <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. | Administration, College/Career Counselor, teachers, Transitions Specialist, District Coordinator of Pathways to Post Secondary Success |

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 be 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.

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| Task #2 Investigate additional opportunities for students (apprenticeships, internships, concurrent enrollment, etc.) | 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. | Expanded opportunities for students. | Year 1: Establish database and baseline information. Year 2-6: Increase internship opportunities with local businesses. | 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. | Administration, College/Career Counselor, Workability, Work Experience |
|---|--|--------------------------------------|--|--|--|

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 |
| Lynbrook | 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.

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| Task #3 Communicate more effectively the school goals, achievements and student progress to the students, parents, and other shareholders of the community. | 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. | Parents will indicate improved access to information when responding to future parent surveys | 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 tools to share the information and regularly update. | 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. | Administration, Guidance Staff, Webmaster, College & Career Advisory, Program Leads (AVID Coordinator, EL Coordinator, Department Chairs) |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.).</p> <p>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.</p> | | | | | |

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% of 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:

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

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.

| Exploration & Research | Initial Implementation | Full Implementation | Full Implementation and Sustainability |
|---|--|--|---|
| <ul style="list-style-type: none"> • Initial planning for the Equity Task Force began last year. The intent of this group is to focus on promoting equitable school culture (including through parent involvement, structural changes, and more), which we believe will begin to address our racial and socioeconomic opportunity disparities here at Fremont. Four staff members attended an equity conference at the end of semester 1 and they will be working to expand staff involvement this year. • We had an initial implementation of Challenge Day last year and we are exploring the possibility of expanding this to more staff and students. | <ul style="list-style-type: none"> • This is the third year of Horizontes staff supporting our Latino students. This past two years we have focused on 9th and 10th graders. Several staff, particularly those of Hispanic ancestry have been a part of this work. The intent of this group is to strategically build supports for FHS Latino students that will make them feel more connected to school. • ASB has been working to improve the inclusiveness of the campus culture (e.g. Welcome Wagon on 1st day, chalking the campus w/ welcoming messages) | <ul style="list-style-type: none"> • Starting in January 2017, the Dean's Office began sending out a monthly newsletter. Each month, they work to inform students, families, and teachers about important topics to think about. The goal of the newsletter is to make the information relevant, concise, and impactful. Topics in the first newsletter included such things as "Bullying, Spreading Rumors, and Being a Bystander," "The Fremont Way," "Academic Integrity," and "Self-Care." The deans work with other student support staff to create future newsletters with helpful information. | <ul style="list-style-type: none"> • Using multiple interventions to support students with addiction and making positive choices (e.g. Saturday school, lunch detention, drug & alcohol course, Project Insight, Perspectives course) • SDPS works with our PE department to give a digital safety presentation to all 9th grade students. |

FUHSD LCAP GOAL #4 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.

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|--------------------------------------|---|
| Fremont High School WASC Goal | <ul style="list-style-type: none"> • N/A |
| Fremont High School Target | <ul style="list-style-type: none"> • Increase the number of Spanish speaking families who are connected and feel comfortable coming to the school • Increase the number of families who register with and use online tools (e.g. Infinite Campus, Naviance, School Loop, etc.) • Increase the % of parents, students, and staff who engage in providing the district with feedback. • Maintain a presence in local and social media as well as on FUHSD and school site websites. |

DATA PRESENTATION

2017 Parent Engagement Survey

Support from School:

Please indicate your level of agreement with the following statements regarding communication with your child's teacher(s) and other school staff.

% Strongly Agree + % Agree

| Question | Fremont | District Average |
|---|----------------|-------------------------|
| My child's school provides the information and support I need to support my child's academic progress. | 74% | 65% |
| My child's school provides the information and support I need to support my child's social and emotional needs. | 61% | 51% |
| I have adequate information to help my child choose classes. | 66% | 63% |
| I have adequate information to help my child prepare for post-secondary options after high school. | 68% | 57% |
| School staff members are welcoming and responsive to my questions and concerns. | 73% | 65% |

Please rate your level of agreement with the following statements.

% Strongly Agree + % Agree

| Question | Fremont | District Average |
|--|----------------|-------------------------|
| I feel valued as a partner in my child's education. | 66% | 60% |
| My child's school encourages family participation. | 70% | 60% |
| Staff members at my child's school value each child's culture. | 72% | 62% |
| I feel welcome at my child's school. | 77% | 68% |

| | | |
|--|-----|-----|
| I feel connected to the teachers, administrators, and school staff at my child's school. | 48% | 38% |
| I feel connected to the other parents or guardians at my child's school. | 36% | 37% |

Barriers to Engagement:

*Are any of the following challenges for you in becoming involved with your child's current school?
% Very Large Problem + % Large Problem*

| Question | Fremont | District Average |
|--|----------------|-------------------------|
| I feel unsure about how to communicate with the school | 6% | 11% |
| The school is not welcoming to families | 3% | 6% |
| The school does not communicate well with people from my culture | 3% | 8% |
| I do not feel a sense of belonging with my child's school community | 6% | 8% |
| I worry that adults at the school will treat my child differently if you raise a concern | 5% | 14% |

Please rate your level of agreement with the following statements.

% Strongly Agree + % Agree

| Question | Fremont | District Average |
|--|----------------|-------------------------|
| I am comfortable discussing my child's progress with school staff. | 80% | 70% |
| I am comfortable sharing concerns with school staff. | 68% | 62% |
| I am comfortable providing suggestions to school staff. | 60% | 53% |

Curriculum:

Please indicate your level of agreement with the following statements regarding communication with your child's teacher(s) and other school staff.

% Strongly Agree + % Agree

| Question | Fremont | District Average |
|---|----------------|-------------------------|
| Curriculum and instruction are consistent across teachers and courses in my school | 41% | 38% |
| Grading is consistent across teachers and courses in my school | 34% | 34% |
| Students' homework assignments are appropriate | 70% | 60% |
| The amount of homework assigned to students is reasonable | 59% | 56% |
| My child has adequate access to the courses (s)he needs to take to graduate | 90% | 85% |
| My child has adequate access to the courses (s)he wants to take to pursue personal passions and interests | 61% | 57% |
| My child has adequate access to Honors and Advanced Placement courses | 73% | 69% |
| My child has adequate access to courses that will prepare him/her for job/career skills | 68% | 60% |

Please rate your level of agreement with the following statements regarding safety and support at your child's school.

% Strongly Agree + % Agree

| Question | Fremont | District Average |
|---|----------------|-------------------------|
| My child feels physically safe at school. | 89% | 90% |
| My child is treated with respect by staff at school. | 85% | 81% |
| My child is treated with respect by other students at school. | 80% | 76% |
| My child's social and emotional needs are met at school. | 65% | 60% |
| My child is safe from bullying and harassment at school. | 65% | 68% |
| My child has experienced bullying and harassment online or on social media. | 17% | 13% |
| My child is safe from negative influences at school (e.g., drugs/alcohol, gangs). | 55% | 60% |
| My child has support to deal with school- related stress. | 67% | 58% |
| My child's school provides the academic support (s)he needs in order to do well in his/her classes. | 73% | 68% |

School Site Commentary:

When it was administered in the Fall of 2017, Fremont had 293 parents respond to the district parent engagement survey. This represents roughly 14% of the number of students who attend the school. From this number of 293, different questions on the survey received different numbers of responses, but none received the full 293 that took the survey. Another concern with the survey is that the demographics of the respondents don't match those of the school. While the school is 42% Hispanic, the survey rate was only 11% for Hispanic parents. Conversely, the response rate for our Asian parents was 32% (compared to 23% of the school population) and for White parents it was 42% (compared to 21% of the school population). Based on these responses, we know that the feedback isn't representative of the whole school population.

From the responses that we did receive, the feedback tended to be more positive than that of the district average. For 30 of the 36 items shown above, Fremont had a higher percentage of positive responses compared to the district average. Two questions where this was the case last year, continued to be the case with this survey (though the percentage of parents responding positively dropped for both the school and the district average):

- My child has adequate access to the courses (s)he wants to take to pursue personal passions and interests. 2016: (FHS 71%/District Average 63%) 2017: (FHS 61%/District Average 57%)
- School staff members are welcoming and responsive to my questions and concerns. 2016: (FHS 78%/District Average 66%) 2017: (FHS 73%/District Average 65%)

The majority of the areas where we fell below the district average came in the section dealing with safety and support at school. Parents of FHS students were less likely to feel that their child: feels safe at school (89% compared with the district average of 90%); is safe from bullying & harassment at school (65% compared with the district average of 68%); is safe from negative influences at school (55% compared with the district average of 60%). They also indicated a higher percentage feel that their child has experienced bullying and harassment online or on social media (17% compared with the district average of 13%).

To help address these concerns from parents, FHS continues to try to outreach to the families. Beyond the yearly guidance events, we also continue to participate in parent coffees (*Future Firebird Fiestas*) for the parents of incoming 9th graders. At these events, parents are encouraged to ask any questions about the school that might be weighing on their minds. Another round of these events is being planned this year, including our first attempt at hosting one in the North Sunnyvale community in mid-February.

| Exploration & Research | Initial Implementation | Full Implementation | Full Implementation and Sustainability |
|---|--|---|---|
| <ul style="list-style-type: none"> As we get more staff involved, the Equity Task Force wants to be able to reach out to families to include them in the work being developed. | <ul style="list-style-type: none"> The GOALS teachers plan to continue to host parent engagement workshops and meetings to get parents involved in their student's learning. Agenda from previous meetings includes: GOALS overview, Program Purpose, Program Placement, Placement Data, and a 60-Day Action Challenge that allowed parents to share their struggles, triumphs, and learn from other families on how to support their student's learning. | <ul style="list-style-type: none"> ELAC & DELAC meetings are in place to help families of English learners better understand the school and district to help their own students. FHS continues to make efforts to get more parents signed up for School Loop and Infinite Campus. School Loop and IC access information was sent to all incoming 9th grade parents in during the first week of school in August. Access directions were distributed to all students who do not have a parent/guardian in School Loop or IC. Academic Foundations teachers, AVID teachers, staff in the EL department and guidance counselors will be distributing this information to students as well. Los Padres offers sign up support to all Spanish-speaking parents at each meeting. | <ul style="list-style-type: none"> Los Padres meetings continue to support the needs of our Spanish speaking families School Site Council has continued to work on ways that parents, students and staff can work together to help get the word out about all of the good things that FHS has been doing. ASB's use of Instagram (firebirdfelipe), YouTube (Fremont High School ASB) and Twitter (@firebirdfelipe) to share information. The Principal's Advisory Board is continues this year. This group brings together a cross-section of students to share and talk about items that are of interest to them. In previous years, topics covered such things as OCP, Flex Time, dance policies, ASB's connection to the whole school, etc. Representatives from the different programs and/or groups also attend the lunchtime meetings to hear the ideas and concerns that the students on the advisory board raise. |