



**FREMONT HIGH SCHOOL**

**2019-2020 SCHOOL PLAN**

**Mid-Year Update**

# Fremont High School

575 W Fremont Ave., Sunnyvale, CA 94087 • fhs.fuhd.org • 408.522.2400 • CEEB: 053460



Established in 1923, Fremont High School offers a comprehensive program to students from Sunnyvale and Cupertino in the heart of Silicon Valley. Former 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." FHS has a modified block schedule with each class meeting three times per week: twice for a longer block and once for a shorter 45-minute block. There is a Flex period three times per week where students can predesignate their location to access teachers for support or enrichment activities.

## 2019-2020 School Profile

Bryan Emmert, Principal  
Assistant Principals  
Jeff Rosado (A-Go)  
Sydney Fernandez (Gr-O)  
Susan Rocha (P-Z)  
Deans of Students  
Chris Moore (A-Ln)  
George Bechara (Lo-Z)  
Guidance Counselors  
Sandy Woosley/Sherry Fazzio (A-D)  
Vanessa Goulart (E-LI)  
Ana Franco (Lm-Ra)  
Dan Amezcua (Rb-Z)  
College/Career Advisor  
Lupita Yanez  
Registrar  
Laine Sazon

### Class of 2020 by the Numbers

**488**  
students

**8** National Merit  
Semi-finalists

**16** National Merit  
Commended

### GPA Distribution for Class of 2020

Individual class rank is not reported. To evaluate student performance, use the grade distribution chart below showing the number of students in each unweighted, cumulative 9-12 GPA category.

4.0	22 (4.5%)
3.5 -- 3.99	133 (27.3%)
3.0 -- 3.49	115 (23.6%)
2.5 -- 2.99	83 (17.0%)
2.0 -- 2.49	76 (15.6%)
< 2.0	59 (12.1%)

Data as of 09/13/19

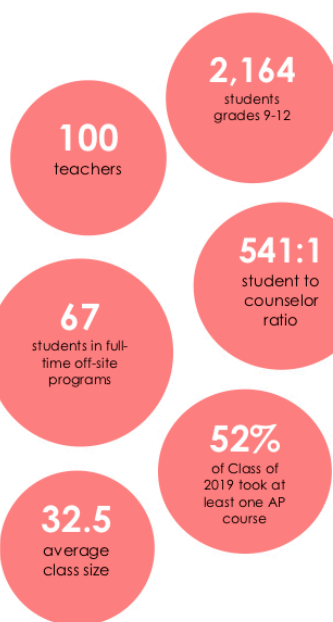
### GPA and Related Procedures

- Credits are posted at the end of each semester.
- Each semester class is 5 credits; most FUHSD classes are yearlong (10 credits) and meet for 150 instructional hours.
- GPA is calculated at the end of each semester (A=4; B=3; C=2; D=1; F=0). Honors and AP classes are not given additional point values.
- Cumulative GPA is all coursework from grade 9 to current. University GPA is college-prep academic courses only.
- Coursework earning P (Pass), NM (No Mark), I (Incomplete), W (Withdraw) is not calculated into the GPA.
- Coursework from non-accredited or out-of-country schools are transferred as Pass/Fail.

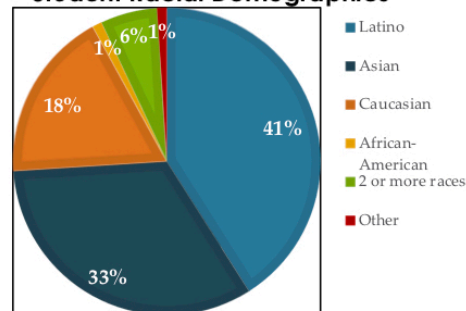
Unique features of FHS include the following:

- An AVID program that serves eight percent of our student body;
- Career Technical Education (CTE) programs including engineering, 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 Link Crew
- Students complete thousands of hours of service to the community each year even though volunteer work is not required for graduation;
- A partnership with Stanford University Professional Development School and membership with the Stanford Teacher Education Program Partnership Council.

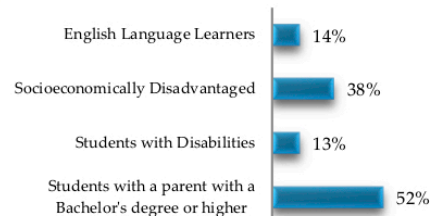
### FHS by the Numbers



### Student Racial Demographics



### Additional Student Demographics



### Graduation Requirements

Subject	Credits
English (4 years)	40
Social Science (3 years)	30
Mathematics (2 years; min. Algebra 1 and Geometry)	20
Science (2 years; life and physical)	20
Physical Education (2 years)	20
Electives (includes courses beyond subject area requirements)	70
1 year in each of 2 of the following 3 areas:	
World Language	
Visual/Performing Arts	20
Applied Academics (includes Career Technical Education, Programming, Work Experience)	
<b>Total Credits</b>	<b>220</b>

### School and District Policies

Students typically take 6 courses each year. Students enrolled in AVID, ASB Leadership, Academic Foundations, Learning Skills, or programs including Dual Enrollment, music, and some Career Technical Education pathways may take 7 courses. Due to budgetary constraints, students are generally limited to one course per subject area per year. AP and Honors courses are open access. Students taking AP courses are encouraged to take the corresponding exams. Some students choose to take courses through concurrent enrollment at one of the five local community colleges. This coursework is typically not included on the FUHSD transcript.

### AP/Honors at FHS

#### English

- American Lit Honors
- AP English Language & Composition
- AP English Literature

#### Mathematics

- Pre-Calculus Honors
- AP Calculus AB; AP Calculus BC
- AP Statistics

#### Science

- Chemistry Honors
- Physics Honors
- AP Biology; AP Chemistry; AP Physics C
- AP Environmental Science

#### Social Sciences

- AP Microeconomics
- AP US Government
- AP US History

#### Visual & Performing Arts

- AP Studio Art 2D

#### World Languages

- Honors 4 and AP Chinese, French, Japanese, Spanish

Accredited by

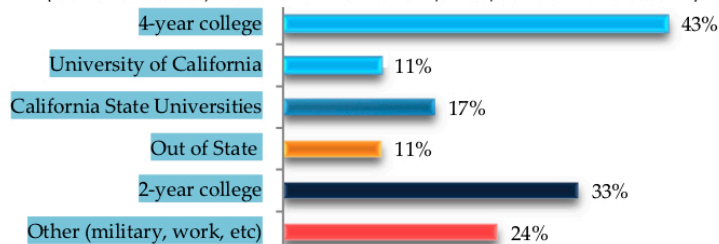
Western Association of Schools and Colleges

### Spring 2019 Assessment Snapshot

<u>SAT</u>	<u>ACT</u> (from 2018)	<u>CAASPP/Smarter Balanced</u>
253 students	172 students	38% (ELA)/30% (Math)EAP College-Ready
584(R) / 622(M)	28 (R) / 31(M) / 29 (S)	68% ELA/50% (Math)% Standard Met or Exceeded
1196 mean composite	28 mean composite	
<b>Advanced Placement</b>		
411 students took 897 exams		
80.5% scores of 3 or higher		
28.4% scores of 5		

### Class of 2019 Postsecondary Destinations

(based on survey data and final transcript requests of 454 students)



### Recent FHS Graduates (Classes 2015 – 2017) have matriculated at the following postsecondary institutions:

Arizona State University	CSU-Bakersfield
American University	CSU-Channel Islands
Azusa Pacific	CSU-Chico
Boise State University	CSU-East Bay
Boston University	CSU-Fullerton
Brown University	CSU-Humboldt
BYU	CSU-Long Beach
California Institute of Technology	CSU-Monterey Bay
Chapman University	CSU-Northridge
Columbia University	CSU-Sacramento
Cornell University	CSU-San Diego
Dartmouth College	CSU-San Francisco
George Mason University	CSU-San Marcos
Georgetown University	CSU-San Jose
Georgia Tech	CSU-Stanislaus
Howard University	CSU-Sonoma
Iowa State University	All of the schools of the UC system
Lewis and Clark College	University of Illinois at Urbana-Champaign
Marquette University	University of Michigan
Massachusetts Institute of Technology	University of Notre Dame
Michigan State University	University of Oregon
New York University	University of Washington
Oregon State University	University of San Diego
Penn State	University of Southern California
Pepperdine University	University of the Pacific
Princeton University	Cabrillo College
Purdue University	Chabot College
Rochester Institute of Tech	De Anza College
Rutgers University	Evergreen Valley College
Saint Mary's College	Foothill College
Santa Clara University	Menlo College
Stanford University	Mission College
Tuskegee University	San Jose City College
Wake Forest	Skyline College
Yale University	West Valley College

## School Site Participation in District Initiatives

Title	Description	Site Participation
Biology - NGSS Storylines	<p>This PD will focus on meeting the following outcomes:</p> <ul style="list-style-type: none"> <li>• Teachers will recognize how a cohesive NGSS storyline promotes increased student engagement and learning outcomes.</li> <li>• Teachers will know the structure of an NGSS storyline and learn how to build an NGSS storyline.</li> <li>• As PLC teams, teachers will start building an NGSS storyline that we can implement this year.</li> </ul>	5
Claim Evidence Reasoning (CER) in the Chemistry & Physics Classrooms (two catch-up sessions: one in the morning and one in the afternoon)	<p>Morning session outcomes:</p> <ul style="list-style-type: none"> <li>• Teachers will understand how the structure of Claim-Evidence-Reasoning helps students develop scientific explanations/arguments.</li> <li>• Teachers will experience a variety of scaffolding tools to help students develop their scientific explanation/argumentation skills.</li> </ul> <p>Afternoon session outcomes:</p> <ul style="list-style-type: none"> <li>• Teachers will experience using Claim-Evidence-Reasoning structures to facilitate a scientific argumentation session between students with various CER arguments based on the same data and prompt.</li> <li>• Teachers will have the opportunity to share ideas (prompts, structures, scaffolding/scaffold-removing strategies, etc.) with other colleagues that have experience using CER in their classes.</li> </ul>	6
Chemistry NGSS (10/21/2019, 12/2/2019, and 3/9/2020)	<p>Day 1 outcomes:</p> <ul style="list-style-type: none"> <li>• Engage the participants in NGSS science and engineering practices through engineering design process. Participants will design a Meal Ready to Eat (MRE) by applying design principles and will learn Thermochemistry through this process. MRE design take place in the morning and the afternoon will be planning time for the site teams.</li> </ul> <p>Day 2 outcomes:</p> <ul style="list-style-type: none"> <li>• A deeper dive into engineering design process followed by exploring Earth and Space Science Performance expectation HS ESS3-5 through the lens of fresh water scarcity as applied to water security issues.</li> </ul> <p>Day 3 outcomes: TBA</p>	7

Title	Description	Site Participation
Physics NGSS (9/30/2019, 11/18/2019, and 3/2/2020)	<p>Three primary outcomes:</p> <ul style="list-style-type: none"> <li>• We will deepen our understanding of the engineering design process and its role in NGSS.</li> <li>• We as a PLC team will identify places within our current curriculum where there are opportunities to “engineer-ize” work and begin to incorporate the engineering design process into our classrooms.</li> <li>• We will build our content knowledge and curricular resources around climate feedback loops.</li> </ul>	5
English Research (Two sessions: 10/7/2019 and 04/27/2020)	<p>By the end of the fall session, participants will have...</p> <ul style="list-style-type: none"> <li>• Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research.</li> <li>• Deepened our knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices.</li> <li>• Worked in our PLCs/CATs to apply today’s learning to an upcoming research task.</li> </ul> <p>By the end of the spring session, participants will have...</p> <ul style="list-style-type: none"> <li>• Shared the research task their PLC revised based on their learning during the fall session</li> <li>• Shared student performance data from this task</li> <li>• Shared successes/challenges/next steps in regards to this task</li> <li>• Gathered feedback about this task from their peers</li> </ul>	Session 1: 0 Session 2: TBA
Listening & Speaking in English (Two sessions: 10/18/2019 and 2/10/2020)	<p><u>Event 1 Outcomes</u></p> <p>By the end of the full-day event, teachers in attendance will have:</p> <ul style="list-style-type: none"> <li>• Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research.</li> <li>• Deepened their knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices.</li> <li>• Worked in their PLCs to apply their learning.</li> </ul> <p><u>Event 2 Outcomes</u></p> <p>By the end of the half-day PD event, teams in attendance will have:</p> <ul style="list-style-type: none"> <li>• Presented the story of the modified research assignment the team developed to the other teams in attendance.</li> <li>• Provide an opportunity for teams to share any tools/scaffolds/supports they created that supported student learning during the research process as well as any examples of student work.</li> <li>• Had the opportunity to listen to the presentations given by other teams and learn from their experiences.</li> </ul>	Session 1: 5; Session 2: 6

Title	Description	Site Participation
Teaching for Equity in English (Four sessions – teachers committed to attending all sessions: 9/11/19, 11/19/19, 1/22/20, and 3/19/19)	Similar to Equity in Action!, the mission of this course is to empower a community of English teachers who wish to grow their skills in promoting equity and social justice in their classrooms, departments, and school sites. To borrow from the FUHSD Organizational Beliefs, while we have no illusions about the difficulty and complexity in this effort, we will use this opportunity to continually examine and improve our practices in our effort to ensure high levels of learning for all of our students. Each session has a different set of outcomes.	7
Language Development for all students in Specialized Academic Instruction (SAI) classes and an emphasis on ELs	The learning outcomes for the day are: <ul style="list-style-type: none"> <li>• Design opportunities to learn through all 4 language domains</li> <li>• Identify and scaffold for English language demands</li> </ul>	14
Sheltered Instruction: “Towards the Actualization of High-Principals in EL Instruction”	The learning outcomes for the day are: <ul style="list-style-type: none"> <li>• An increased understanding of what “sheltered” instruction entails</li> <li>• Familiarity with two high leverage principles that guide sheltered instruction for ELs</li> <li>• Experience with “shelter-izing” a lesson to better support the learning of ELs in your class</li> </ul> Teachers extended their learning by experiencing a demo “Sheltered EL lesson” in their content area that brings to life these two principles.	11
Math Discourse for Algebra 1, Geometry, Stats, and SpEd Math Teachers (Two sessions: 9/9/2019 and 1/27/2020)	In this session, teachers will deepen their understanding of how high level tasks and facilitation moves can work to interrupt status issues and promote academic safety. By the end of this session, teachers will be able to modify tasks to make them high level and pose purposeful questions to support students’ productive struggle, reasoning, sense-making, and problem solving.	10
Math Discourse for Algebra 2/Trig, Pre-Calculus, Pre-Calculus Honors, and Calculus Teachers (Two sessions: 9/23/2019 and 2/03/2020)	In this session, teachers will deepen their understanding of how high level tasks and facilitation moves can work to interrupt status issues and promote academic safety. By the end of this session, teachers will be able to modify tasks to make them high level and pose purposeful questions to support students’ productive struggle, reasoning, sense-making, and problem solving.	6

Title	Description	Site Participation
Statistics and Probability Vertical Alignment (12/9/2019) and Statistics and Probability Swap Session (3/23/2020)	<p>The intended outcomes for the vertical alignment meeting are:</p> <ul style="list-style-type: none"> <li>• An understanding of the essential and important statistics and probability learnings for each course</li> <li>• A plan to address the challenges teachers are facing when teaching statistics and probability</li> <li>• A plan to develop progressions for concepts or topics that “repeat”/build through each course</li> </ul>	7
Math Learning Modules (8/5/2019, 8/6/2019, and 8/7/2019)	<ul style="list-style-type: none"> <li>• Experiential Outcome: Teachers are excited, motivated, and prepared to try something new in a rigorous way in the upcoming school year</li> <li>• Outcome: Inquiry question(s) by end of Day 1 and 85% plan for the module by end of Day 3.</li> </ul>	4
Intro to Modeling with Functions (10/28/2019) and Modeling Swap Session (2/24/2020)	<p>The outcomes for this session are:</p> <p>Build an understanding of the multiple purposes of modeling:</p> <ul style="list-style-type: none"> <li>• Modeling as a practice for engagement and access</li> <li>• Modeling to motivate why specific content or skills need to be learned</li> </ul> <p>Build an understanding of different components of modeling:</p> <ul style="list-style-type: none"> <li>• What are you trying to model? What is the relationship you are seeking to explore?</li> <li>• Building, representing and evaluating a model</li> </ul> <p>Build a plan for trying one modeling “thing” in your classroom</p> <ul style="list-style-type: none"> <li>• Upgrade a problem to bring about a particular focus</li> <li>• Shift one component of a problem/task from your current curriculum to achieve a particular goal</li> </ul>	6
US History Analysis (Two sessions: 9/13/2019 and 1/17/2020)	<p>The objectives of the 9/13/19 session are:</p> <ul style="list-style-type: none"> <li>• Develop a common definition of “analysis” in teams</li> <li>• Explore typography of historical analysis</li> <li>• Review and revise prompts for analytical thinking</li> <li>• Supplement content knowledge on LGBT History</li> <li>• Access primary sources related to LGBT History</li> <li>• Work with site-based teams to apply learning</li> </ul> <p>The objectives of the 1/17/20 session are:</p> <ul style="list-style-type: none"> <li>• Review definition of “analysis” and four types of historical analysis</li> <li>• Develop understanding of process designing an analytical task</li> <li>• Expand strategies for supporting analytical tasks in the classroom</li> <li>• Supplement content knowledge of Mexican immigration to the US in the 20th century</li> <li>• Work with site-based teams to apply learning</li> </ul>	7

Title	Description	Site Participation
World History Synthesis (Two sessions: 9/20/2019 and 1/31/2020)	<p>The objectives the 9/20/19 PD are:</p> <ul style="list-style-type: none"> <li>• Develop a student-friendly definition of synthesis</li> <li>• Develop a student-friendly explanation of in what ways synthesis is different from analysis</li> <li>• Explore options for increasing complexity and rigor of synthesis tasks.</li> <li>• Expand strategies for scaffolding synthesis tasks</li> <li>• Supplement content knowledge</li> <li>• Work in teams to implement learning</li> </ul> <p>The objectives the 1/31/20 PD are:</p> <ul style="list-style-type: none"> <li>• Review in what ways synthesis is different from analysis</li> <li>• Expand strategies for teaching analysis and synthesis in the social studies classroom</li> <li>• Practice offering effective feedback for skill improvement</li> <li>• Review student work to identify next instructional steps</li> <li>• Supplement content knowledge</li> <li>• Work in teams to implement learning</li> </ul>	6
Senior Social Studies Personal Finance	<p>The objectives this PD are:</p> <ul style="list-style-type: none"> <li>• Articulate the importance of teaching personal finance in the social studies classroom.</li> <li>• Incorporate opportunities for simulation and student collaboration in personal finance lessons.</li> <li>• Design lessons focused on budgeting, investing, financial pitfalls and/or paying for college.</li> <li>• Work in teams to implement learning.</li> </ul>	4
Courageous Leaders 2.0 – (Includes five sessions. Descriptions of first two sessions are listed.)	<p>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.</p>	8
Equity in Action!	<p>Provides educators with resources, support, and a community of thought partners so they can build equity in their classrooms and schools. Participants will discuss equity challenges, engage in action research, and, with ongoing support, take steps to address inequities in their own context.</p>	4

Title	Description	Site Participation
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.	7

For the 2019-20 school year Fremont High School was identified for Additional Targeted Support and Improvement (ATSI) based on performance in the lowest 5% as detailed on the CA School Dashboard for students with disabilities in the following areas:

- English Language Arts and Mathematics were orange in 2018.
- College/Career Indicator was red in 2018.
- The suspension rate has been red in both 2017 and 2018.

Identified needs were established for Goals 1, 2, and 3. Information is shared throughout this update. FHS is no longer in ATSI for the 20-21 school year.

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

<b>Fremont High School WASC Goal</b>	<ul style="list-style-type: none"> <li>• Close the achievement gap between our lowest achievers and our more successful students.</li> </ul>
<b>Fremont High School Target</b>	<ul style="list-style-type: none"> <li>• Decrease the percentage of students earning one or more grades below a "C" on their semester report cards.</li> <li>• Increase English Learner reclassification rate to 9%.</li> <li>• Increase % of special education students meeting or exceeding standards on CAASPP to 15% on ELA and 10% on math.</li> </ul>

## **DATA PRESENTATION**

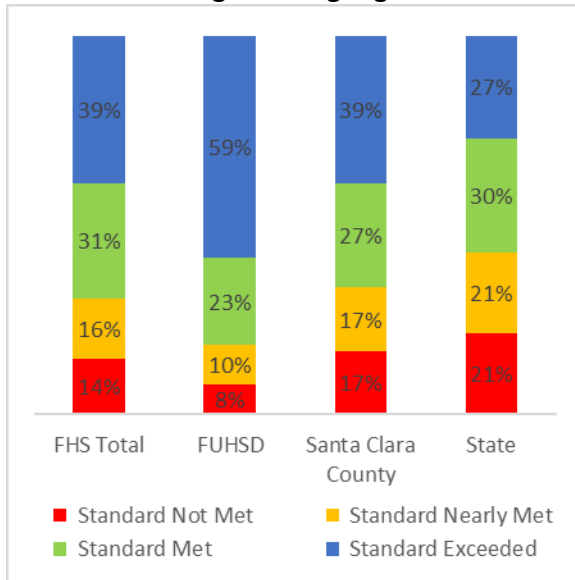
### **High School Achievement and Outcomes**

#### **CAASPP Smarter Balanced Assessment Results**

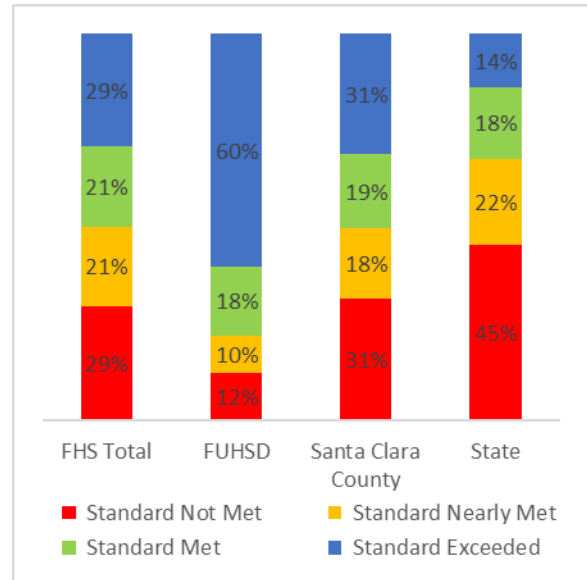
The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school, during the 11<sup>th</sup> grade year and are also used as an indicator of college readiness (see College Readiness section, Early Assessment Program).

### CAASPP 2019 Results by Achievement Level: School, District, County, State

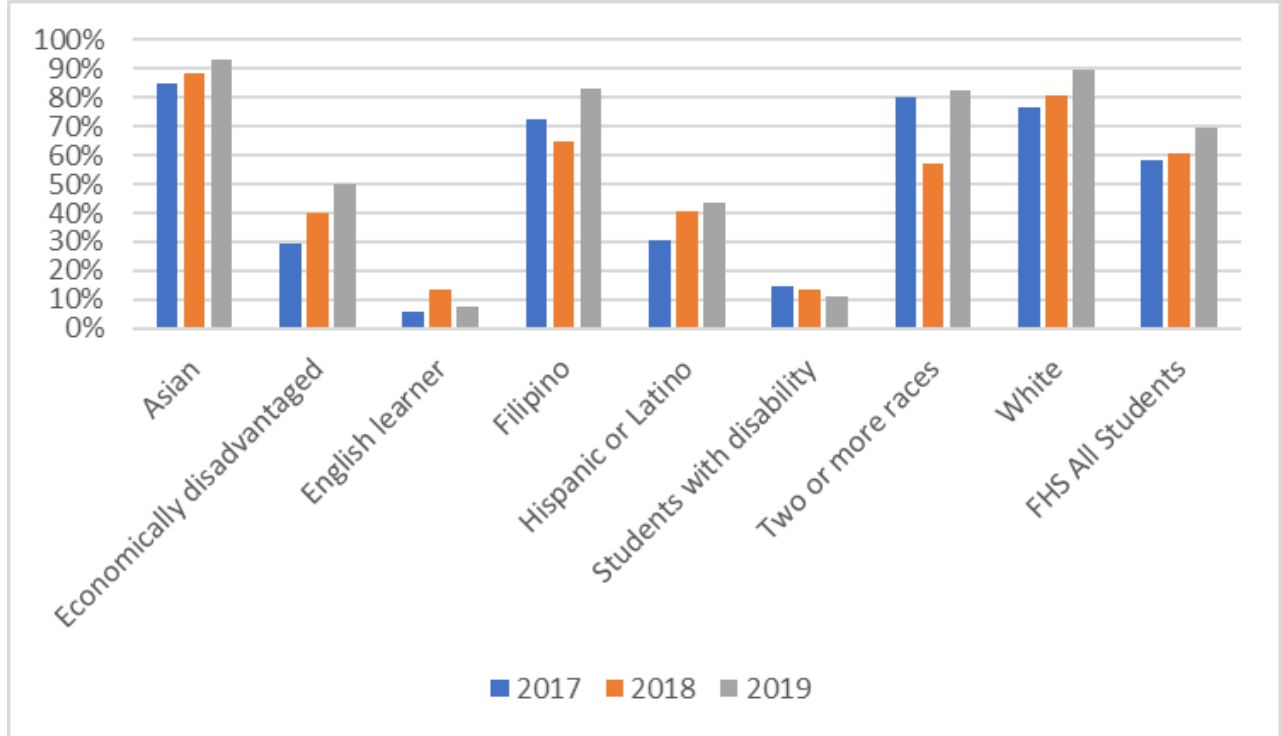
English-Language Arts



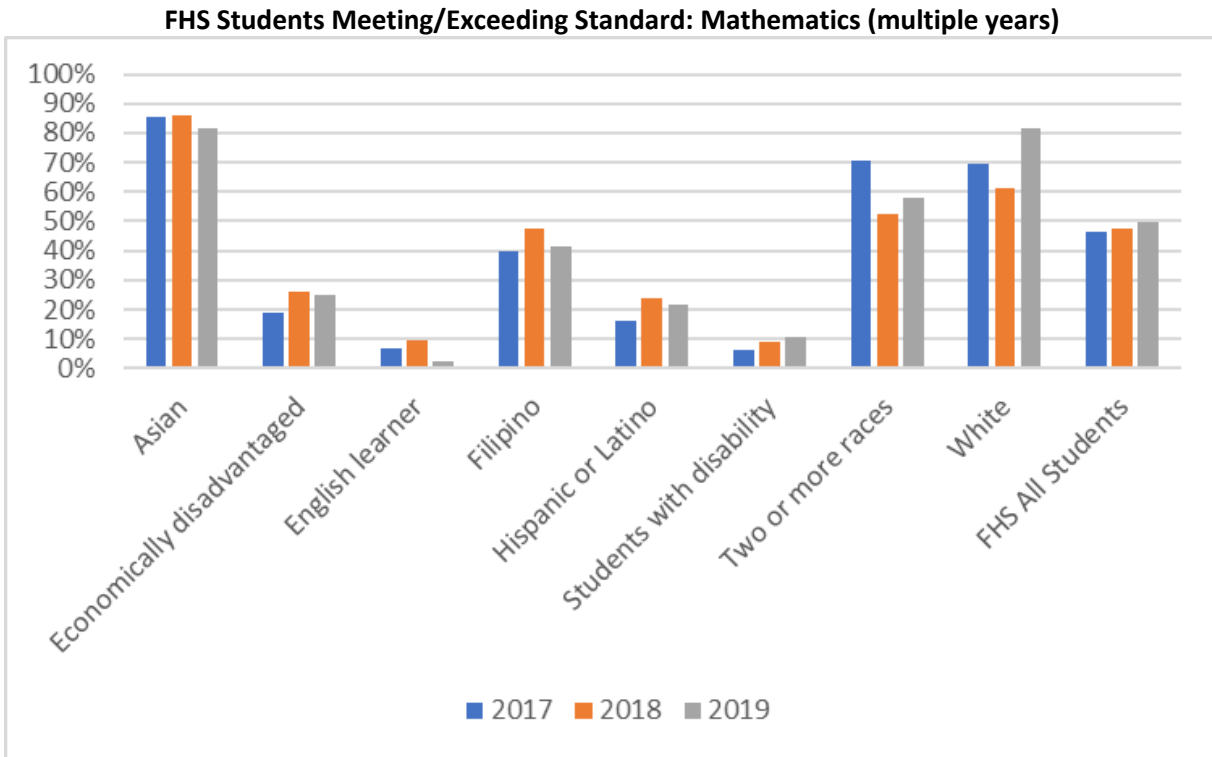
Mathematics



Achievement Level	Fremont		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Not Met	14%	29%	8%	12%	17%	31%	21%	45%
Standard Nearly Met	16%	21%	10%	10%	17%	18%	21%	22%
Standard Met	31%	21%	23%	18%	27%	19%	30%	18%
Standard Exceeded	39%	29%	59%	60%	39%	31%	27%	14%

**FHS Students Meeting/Exceeding Standard: English-Language Arts (multiple years)**

Student Group	ELA		
	2017	2018	2019
Asian	85%	89%	93%
Economically disadvantaged	30%	40%	50%
English learner	6%	14%	8%
Filipino	73%	65%	83%
Hispanic or Latino	31%	41%	43%
Students with disability	15%	13%	11%
Two or more races	80%	57%	83%
White	77%	81%	89%
FHS All Students	58%	61%	70%



Student Group	Math		
	2017	2018	2019
Asian	86%	86%	82%
Economically disadvantaged	19%	26%	25%
English learner	7%	10%	2%
Filipino	40%	47%	41%
Hispanic or Latino	16%	24%	22%
Students with disability	6%	9%	11%
Two or more races	71%	52%	58%
White	70%	61%	82%
FHS All Students	46%	48%	50%

**School Site Commentary:**

We saw some nice gains in our percentages of students meeting or exceeding standard on the ELA portion of the CAASPP. With the exception of our EL and SPED students, all student groups increased with the largest in our “two or more races” group. With the exception of our SPED students, all groups increased from 2 years ago. Overall, we saw an increase of 3.97% of our students meet standards and 5.37% exceed standards on the ELA portion from those the year before. Along with that, we also saw a decrease of 5.12% of those not meeting standards and 4.22% of those nearly meeting standard.

On the math test, the results for all students increased, impacted by a few groups, particularly “white” students, that saw increases. Looking at the whole group, we had increases of .2% for students nearly meeting standard and those exceeding standard, as well as a 2.6% increase for those meeting standard. We did also see a decrease of 2.16% of the students not meeting standard. Unfortunately, more than half of the student groups saw decreases in the percentage meeting or exceeding standard on the math portion. Our Filipino group, which showed a nice gain on the ELA portion, was the second largest decline after our EL students.

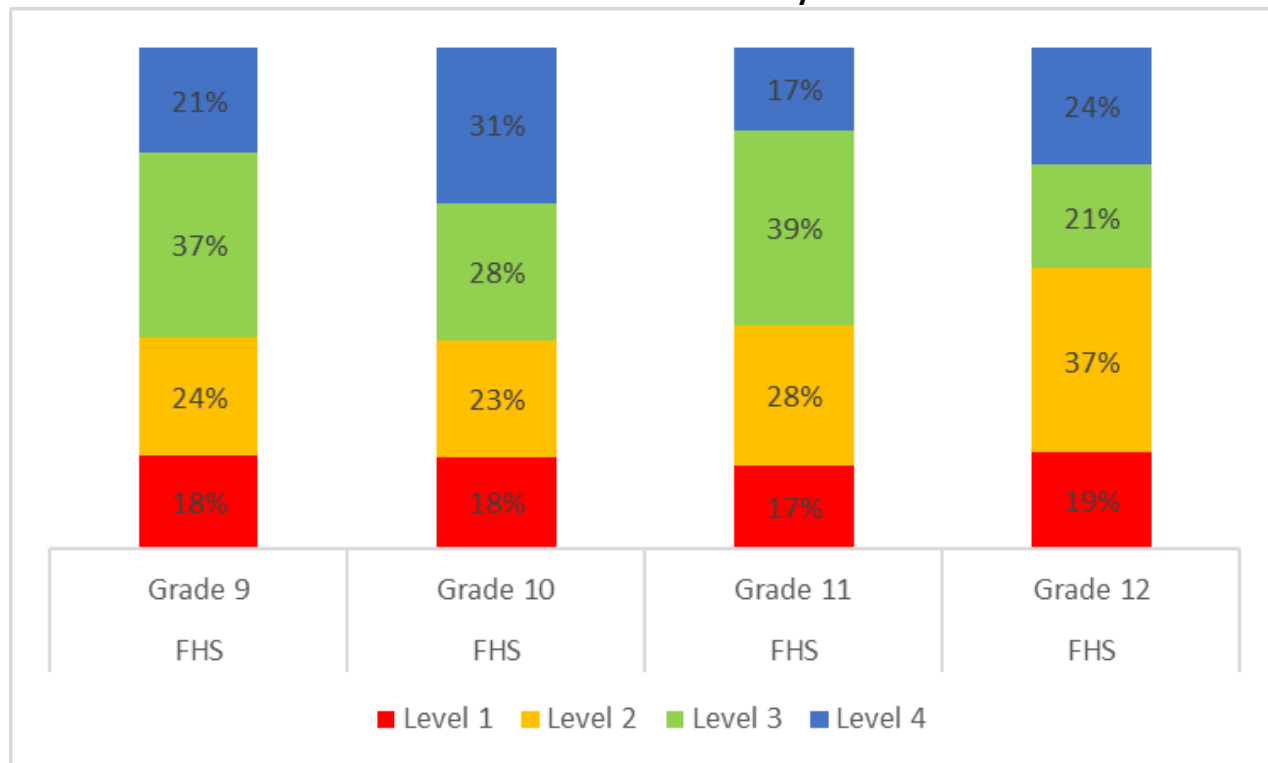
Through districtwide collaboration of special education teachers, essential skills in the areas of ELA and math for Specialized Academic Instruction are in process of agreement and implement to ensure that students receive content and structure in support of increased performance and transition to general education content classes.

Despite our best efforts to get students to take the CAASPP, we still struggle to meet the 95% target rate. This year, we are going to administer the tests in March (about a month earlier than usual) to see if moving it away from the Spring Break vacation and from AP testing will have an impact. We are continuing the model of testing over two days to limit opportunities for students to opt out of the testing.

### **English Learner Performance**

Students who are designated English Learners and have not yet been reclassified take the English Language Proficiency Assessments for California (ELPAC) Summative annually as one measure of their English language development. This new assessment became operational in Spring 2018 and replaces the California English Language Development Test (CELDT). The assessment is designed to measure student progress toward meeting California’s new ELD standards in the four domains: Reading, Writing, Listening, and Speaking. Overall results are reported in four achievement levels, and domain results are reported as three levels.

**ELPAC Summative Assessment  
Student Overall Achievement Levels by Grade Level**



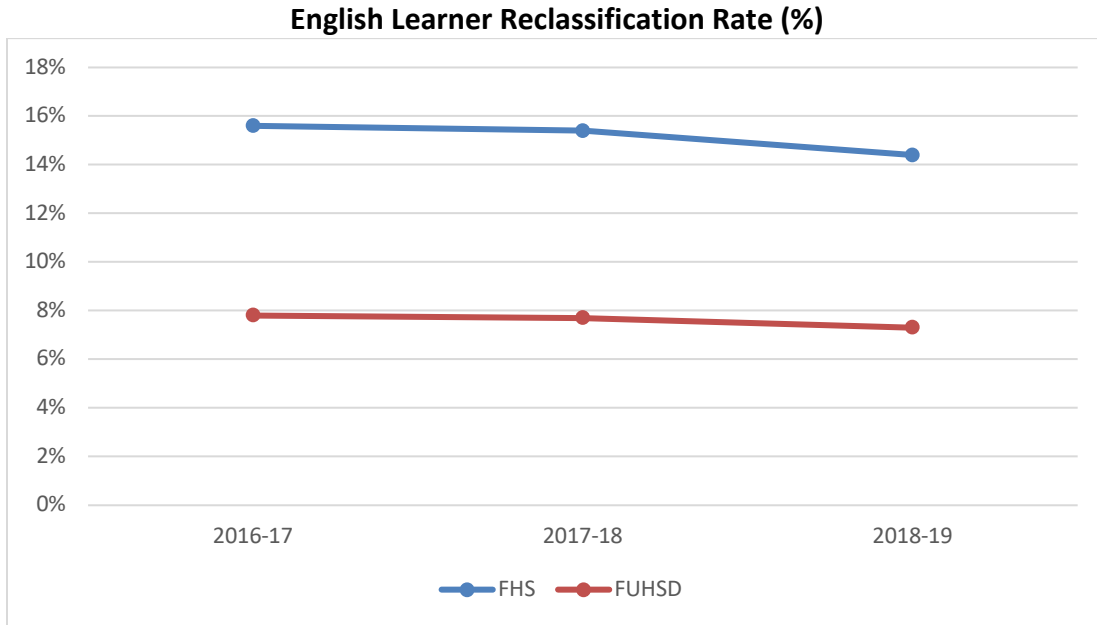
School	Grade	Total # Enrolled	Total # w/Scores	Level 1	Level 2	Level 3	Level 4
FHS	9	77	76	18%	24%	37%	21%
FHS	10	94	87	18%	23%	28%	31%
FHS	11	63	54	17%	28%	39%	17%
FHS	12	77	68	19%	37%	21%	24%
FUHSD	9	205	198	18%	17%	27%	38%
FUHSD	10	203	191	17%	19%	25%	40%
FUHSD	11	180	169	17%	21%	33%	28%
FUHSD	12	177	165	17%	27%	25%	31%

### 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-McGinitie and Renaissance STAR.

In the last few years, FUHSD has made several changes to reclassification processes that may have impacted the reclassification rate from one year to the next. 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

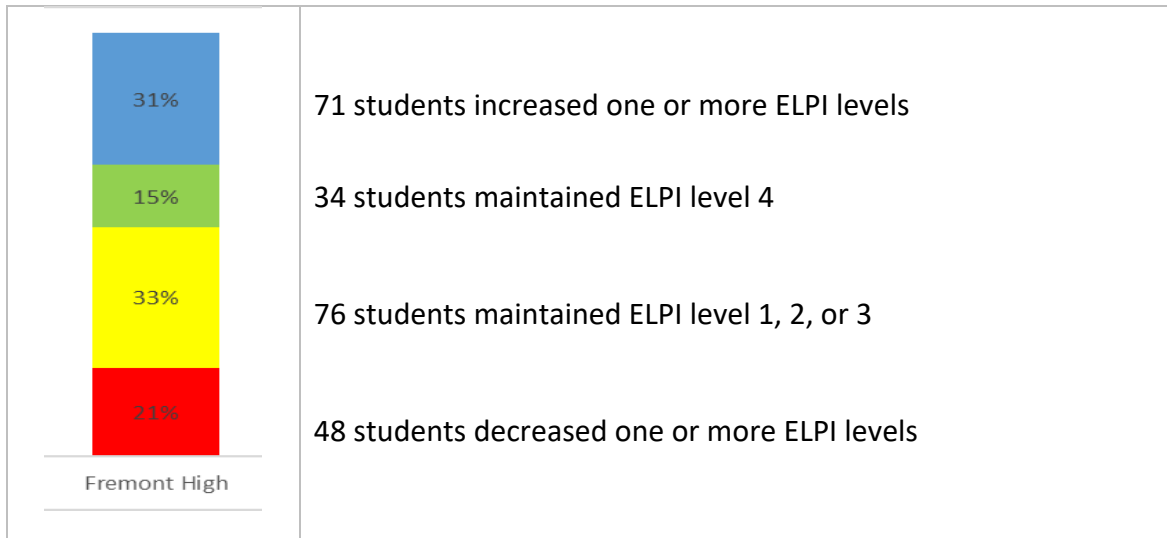
identified for district-approved tests. These assessment criteria are aligned with grade level performance standards and reflect higher expectations for rigor and student ability under the Common Core. Beginning with the 2015-16 school year, the reclassification window was shifted to the spring only which resulted in a drop in reclassification rates for that school year and a subsequent increase the following year. With the ELPAC replacing the CELDT beginning in Spring 2018, FUHSD modified again the reclassification criteria and process, using both preliminary ELPAC results and existing CELDT results. In this transition period with a new assessment and vague guidance from the state, FUHSD's process includes both the new ELPAC assessment as well as existing assessments and a local writing assessment as a way to calibrate reclassification with previous years.



FHS	Enrollment	Students Redesignated FEP	English Learners
2016-17	2022	13 ( 4.1%)	315 (15.6%)
2017-18	2123	10 ( 3.2%)	328 (15.4%)
2018-19	2081	32 ( 9.8%)	300 (14.4%)

### English Learner Progress (CA School Dashboard)

The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, “progress” is defined as a student who maintains a performance level 4 (highest possible) from the previous year or increases one or more performance levels.



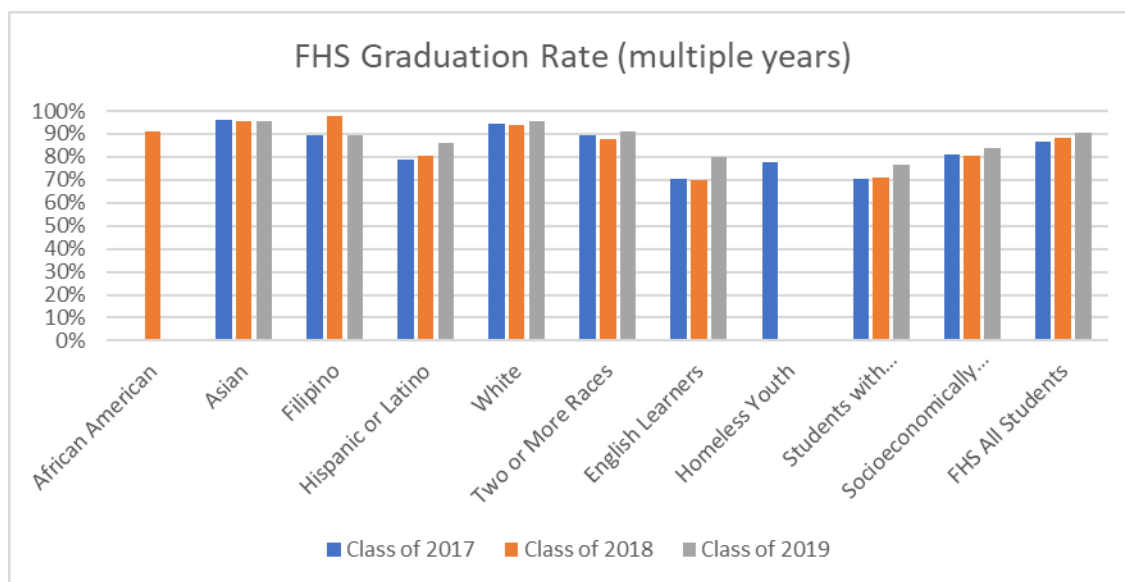
46% (105 of 229) of FHS English Learners made progress toward English Proficiency based on ELPAC results over two years.

#### **School Site Commentary:**

One of our schoolwide targets was to increase the EL reclassification rate to 9%. After missing it the past two years, FHS met that target last year. There are several factors which are most likely connected to the increase. The change in reclassification criteria along with the switch to the ELPAC have made the process different from previous years. FHS also continues to support our long-term English learners through the GOALS (Growing Our Academic Language Skills) structure. This team of teachers (English, Social Studies and Science) meet regularly as a PLC and work together to support the learning needs of the long-term EL students. Additionally, the teachers of the EL and sheltered courses work together at least one Friday collaboration period of the month to strengthen the program for our newcomer students.

#### **Cohort Graduation and Dropout Rates**

California adopted the adjusted four-year cohort methodology to calculate graduation and dropout rates, consistent with federal guidelines, beginning with the Class of 2017. This methodology involves tracking students longitudinally using the California Longitudinal Pupil Achievement Data System (CALPADS), and accounts for students who enter or leave the school district over the course of four years. Students who continue for a 5<sup>th</sup> year or in Adult Education, or who earn a high school proficiency exam, are not included in the “high school diploma graduates” calculation.



FHS Student Group	Class of 2017		Class of 2018		Class of 2019	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
African American		*	11	91%	*	*
Asian	82	96%	109	95%	111	95%
Filipino	48	90%	45	98%	37	89%
Hispanic or Latino	223	79%	221	81%	224	86%
White	93	95%	100	94%	86	95%
Two or More Races	28	89%	24	88%	23	91%
English Learners	104	70%	96	70%	90	80%
Homeless Youth	49	78%	*	*	*	*
Students w/Disabilities	82	71%	66	71%	85	76%
Socioecon Disad	289	81%	253	81%	244	84%
FHS All Students	491	87%	512	89%	492	90%

#### School Site Commentary:

There was a small increase of 1% of the Class of 2019 graduating compared to the previous year's class. Fortunately, this is an increase of 3% from the previous year so the upward trajectory is positive and something that we are working to see continue. The Class of 2019 saw 7 of the 9 subgroups increase from the previous year with only one, the Filipino students showing a decrease.

#### College Readiness

##### California School Dashboard: College and Career Readiness Indicator

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy, completion of a Career Technical

Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. The CCI will continue to evolve as the state develops and adopts new metrics for career readiness in the next few years.

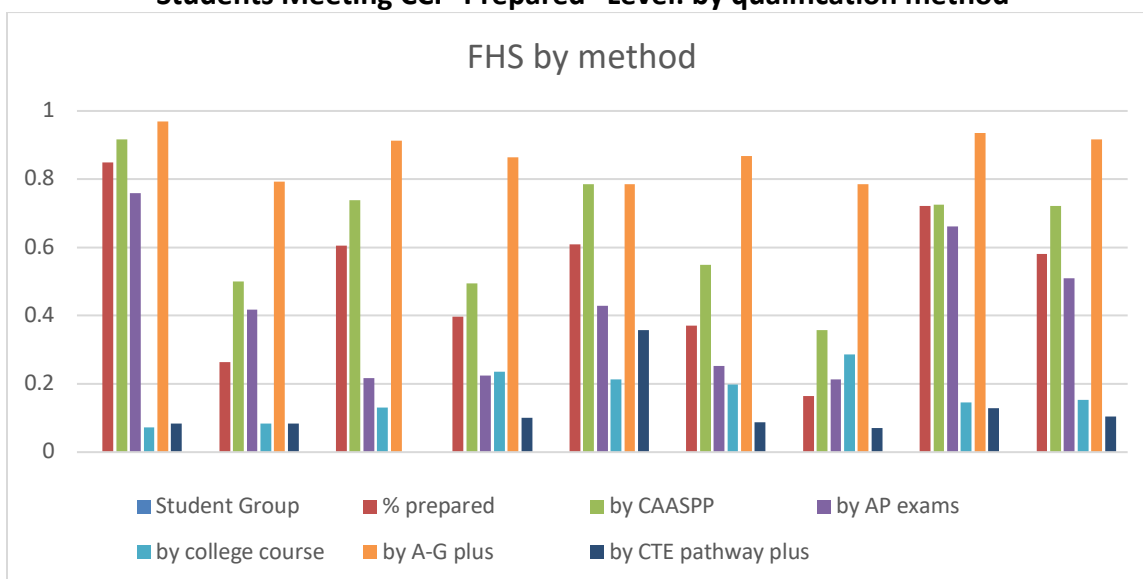
### Graduates meeting “Prepared” level for State College/Career Indicator

Student Group	# in student group	% prepared
African Am/Black	7	*
Nat/Am Indian	1	*
Asian	113	85%
English Learner	91	26%
Filipino	38	61%
Foster Youth	7	0%
Hispanic/Latinx	224	40%
Homeless	9	0%
MultiRace	23	61%
Pacific Islander	3	0%
Socioecon Disadv	246	37%
Students w/Disabilities	85	17%
White	86	72%
FHS All Students	495	58%

### Students meeting “Prepared” level: by qualification method

The state has identified several ways students can meet the College and Career Readiness Indicator, including earning scores of “meets standards” on CAASPP in both subject areas, earning passing scores of 3 or higher on two or more Advanced Placement exams, or completing dual enrollment college coursework. Students who complete the UC a-g minimum eligibility requirements, complete a CTE pathway, or earn a Seal of Biliteracy in addition to one of the previously mentioned criteria may also meet the “prepared” level. The data presented below is a duplicated count of students who met the “prepared” level of CCI by qualification method, disaggregated by student group.

### Students Meeting CCI “Prepared” Level: by qualification method

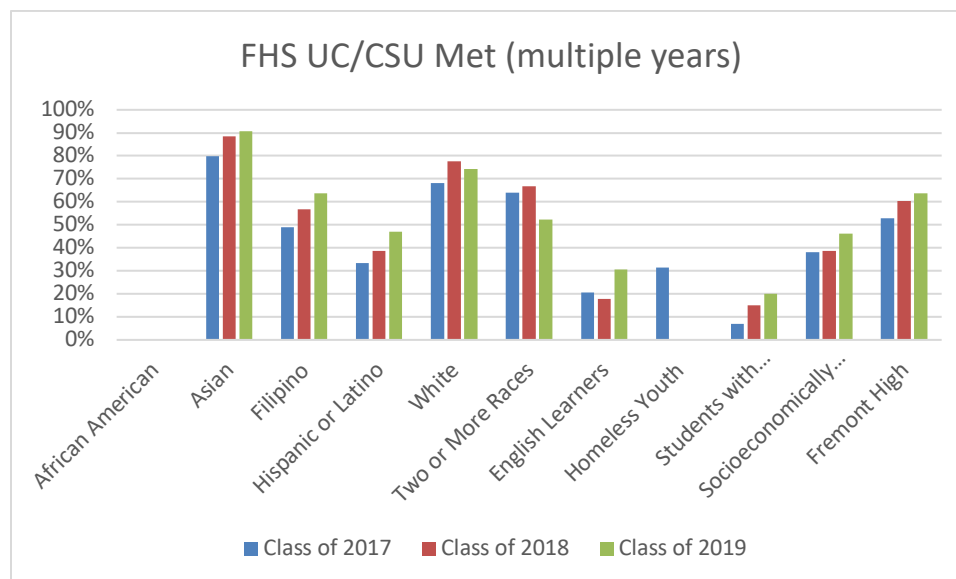


Student Group	Total in cohort	# prepared	Prepared by:					Seal of Bilitracy
			CAASPP	AP exams	college course	A-G plus	CTE pathway plus	
African Am/Black	7		*	*	*	*	*	*
Nat/Am Indian	1		*	*	*	*	*	*
Asian	113	96	92%	76%	7%	97%	8%	48%
English Learner	91	24	50%	42%	8%	79%	8%	29%
Filipino	38	23	74%	22%	13%	91%	0%	17%
Foster Youth	7		*	*	*	*	*	*
Hispanic/Latinx	224	89	49%	23%	24%	87%	10%	39%
Homeless	9		*	*	*	*	*	*
MultiRace	23	14	79%	43%	21%	79%	36%	29%
Pacific Islander	3		*	*	*	*	*	*
Socioecon Disadv	246	91	55%	25%	20%	87%	9%	40%
Students w/Disabilities	85	14	36%	21%	29%	79%	7%	7%
White	86	62	73%	66%	15%	94%	13%	16%
FHS All Students	495	287	72%	51%	15%	92%	11%	35%

### Graduates Meeting UC/CSU A-G Course Requirements

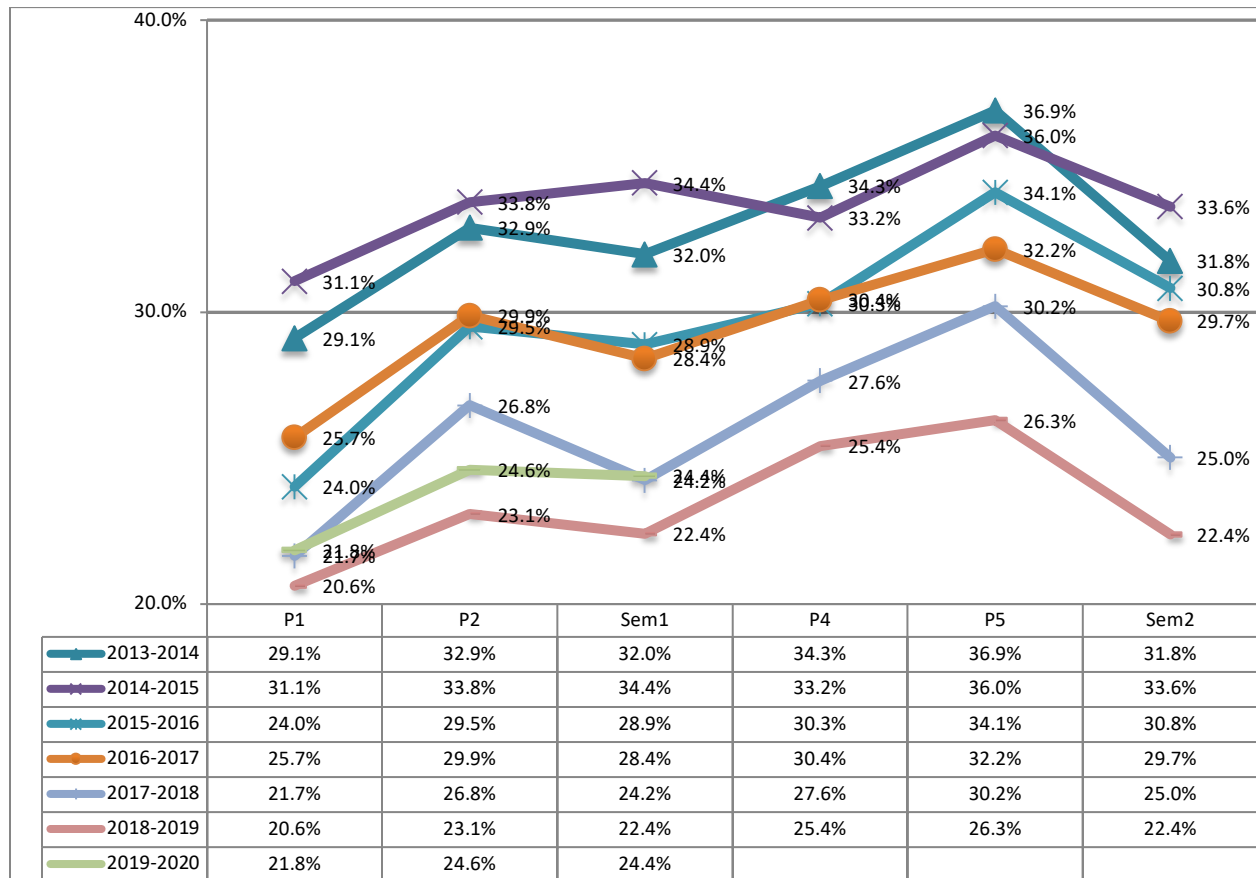
Students must complete at least 15 courses in 7 content areas (a-g) with a “C” or higher to meet minimum UC/CSU eligibility requirements.

### Graduates Completing UC/CSU A-G Course Requirements by Student Group (multiple years)

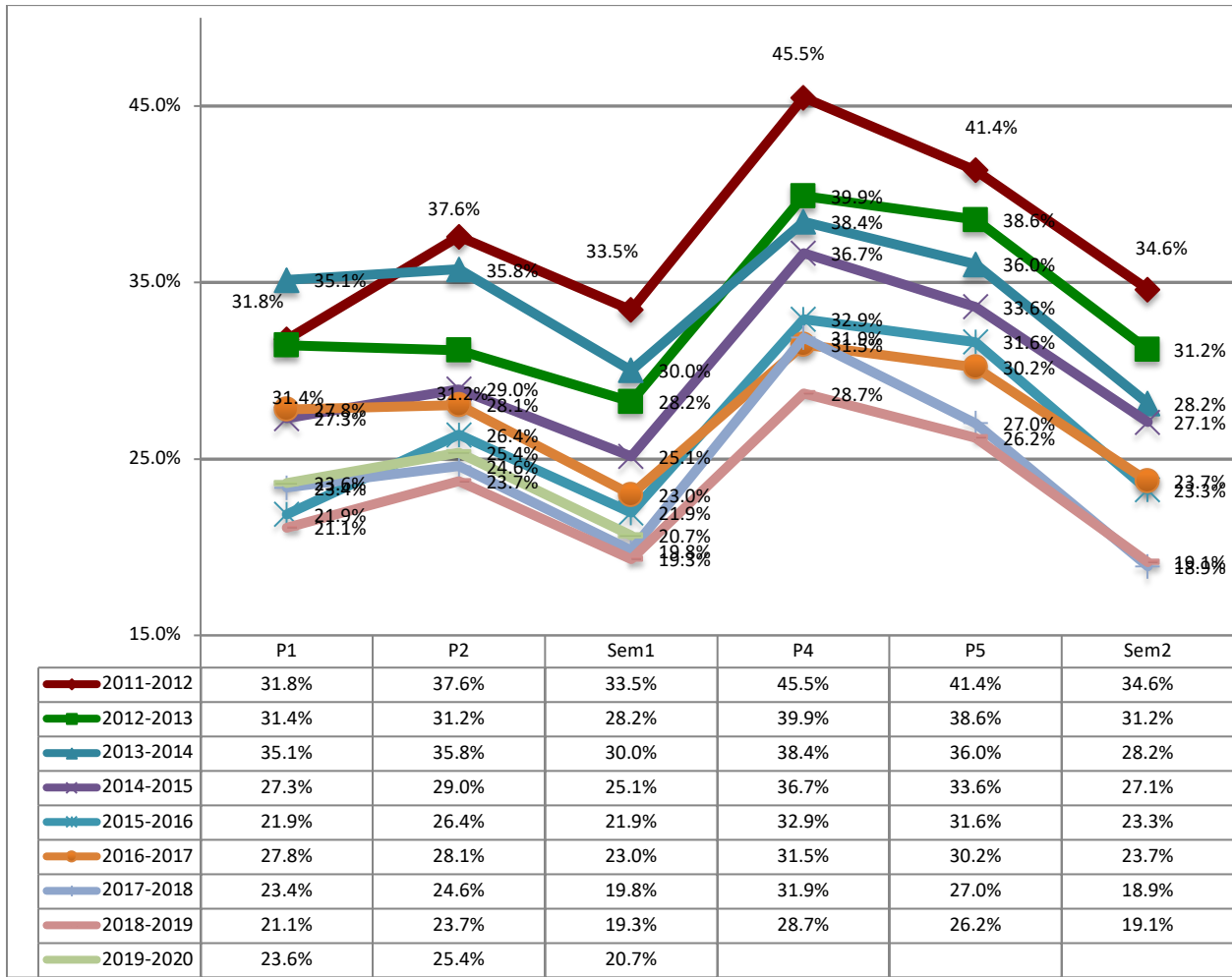


FHS	Class of 2017		Class of 2018		Class of 2019	
Student Group	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met
African American		*	11	0%	*	*
Asian	82	80%	109	88%	111	91%
Filipino	48	49%	45	57%	37	64%
Hispanic or Latino	223	34%	221	39%	224	47%
White	93	68%	100	78%	86	74%
Two or More Races	28	64%	24	67%	23	52%
English Learners	104	21%	96	18%	90	31%
Homeless Youth	49	32%	*	*	*	*
Students w/Disabilities	82	7%	66	15%	85	20%
Socioecon Disadv	289	38%	253	39%	244	46%
FHS All Students	491	53%	512	60%	492	64%

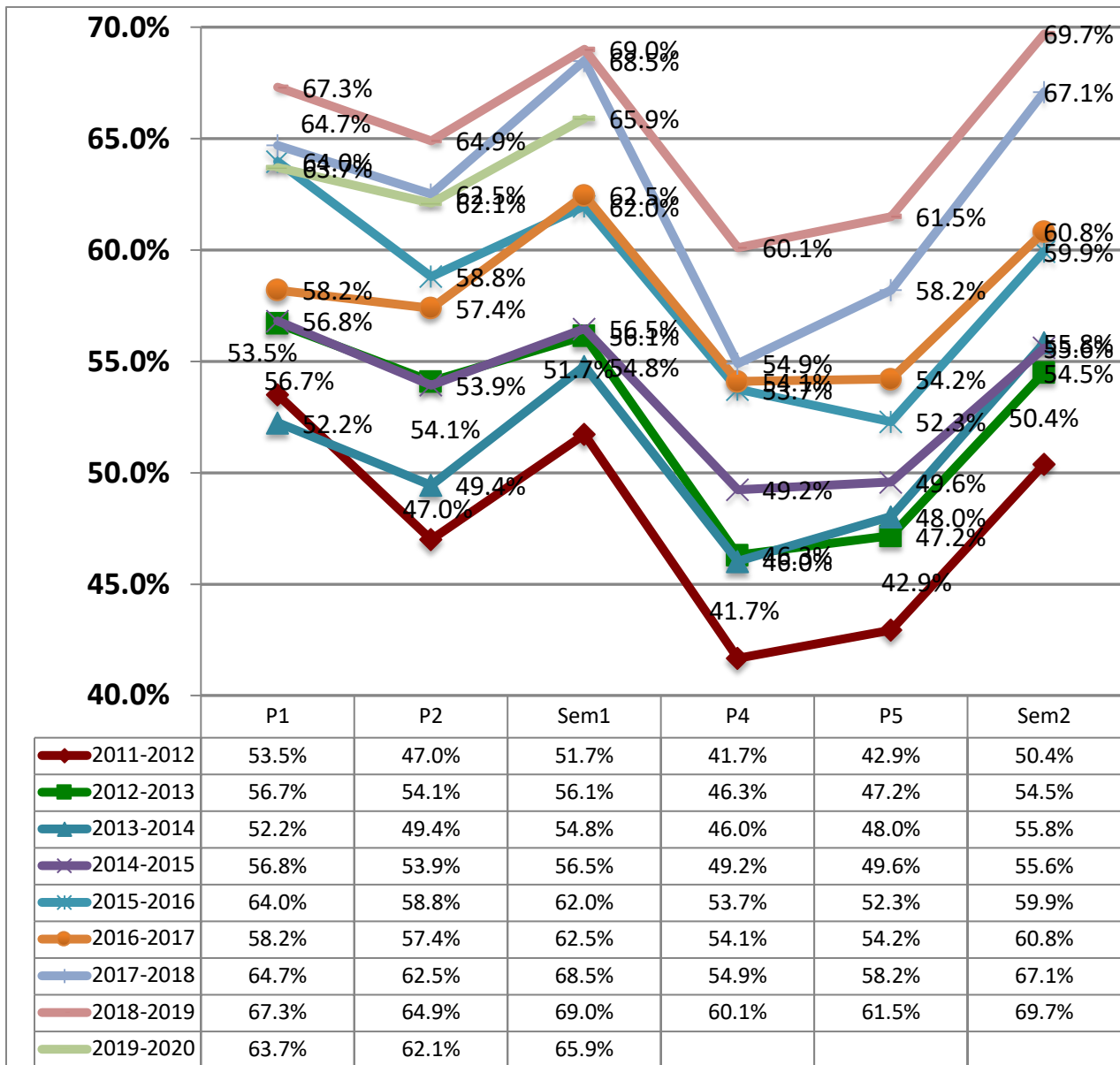
### Percentage of Students Receiving One or More D Grade



Percentage of Students Receiving One or More F Grade



Percentage of Students Receiving All Grades of C or Above

**School Site Commentary:**

The FHS Guidance team continues to push students to stick with their A-G classes when they consider dropping them. They work with the students to go see their teachers to ask for help during class, during Flex Time or whenever the teacher might be available. They also encourage students to consider attending Students for Success to get help from their peers. The main message is that they can stick with the classes even though they may be more challenging. They continue to remind students of the A-G college ramifications if they give up on one of those classes. With the exception of two groups (white and two or more races) we saw two year increases in the percentage of students meeting the A-G

requirement. Overall, FHS seniors in the Class of 2019 jumped 4% from those in the Class of 2018 and 11% from the Class of 2017.

For the CCI (College and Career Readiness Indicator) FHS saw increases in all groups except for Asian and multi-race. The A-G plus qualification method, meaning they completed the A-G course requirements plus meeting an additional criteria (Smarter Balance scores, College credit, scoring a 3 on an AP exam or completion of a CTE pathway) continues to be the method that shows the highest percentage of FHS students meeting. With the exception of meeting it by college coursework, we saw increases of the percentage of FHS students qualifying by all of the methods. The biggest was almost 6% more students meeting it through the CAASPP. Lead Resource Specialists and Guidance Counselors are coordinating 4 year planning in support of students participating in special education.

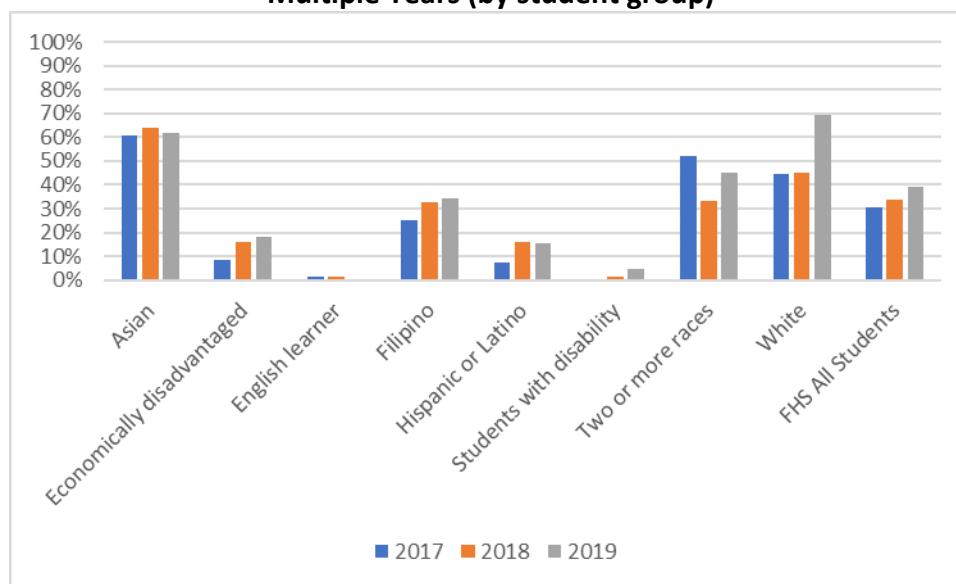
We continue to monitor the progress of students passing all of their classes. Since meeting A-G requirements means passing classes with a grade of C or higher, we have been working to have students raise all course grades to this level. This year, for the first time in several years, we saw a slight decrease in the success that we had been seeing over the past several years. At the end of the first semester, we found 2% more of our students receiving one or more D, 1.4% receiving one or more F and 4.1% less students earning all C's or above. At the end of last school year, we ended up with 69.7% of students earning all C's or above. This was a 2.6% increase from the same time the previous year and a 19.3% increase from when we started tracking at the end of the 2011-2012 school year.

### **Early Assessment Program (EAP) Results**

The Early Assessment Program (EAP) 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. EAP college readiness status is reported as part of the CAASPP Smarter Balanced assessments. Students who are designated "Ready for College" may be exempt from English and math placement tests at participating colleges and universities in California and many other state university systems.

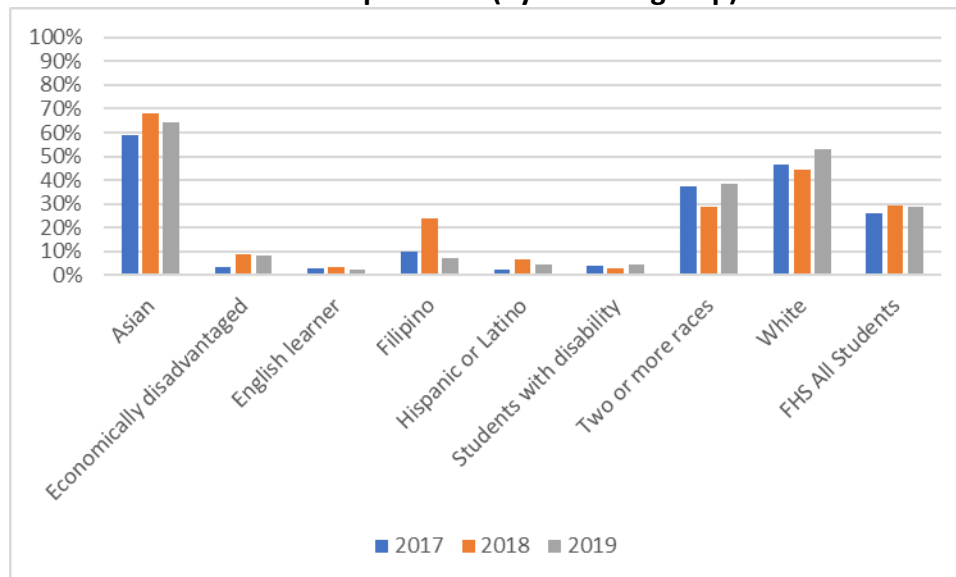
**Early Assessment Program 2019: Students Reaching “Ready for College” Status  
(using CAASPP/Smarter Balanced Assessment)**

**FHS Students Meeting “Ready for College” Status for English-Language Arts:  
Multiple Years (by student group)**



Student Group	ELA		
	2017	2018	2019
Asian	61%	64%	62%
Economically disadvantaged	8%	16%	18%
English learner	1%	2%	0%
Filipino	25%	32%	34%
Hispanic or Latino	7%	16%	16%
Students with disability	0%	1%	4%
Two or more races	52%	33%	45%
White	44%	45%	69%
FHS All Students	31%	34%	39%

**FHS Students Meeting “Ready for College” Status for Mathematics:  
Multiple Years (by student group)**



	Math		
Student Group	2017	2018	2019
Asian	59%	68%	64%
Economically disadvantaged	3%	9%	9%
English learner	3%	3%	2%
Filipino	10%	24%	7%
Hispanic or Latino	3%	7%	4%
Students with disability	4%	3%	4%
Two or more races	38%	29%	39%
White	47%	44%	53%
FHS All Students	26%	29%	29%

**School Site Commentary:**

Similarly to our overall CAASPP scores, FHS saw an increase in all but two groups showing an increase in being “Ready for College” on the ELA portion of the EAP. In math, we had 4 of the 9 groups show a decrease. As we work to get more students to take the CAASPP and take the tests seriously, we hope that these percentages will increase as well. We point it out as one of the benefits for students taking the test, but many prefer to meet eligibility through other means.

## 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
<b>Task #1</b> 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.	<b>Year 1:</b> Establish baseline data <b>Years 2-6:</b> 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
<p>9th Grade English Goals for this year's PLC work are:</p> <ul style="list-style-type: none"> <li>Continuing the work from last year, this year they will again focus on a second cycle of inquiry focused around speaking and listening. They had hoped to complete this cycle last year, but they are still working on it. As a team we have created a common rubric and will use this to assess the skills and collect data.</li> <li>Based on the data collected via Alloy software, they identify areas of skill improvement, reteach with focus, retest and reassess the effectiveness of our teaching practices.</li> </ul> <p>10th Grade World Studies PLC</p> <ul style="list-style-type: none"> <li>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.</li> <li>The team is using Google Sheets to track student skills used in both World History and World Literature.</li> <li>One of the team members who was piloting the use of Canvas as a tool to do similar things has switched over to Schoology to see how it will work for the team.</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>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.</li> <li>In biology classes students are trained and given practice in argumentation skills (CER – Claim, Evidence, Reasoning) throughout the course. These are assessed formally 4 times the 1st semester and will be done 4 times the second semester. Only the top three scores are counted towards the student's grade, each semester.</li> <li>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 6 formal tasks (3 each semester) that</li> </ul>					

students need to sequentially master. Students get a formal practice task, the formal task and two opportunities to MAKE UP the task should they fail to master the skill during the formal task. These Chromebook Skills counts 5% toward the grade.

- 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. Chemistry and Physics classes have also implemented the same process this year as well.

#### AVID

- The AVID team continues to work on developing student 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

- 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. Discussions with the teachers of Spanish 1 and Spanish 2 (the only courses on campus with multiple teachers to try to determine ways to better align the objectives, assessments and expectations so that students all share a more common experience with the content.

#### Math

- The Algebra 1 PLC continues to focus on scaffolding students into expressing mathematical reasoning in writing using academic vocabulary and focusing on the logic of arguments. This involves creating and giving common formative assessments specifically for written mathematical reasoning. With new team members this year, they are working to realign their work and decide whether to keep previous agreements or to revise their material. The Algebra 2 PLC focuses on a similar goal: using a claim, evidence, reasoning format to help students justify their mathematical models or conclusions drawn from those models. All other math classes continue to work on getting students to increase their use of contextual problems for which all products involve the production of language (usually written). Since our courses are not tied to the textbooks, our teachers are able to create a range of problems that integrate more opportunities for language.

#### Special Education

- Most SPED teachers have joined Gen Ed PLC's in order to align the SAI courses with the general education curriculum, as a way to ensure high levels of learning for all our students, regardless of learning ability.

#### Visual Art

- The Art PLC has worked to design a common set of standards across the different art classes, including Ceramics, 3D Design, and Art I.
- The Art PLC works to anchor grade a variety of art pieces, thus providing a common expectation for grading in all art classes.

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

- ELD teachers are using the GMRT's 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.

#### Academic Foundations (intervention program intended to accelerate learning and explicitly teach softer student skills)

- The curriculum has gone through a multi-year review with a large focus on the course being some explicit teaching of literacy skills through pre-teaching content and concepts as well as review of materials taught in their other classes



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

Year	Algebra 2	Algebra 2 /Trig	Math Analysis/ Pre-Calc	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
2018	213	225	107	79	80	64	117	885
2019	239	217	157	117	74	61	102	967
2020*	227	196	143	120	77	88	114	965

\*1<sup>st</sup> Semester totals

- The numbers of students taking higher level math remained almost exactly the same as last year. There are slightly fewer taking Algebra 2, Algebra 2/Trig and Pre-Calculus, but a few more in the other classes. Calculus BC saw our biggest increase with an additional 27 students enrolled this year versus last year.
- Statway continues to be a popular course for our students. This year enrollment jumped to 42 students, which is quite large for one section. We hope to explore offering an additional section next year. A change with the course this year came when our partnership changed from Mission College to Foothill College. This change happened right before the school year started so we didn't have much time to articulate with them.

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

The district and school site have moved away from the term truancy. We refer to it as chronic absenteeism. Chronic absenteeism is when a student misses 10% or more of school days. The process involves a series of steps once that number is reached. First, the district now issues letter 1 to inform that family of the amount of school days a student has missed. Letter 2 is sent after that, usually within 2 weeks if the attendance does not improve. Once letter 2 is sent, the School Climate Office does a check in with the general education student a week later after the letter was sent. Special education students are served by our Deans and our assistant principals based on case manager assignment. Though this year we changed this method to alleviate the pressure on our Case managers. The LRS schedules and conducts meetings with the Dean/AP, parent, and student there through an IEP amendment. During those check-ins, the students are asked if there is anything that the school can do to help improve the attendance. The tone is very different from previous times. The tone is a positive one and the team is trained to not be negative about the issues. If these check-ins do not help, the students are referred to letter 3. Letter 3 is a meeting with the District Attorney. That meeting is still considered a positive one and not supposed to be punitive. If that does not work, we go to letter 4 or School Attendance Review Team (SART) which is conducted at FHS and finally letter 5 School attendance review board (SARB) which is conducted at a district level. This year we have referred several students to the SARB meeting with varying degrees of success in terms of changing attendance.

We continue to implement many of the interventions mentioned in previous updates (Special Education and counselor involvement with the school climate office for discipline issues; weekly detentions, etc.) but the new bell schedule has created a different daily dynamic on campus. Because of the late lunch with only one block after the lunch break, and two days a week the only class after lunch is 7<sup>th</sup> block, which the majority of students have as an open study period, FHS decided to not continue with its OCP (open campus privilege) program. As a result, we have returned to the regular open campus at lunch that is in place at the other district schools.

Last year a small task force of teachers, classified staff, and administration started participating in a county led Positive Behavior Intervention System (PBIS) yearlong support program. We are continuing to explore ways of bringing components of PBIS to Fremont to proactively teach and celebrate Fremont values.

<p><b>Task #4</b> 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><b>Year 1:</b> Begin campus-wide conversations. <b>Year 2:</b> Equity task force forms and designs equity plan including measurable goals. Implement first stages of equity plan. <b>Years 3-6:</b> 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"> <li>• investigate other schools' successful efforts</li> <li>• Engage the entire staff in the design process</li> <li>• Identify useful measures for plan effectiveness.</li> </ul>	<p>Administrators, teacher leaders, all other staff members, students, and interested community members.</p>
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Starting before the 2017-2018 school year, we began looking at Equity more holistically and inclusive of all staff. Some of the original charges of the Equity Task Force were taken over by other leadership groups such as the Staff Leadership Team and the Guiding Coalition for Learning. 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. The work with and feedback from Drs. Noguera & Mohammed has influenced the work of both the Staff Leadership Team and the GCL.

The focus of the Staff Leadership Team has been in developing supports for all students, including looking at aspects of trauma informed care and implicit bias. At the end of the school year, the SLT had led the staff through a conversation to narrow down terms that, collectively, we feel address our values as a school. Based on those common values, we started the year with the values that would frame the discussion of our work: Collaborate, Community, Respect, Support. This year the SLT has led the staff through exercises to help everyone think about what each term means in our work with students. By the end of the year, we will work to apply the terms to think about how we implement policies and practices around revision and redemption for our students. Our upcoming

work hopes to ensure that our implementation of revision and redemption policies and practices are consistent with the agreed upon values.

We have continued the structure of the GCL (Guiding Coalition for Learning) this year. We have 4 large group meetings each year and 5 small group, department meetings (with GCL reps and the department leads) to focus on the work within a given department. For the large group meetings, we brought in district presenters to share best practices around meeting debriefs, psychological safety and planning meeting and agendas to help support our PLC and Department leads that they are and will be doing with their groups.

Fremont has been working with the Family Engagement Collaborative (with Sunnyvale Community Services, the City of Sunnyvale, local mental health clinics and district support) to provide additional support and services to our underserved families.

#### Equity Task Force History and Timeline

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

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

Spring 2017 - The Task force decides on 4 initiatives:

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

Summer 2017

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

The Equity Task Force 2017-18 Initiatives and Goals

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

Winter 2019

- The task force planned and held the first "Fremont Family Fun Night" at Columbia Middle School in January 2019. The event was planned by a committee of staff volunteers to create and run various activities and demonstrations for feeder middle school students to help connect them to their future high school. Columbia Middle School was selected as the target feeder school since they are the most geographically distant of Fremont's feeder schools. Additionally, their demographic make-up contains many of the target groups (Hispanic, English learner, SED, special education, etc.) that Fremont is trying to become better at serving.
- The event started at the end of the school day for the middle school students, on their campus. There were games and workshops (band, drama, choir) followed by exhibitions by FHS teams and performing groups. This was all followed by the annual 8<sup>th</sup> grade parent information night for Columbia.

Fall 2019:

- Equity task force disbanded due to competing school initiatives and an inability to make significant headway with strictly a volunteer model. FHS Staff are pulled in too many directions for this group to make meaningful and lasting change. Even though the Fremont Family Fun Night was a successful first event, there was never time nor dedicated manpower to create a more comprehensive plan to establish long term connections with North Sunnyvale families.

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

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<ul style="list-style-type: none"> <li>This year FHS will be piloting offering the PSAT during the school day for all 10<sup>th</sup> grade students. 11<sup>th</sup> graders will also be able to take the test and we won't have to cap the number of students who take the test. With all 10<sup>th</sup> graders being tested, we hope to use the data to help provide counseling support to encourage students to challenge themselves academically in ways they might not have believed possible before.</li> <li>Our previous EL Coordinator left the district in late June. As a result, we have a brand new coordinator working with an administrator who is working with the</li> </ul>	<ul style="list-style-type: none"> <li>Due to having two days of collaboration, special education teachers are able to fully immerse themselves in course level Professional Learning Communities (PLCs). This helps Specialized Academic Instruction (SAI) students meet the same course standards and materials with key supports. Special education teachers will also be collaborating across the district to determine and agree upon the essential skills that are needed in the areas of English Language Arts and math for SAI.</li> <li>Last year we moved to a model of having two staff in the special education lead resource specialist role. With a</li> </ul>	<ul style="list-style-type: none"> <li>EIA (Economic Impact Aid) funds are being used to support an hourly stipend for a staff member to oversee the GOALS (Growing Our Academic Language Skills) program. Through this release, the coordinator works to collect data that teachers can use to better support student development of English skills along with content area knowledge.</li> <li>ELD staff are using Flex Academy to help support students who are receiving D &amp; F grades in their classes.</li> <li>The ELD team continues to use the state guidelines related to ELPAC (English Language Proficiency Assessment for California) scores to</li> </ul>	<ul style="list-style-type: none"> <li>Fremont continues to use Academic Foundations (AF) 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 classes to help target the support they need to be successful. <ul style="list-style-type: none"> <li>FHS and HHS have been working together to add even more explicit curriculum in literacy support. Furthermore, the focus of the work is on accelerating</li> </ul> </li> </ul>

<p>program for the 2<sup>nd</sup> year. Together they are re-evaluating the program to ensure the programmatic supports that are in place for EL students are most appropriate.</p>	<p>special education population that is approaching 300 students, having two LRS's has allowed them to spread the responsibilities and provide better support to the staff and students in the department. They have also been focused on supporting the six new special education staff members to help them connect with the school and learn about their responsibilities in their work.</p> <ul style="list-style-type: none"> <li>● With the new bell schedule last year, we created time during Friday collaboration for special groups (AVID (Advancement Via Individual Determination), Academic Foundations, ELD (English Language Development), Equity Task Force) to meet. This time allows teams to meet regularly without impacting the other demands in their roles.</li> </ul>	<p>redesignate students from EL to English proficient.</p> <ul style="list-style-type: none"> <li>● GOALS program works to ensure that long-term ELs meet at-level literacy and student skills. They use the Gates-MacGinitie Reading Test to measure progress.</li> <li>● GOALS teachers meet as a PLC to determine cross-content literacy power standards. They also review data to refine curriculum to support students.</li> </ul>	<p>student learning and not on remediation.</p> <ul style="list-style-type: none"> <li>● We continue to offer 8 sections of AVID to help build the college-going culture for students involved with the program.</li> </ul>
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**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.**

<b>Fremont High School WASC Goals</b>	<ul style="list-style-type: none"> <li>• Increase student engagement while maintaining a rigorous academic learning environment.</li> <li>• Evaluate and strengthen intervention programs.</li> <li>• Provide for more extensive and accessible professional development activities.</li> </ul>
<b>Fremont High School Target</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> <li>• Increase the number of FUHSD courses that result in credit from a post-secondary program.</li> <li>• Increase the % of special education students identified on the CA School Dashboard as prepared in the college and career indicator to 12% or approximately 8 students.</li> </ul>

## DATA PRESENTATION

### Access to College and Career Readiness Curriculum

#### Scholastic Achievement Test (SAT) Results

	FHS			FUHSD			Nation		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Number of students tested	201	215	253	1,573	1,073	1,723	1,824,849	2,140,000	2,220,087
Math Average	591	622	612	690	658	700	533	531	528
Evidence-based Reading and Writing Average*	581	584	584	662	618	655	538	536	531

\*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.

## Advanced Placement (AP) Results

AP Tests	2016-2017	2017-2018	2018-2019
# of AP Test Takers	356	411	356
Total # of Exams Taken	706	894	940
% of Scores 3 or greater	78%	80%	84%

*\*Many students take exams in more than one subject. The average at this school for the 2018-19 school year was 2.64 exams per student. (Data from The College Board AP Reports)*

## AP Course Enrollment by Student Group: 2019-20

Subject Area	Nat/AmIndian		Asian		Paclslander		Filipino		Hispanic/Latinx		AfrAm/Black	
	#	%	#	%	#	%	#	%	#	%	#	%
AP English		0.0%	105	59.7%		0.0%	6	3.4%	19	10.8%	2	1.1%
AP Math	1	0.4%	161	59.9%	2	0.7%	13	4.8%	17	6.3%	3	1.1%
AP Other		0.0%	53	67.9%		0.0%	2	2.6%	3	3.8%	1	1.3%
AP Science		0.0%	126	61.2%	1	0.5%	14	6.8%	14	6.8%	2	1.0%
AP Soc Science	1	0.3%	165	49.0%	2	0.6%	28	8.3%	63	18.7%	3	0.9%
AP World Lang	1	1.3%	36	45.0%		0.0%	2	2.5%	28	35.0%	1	1.3%
Total	3	0.3%	646	56.4%	5	0.4%	65	5.7%	144	12.6%	12	1.0%

*# 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*

Subject Area	White		MultiRace		SpEd		English Learners		Socioecon Disadv		Total
	#	%	#	%	#	%	#	%	#	%	#
AP English	44	25.0%	1	0.6%	1	0.6%	2	1.1%	15	8.5%	176
AP Math	72	26.8%		0.0%		0.0%	4	1.5%	32	11.9%	269
AP Other	19	24.4%		0.0%		0.0%	1	1.3%	6	7.7%	78
AP Science	49	23.8%		0.0%		0.0%	3	1.5%	24	11.7%	206
AP Soc Science	75	22.3%	1	0.3%	1	0.3%	2	0.6%	65	19.3%	337
AP World Lang	12	15.0%	1	1.3%	1	1.3%	2	2.5%	22	27.5%	80
Total	271	23.6%	3	0.3%	3	0.3%	14	1.2%	164	14.3%	1146

*# 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 Enrollment by Student Group (multiple years)

Subject Area	Asian	Filipino	Hisp/Latinx	AfrAm/Black	White	MultiRace	SpEd	English Learners	Socioecon Disadv
2017-18	53%	5%	19%	1%	22%	1%	1%	2%	6%
2018-19	55%	5%	17%	1%	22%		1%	2%	15%
2019-20	56%	6%	13%	1%	24%	0%	0%	1%	14%

*# 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*

**School Site Commentary:**

The number of AP tests taken by FHS students grew for the 2<sup>nd</sup> year in a row. After going up by 188 tests from 2017 to 2018, FHS students took an additional 46 tests from 2018 to 2019. The percentage of those students scoring 3 or higher also grew again, this time by 4% from 2018 to 2019.

The percentage of students in subgroups enrolling in AP courses continues to be a mixed bag. It is notable that our socioeconomically disadvantaged students showed increased enrollment in all AP subject areas. On the contrary, our SPED, EL and multi-race students all showed decreases in all course areas except for one each (World Language for SPED and multi-race and English for EL).

As has been the case in previous years there has been a continued push from AVID to have students take AP classes. The goal of the AVID teachers is to find AP class options that are right for students but all students in the program must take at least one AP class during their high school career. Additionally, an individual teacher also reaches out to certain students to send an encouraging email (to take a specific AP class) when going through the course selection process.

This year, FHS piloted having all 10<sup>th</sup> graders take the PSAT during the school day. This was done with the hope that exposure to the test will help more students think about the possibilities of attending college and starting to try to do some of the things needed for college admission. Last year, we had 26% of our 10<sup>th</sup> graders and 35% of our 11<sup>th</sup> graders take the PSAT. With bumping this number up for the 10<sup>th</sup> graders, we want to then encourage more students to take it as 11<sup>th</sup> graders since it is still a practice test and they will have had a chance to see/experience before they take it and possibly try for the National Merit. Also, when we test all of the students, we will receive data from the College Board that shows potential for students to take more challenging classes than they might currently and/or that they might not realize they could take. We have talked with our guidance department about how to roll out the data when they present to students about course selection for the following year, but the timing was off this year. Instead, we worked through the College and Career Center to set up an informational session for students to help interpret their scores. We also had all 10<sup>th</sup> grade English teachers pass out the student score sheets and give their students praise for taking the test and information about how they might proceed. The Guidance Team is working on using the data from the AP Potential list to help inform their conversations with students as they are signing up for classes. We hope to continue to offer the test to all 10<sup>th</sup> graders again next year and have the guidance team plan ahead to work with the roll-out of the scores so that they can better incorporate them into their work.

## 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
<b>Task #1</b> 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.	<b>Year 1:</b> Encourage and support teacher peer observations within PLC groups.  <b>Years 2-6:</b> 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>Visual Art Department:</p> <ul style="list-style-type: none"> <li>Vertical alignment from beginning class (Art 1 and 3D Design) to advanced class (Art 2, Studio Art and AP Art) to increase content continuity.</li> </ul> <p>Math Department</p> <ul style="list-style-type: none"> <li>We had 8 teachers attended the Asilomar math conference for professional development again this school year. One of those also presented at the conference.</li> <li>We use department meetings and some PLCs as a way to disseminate some of our best teaching practices.</li> <li>We have wide participation in the district professional development opportunities.</li> </ul> <p>SPED</p> <ul style="list-style-type: none"> <li>English - Since books on tape is a very dated technology, SPED teachers are now rolling over into assistive tech tools that are easily accessible at home and school while also encouraging students to be self-reliant. Two great examples are Google's Read &amp; Write Extension, Sora (audiobooks) and Grammarly.</li> <li>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? In the Therapeutic Elective Class, this has been an area of focus over the past few years. Some staff attended a weekend conference and implemented positive psychology immediately.</li> <li>Model and support note taking with prepared notes that need to be the same</li> </ul>					

- Changed the name of quizzes to “exit tickets” to reduce anxiety about tests
- Mandatory re-takes for many SPED classes
- Experiential learning - looking for opportunities for project-based learning (PBL). Was implemented in World Studies classes during the 2nd semester last year. Experiential learning is being used in various classes (Environmental Science, Training for Transitions)
- Extensive Modeling of student skills - Lay out an agenda (goal and objective tied to everything).

#### 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
- Several teachers visit each other's classrooms to observe lessons or instruction styles.
- Teachers continue to participate in the district Professional Development opportunities
  - Speaking and Listening (By the end of this year all English teachers will have completed this training)
  - Research
  - Teaching for Equity & Social Justice (new this year)

#### World Languages

The Spanish-speakers 3 course 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.
- This year in their PLC work they have created a common assignment/assessment (the Performance Review) that also has a common rubric created/revised by examining student work samples

### GOALS

- GOALS teachers continue to actively work to address and promote positive student skills in addition to highly scaffolded, grade level curriculum. The PLC focus is again on student elaboration, both in writing and in speaking.

<b>Task #2</b> 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.	<b>Years 1-6:</b> 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 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.					

**World Languages**

There is 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. This is in place, districtwide, for Chinese courses as well.

**SPED**

There has been a huge push for case managers and gen ed teachers to use the modified grade agreement as the first line of attack in promoting the least restrictive environment for IEP-entitled students. While there is more work to do in this area, the conversations campus-wide are happening with more frequency and teachers are finding more ways to meet struggling IEP-entitled students at their level. We have written over 30 modified grade agreements this year so far, which could be a new record for FHS.

This school year, we set up an inclusion biology class. The class has traditionally been a huge hurdle to overcome for all students, and for many years IEP-entitled students have found themselves having to drop the class because of the rigor. Now that we are going to offer an inclusion version next year, it provides an amazing opportunity for IEP-entitled students to experience the rigor and pacing of a top-notch biology class, but with the appropriate supports and modifications built in as needed. The fact that the learning and activities being delivered in the gen ed room can then be taken back to the SAI setting to increase the rigor there is also a massive bonus. The flip side is that gen ed students will also have access to some of the supports being written into the curriculum by the special education inclusion teacher. Hopefully, the inclusion model will allow all students greater access to freshman biology, regardless of whether they are IEP-entitled or not.

**Math Department**

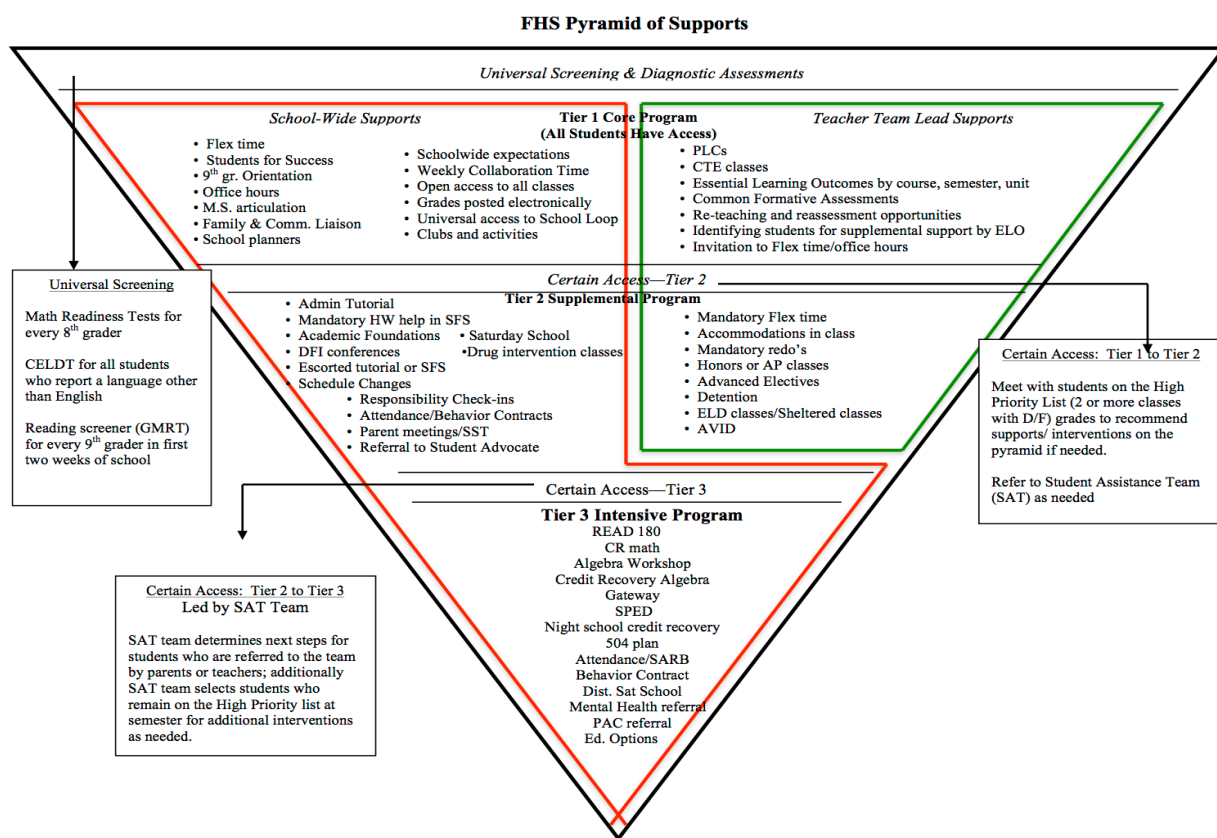
- We empower students to make appropriate course choices by giving all students statistical data about the grade distribution in successor courses from the course they're in, broken down by the grade the student currently has. The department has started holding "Open House" sessions during Flex Time so that students can judge the difficulty of the different classes based on objective information.
- The math department has been using A-B-C level grading. 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
<b>Task #1</b> 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	Parents, teachers, and students will report on future surveys that they are aware of the intervention programs best suited to their individual needs.	<b>Year 1:</b> Create and distribute intervention flowchart and actively publicize intervention programs in time for course selection  <b>Years 2-6:</b> Expand cohort structure as	Create and maintain flow chart that documents a systematic response to intervention.  Publicize our various intervention programs with brief descriptions of what they offer.	Teachers, Intervention Specialist, Administration, Library Media Teacher, Special Education Department

	bring in students who can benefit.		supported by data	Explore more opportunities to expand our 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"> <li>• The Intervention Specialist has developed medical and mental health re-entry protocols for students who have missed school due to hospitalizations. These documents have been introduced to school wide staff.</li> <li>• The Intervention Specialist has 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 have been introduced to the staff.</li> <li>• The Intervention Specialist developed an online system of collecting information on students of concern, to assist with critical decision making in an effort to help student access Tier 2 or Tier 3 services to support academic success.</li> </ul> <p>2019-2020 - An AP was designated to be the coordinator of intervention data collection. Working closely with the intervention specialist and the district data team, the key data will be delivered to the corresponding point people with need the info for placement decisions. The AP and the IS also worked to create a flow chart and timeline of what happens with the data once it all arrives.</p>					
<b>Task #2</b> 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-evaluated.	Intervention classes will establish and meet course-specific benchmarks for their students' performance.	<b>Year 1:</b> 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 progress monitoring across campus.  Explore the need for additional social and	Intervention Specialist, Administration, intervention teachers, Special Ed Department,

				emotional support and mental health awareness.	
<ul style="list-style-type: none"> <li>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 update the exit criteria for the program.</li> <li>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.</li> <li>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.</li> <li>In the 2016-17 school year there were 103 students referred to the SAT (Student Assistance Team), which is responsible for ensuring 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.</li> <li>Fremont has been reviewing the efficacy of the Academic Foundations intervention program this year. Hard work has been put in by one of our Assistant Principals as well as several FHS teachers and one student advocate. The work spans district lines as Homestead also offers Academic Foundations classes. Because of this, the FHS team has met with an HHS AP and teachers. Trudy Gross, Assistant Superintendent, has helped the teams focus on this course redesign effort. In December 2018, the AF team presented the redesign proposal to the Board which was unanimously approved the continuation of the redesign process. This semester, the teachers will take the lead in creating the course scope and sequence and bring a detailed unit plan to the Board for final approval in May 2019.</li> <li>In May, the decision was made to push the AF decision to May of 2020. In November of 2019, the decision was made to push the decision until May of 2021. In the meantime, Fremont's AF team will have the chance to implement some of the changes we've been working on and evaluate their effectiveness. The AP working with the program has been working on ways to measure the effectiveness of the program to justify the continued existence of this program in the face of skepticism from the district.</li> <li>This year, FHS partnered with Seneca to implement their Unconditional Education (UE) program as an additional support for our underserved student population. Staffed with a full-time therapist and full-time mentor/coach, Seneca works directly with FHS's Study Assistance Team to provide intensive social, emotional, and behavioral support to a number of students on campus. Additionally, Seneca is currently looking to add an additional therapist and mentor/coach to the staff here at FHS.</li> </ul>					



### 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
<b>Task #1</b> 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.	<b>Years 1-3:</b> Continue Professional Development in these areas; PLCs continue work in developing strategies. <b>Years 4-6:</b> 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

Recently our district adopted a three-course model in which to teach all of NGSS. This means all standards across Life Science, Physical Science, and Earth/Space Science will be divided up and taught in our existing courses of Biology, Chemistry, and Physics. Biology will continue to focus on the Life Science standards and the remaining Physical Science and Earth/Space Science standards have been divided between Chemistry and Physics. Biology has fully designed, 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. Our Chemistry and Physics teachers are participating in district-wide professional development around the implementation of NGSS. The focus of these PD sessions has been on curriculum shifts in order to align the courses with the Disciplinary Core Ideas (the content) outlined by NGSS for both Physical Science and Earth/Space Science, as well as the inclusion of Science and Engineering Practices (the skills). This work continues in the Chemistry and Physics PLCs at FHS as we begin to implement these curricular shifts in our classrooms. 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.

### 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.

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. Having the math curricular lead work as a teacher at FHS has helped in the connections of our teachers to the professional development work.

	Algebra 1	Algebra 2	Geometry	Upper Level Math
<b>2014-2015</b>	3 workshops <ul style="list-style-type: none"> <li>Common assessment data</li> <li>Effective feedback</li> <li>Criteria for selecting/developing performance tasks</li> <li>Formative assessment, student work analysis, and re-engagement cycles</li> </ul> <i>All FHS Algebra 1 teachers participated; 1 co-facilitated</i>		3 workshops <ul style="list-style-type: none"> <li>Transformational geometry</li> <li>Dynamic geometry software</li> </ul> <i>All FHS geometry teachers participated; 2 presented</i>	
<b>2015-2016</b>	2 workshops <ul style="list-style-type: none"> <li>Algebra 1 expectations</li> </ul>	2 workshops	2 workshops	2 meetings

	<ul style="list-style-type: none"> <li>Common assessment data</li> <li>Modeling with algebraic functions</li> </ul> <i>All FHS Algebra 1 teachers participated; 2 co-facilitated</i>	<ul style="list-style-type: none"> <li>Criteria for selecting/developing performance tasks</li> <li>Modeling with algebraic functions</li> </ul> <i>All FHS Algebra 2 teachers participated</i>	<ul style="list-style-type: none"> <li>Teaching with transformations</li> <li>Geometry expectations</li> </ul> <i>All FHS Geometry teachers participated; 1 presented</i>	<ul style="list-style-type: none"> <li>Pre-calculus curriculum clarification</li> </ul> <i>6 FHS math teachers participated</i>
<b>2016-2017</b>	2 workshops <ul style="list-style-type: none"> <li>Algebra 1 expectations</li> <li>Common assessment data</li> <li>Sense, perseverance, and problem solving</li> <li>Learning from student work</li> </ul> + 2 optional workshops <ul style="list-style-type: none"> <li>Modeling with functions</li> </ul> <i>All FHS Algebra 1 teachers participated; 1 co-facilitated</i>	1 workshop <ul style="list-style-type: none"> <li>Algebra 2 expectations</li> <li>+ 2 optional workshops</li> <li>Modeling with functions</li> </ul> <i>All FHS Algebra 2 teachers participated</i>	2 workshops <ul style="list-style-type: none"> <li>Geometry expectations</li> <li>Technology-enhanced learning in geometry</li> <li>Learning from student work</li> <li>Reasoning, justification, and proof</li> </ul> <i>All FHS Geometry teachers participated</i>	2 meetings <ul style="list-style-type: none"> <li>Pre-calculus curriculum clarification</li> <li>Math Analysis curriculum development</li> </ul> <i>6 FHS math teachers participated</i>
<b>Fall 2017</b>	1 workshop <ul style="list-style-type: none"> <li>Mathematical mindsets</li> <li>Algebra 1 expectations</li> </ul> <i>All FHS Algebra 1 teachers participated; 1 presented</i>	1 workshop <ul style="list-style-type: none"> <li>Algebra 2 expectations</li> <li>+ 1 optional workshop</li> <li>Mathematical mindsets</li> </ul> <i>All FHS Algebra 2 teachers will be participating, 5 presenting, 1 facilitating</i>	1 workshop <ul style="list-style-type: none"> <li>Geometry expectations for proof</li> </ul> <i>All FHS Geometry teachers participated, 2 facilitated</i>	1 meetings <ul style="list-style-type: none"> <li>Applications of Advanced Math Common Core update</li> </ul> <i>1 FHS math teacher will be participating</i>
<b>2018-2019</b>	3 PD days <ul style="list-style-type: none"> <li>Mathematical mindsets: visuals, freedom, discourse</li> <li>Algebra 1 expectations</li> <li>Focus on discourse and high-quality tasks</li> </ul> <i>All FHS Algebra 1 teachers participated; one presented</i>	2 PD days <ul style="list-style-type: none"> <li>Mathematical mindsets: visuals, freedom, discourse</li> <li>Algebra 2 expectations</li> <li>Focus on modeling, statistics</li> </ul> <i>All FHS Algebra 2 and 2/Trig teachers participated; one presented</i>	2 PD days <ul style="list-style-type: none"> <li>Mathematical mindsets: visuals, freedom, discourse</li> <li>Algebra 2 expectations</li> <li>Focus on modeling, statistics</li> </ul> <i>All FHS Algebra 2 and 2/Trig teachers participated; one presented</i>	1 PD day <ul style="list-style-type: none"> <li>Mathematical mindsets: visuals, freedom, discourse</li> <li>Precalculus expectations</li> <li>Focus on performance tasks</li> </ul> <i>All Precalculus teachers participated; one presented</i>
<b>2019-2020</b>	For the 2019 School year, the professional development was not directly separated by course, instead it was grouped by topic and was open to all teachers. This year's professional development sessions included: <ul style="list-style-type: none"> <li>Math Discourse (15 teachers)</li> <li>Statistics and Probability (8 teachers)</li> <li>Modeling (9 teachers)</li> </ul>			

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Various Math Learning Modules (3 teachers)</li> <li>• 1 on 1 Coaching for Individual teachers (1 teacher)</li> </ul> |
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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

#### 2018-19 English PD

Listening and Speaking in the Common Core Era

Outcomes:

- Deepened our understanding of the listening, speaking, and academic conversation skills called for by the Common Core State Standards.
- Broadened our repertoire of instructional moves that can be used to teach students, explicitly, how to listen, speak, and hold academic conversations.
- Worked to apply today's learning to upcoming lessons, assignments, and assessments.

#### 2019-20 English PD

Continued from previous years: Listening and Speaking in the Common Core Era and Research

#### Teaching for Equity & Social Justice in English

Outcomes:

By the end of Session 1, teachers will have:

- Deepened their understanding of what teaching for equity and social justice both is and is not.
- Deepened their understanding of the FUHSD Equity Framework (the Equity Balloon).
- Engaged reflection about their own identity in preparation for the journey toward becoming a culturally responsive practitioner.
- Developed an understanding of the "focal student" approach to teaching for equity and social justice.

By the end of Session 2, teachers will have:

- Deepened their understanding of implicit bias, microaggression, and stereotype threat; and identified opportunities in the curriculum for teaching these concepts to their students.
- Broadened their repertoire of strategies that can be used to disrupt bias and deficit thinking, and to reduce stereotype threat.
- Broadened their repertoire of strategies that can be used to build trust and rapport with a focal student.

By the end of Session 3, teachers will have:

- Conducted an exclusion analysis of the texts students read and listen to for at least one course they teach.
- Developed an understanding of how to teach students to "read against the grain" through the use of a critical lens.
- Audited (for authenticity and rigor) the speaking and writing prompts for at least one course they teach.
- Broadened their repertoire of strategies that can be used to create a learning alliance with a focal student.

By the end of Session 4, teachers will have:

- Broadened their repertoire of strategies, structures, and protocols that can be used to minimize status and promote equitable participation in group work.
- Reflected on their experience working with a focal student

<b>Task #2</b> Create a professional development plan to prioritize needs, find and create opportunities, and promote professional learning.	All teachers need support in constantly improving their practice in order to increase student engagement and achievement.	The professional development plan will be created, based on professional development needs reported by teachers and administration.	<b>Year 1:</b> Create initial PD plan and publicize opportunities for PD. Investigate the need for a professional development coordinator.	Teachers self-report professional development needs through a process initiated by administrators.  Collaborate with district Teaching	Administrators at school and district level, Department Chairs, teachers
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	Some staff members reported in the staff survey they weren't aware of the opportunities for them in professional development.	More staff members will respond in future surveys that they are fully aware of opportunities.	<b>Years 2-6:</b> Continue to assess teacher needs and revise PD plan as necessary	and Learning Department to develop a coherent FHS professional development plan.  Investigate the position of professional development coordinator who would be charged with keeping track of opportunities to go to conferences and workshops, and sharing information gained by attending these opportunities.	
<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 2- 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 2019-2020 school year, over the past 10 years 76 Fremont teachers (some no longer still at FHS) 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. Most recently, we sent a team to St. Louis last year and with that group, we currently have 48 staff members working at Fremont (and many who have since left Fremont) who 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. Though this won't be the case this school year, we hope to resume sending teams during next school year.</p>					
<b>Task #3</b> Implement a formal sharing-out protocol for	As staff members attend conferences and workshops,	Formal protocol for sharing professional learning with	<b>Year 1:</b> Create PD database.	Create a database and update it each year with numbers of staff	Administration, teachers, Professional

staff members to share their knowledge and expertise (from attending professional development trainings and conferences, creation of new curriculum, use of technology in the classroom, etc.) with others on campus.	there is no formal system to share what they had gained with other staff members, making the experience less valuable. Also, on campus individual teachers and PLC groups are innovating effective practices and procedures that currently don't have a way to be shared with the larger staff.	other staff members that is in place and used consistently.	Investigate methods used to share PD at other schools.  <b>Years 1-2:</b> Pilot PD sharing-out protocol and revise as needed.  <b>Years 3-6:</b> Continue to share professional learning through revised protocol.	members who attend any professional development event.  Investigate methods used at other schools to propagate their most effective professional learning. Administration proposes a formal sharing-out protocol with staff input for refinement and implementation.	Development Coordinator?
One of the main focus areas for professional development outside of our campus has been having staff members attend Solution Tree PLC conferences (also noted above). We make targeted efforts to have PLC leads, Department leads and members of the Staff Development Team attend these conferences so that what they learn is supportive the PLC work that we are doing at Fremont.					

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<ul style="list-style-type: none"> <li>We are still in a holding pattern in our exploration of an Early College program. We were unsuccessful last year in our application for a grant that would have helped us to launch the program. We will continue our research into the possibility of launching this program in future years.</li> <li>The two new lead resource specialists in special education will work with guidance counselors and case managers to help improve 4-year planning for students in</li> </ul>	<ul style="list-style-type: none"> <li>Last September, Solution Tree presenter, Anthony Muhammad presented to FHS, focusing on equity and on creating a healthy school culture. This has led to the work around school values that the staff leadership team is planning for staff this year.</li> <li>Last year the FHS Guidance team set a goal to increase the rate of our seniors' FAFSA submissions to 75% of the senior class. We believe that FAFSA completion will allow more students to be able to access post-</li> </ul>	<ul style="list-style-type: none"> <li>We are continuing to use the majority (33 of 36) of Wednesday morning collaboration times for primary course-alike PLC work. This targeted use of time has allowed PLCs to better complete the cycle of inquiry and to take action on the results. <ul style="list-style-type: none"> <li>77% of PLC's last year completed a cycle of inquiry working to ensure high levels of learning for students.</li> </ul> </li> <li>We are in partnership with Foothill College to offer Kinesiology</li> </ul>	<ul style="list-style-type: none"> <li>Though our community college partnership changed from Mission College to Foothill College, we are still offering the Statway course for students to continue their math studies. 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</li> </ul>

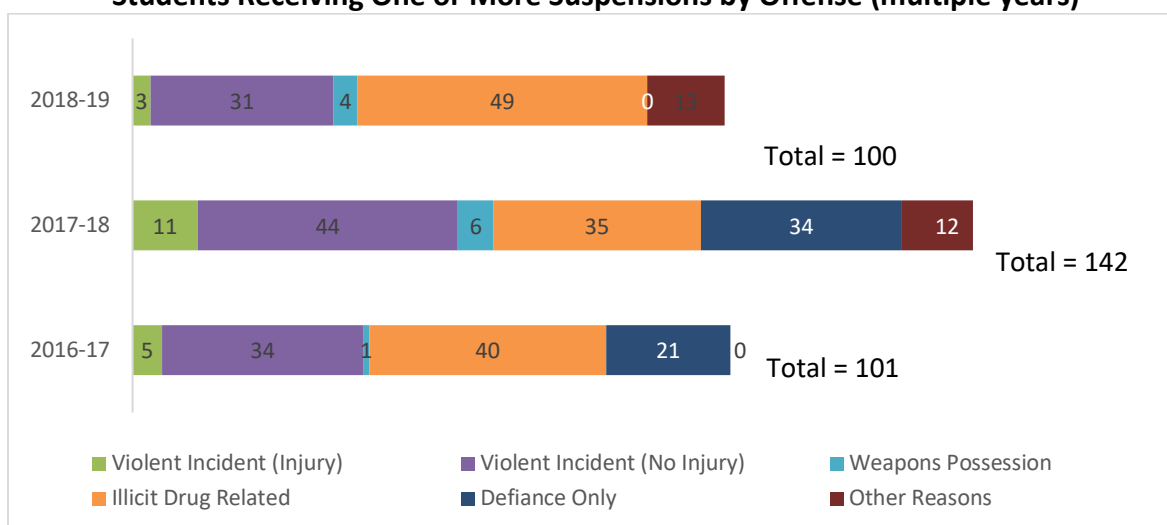
<p>special education so that they are better prepared in their planning for post-secondary options.</p>	<p>secondary education. This year, we revised the goal (65%) and are being more proactive in getting the word out about this important goal. We have partnered with 12<sup>th</sup> grade Gov/Econ teachers to further increase awareness of the FAFSA which we hope will increase submission rates.</p> <ul style="list-style-type: none"> <li>• Our special education, Training for Transition classes have developed a functioning T-shirt shop which helps enrolled students learn about the many components of running a business. They take orders, design shirts, print shirts with the designs, deliver them to customers (many on campus groups) and collect the payments for the products.</li> </ul>	<p>courses for a third year. This course was designed to be a capstone in the Career Technical Education (CTE) pathway of Sports Medicine open to all high school students to continue with an area interest and to increase college readiness. We started the year with 34 students enrolled in the course.</p> <ul style="list-style-type: none"> <li>• We are in the third year of 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. Last year's structure of smaller group meetings along with large group meetings twice a semester worked well to provide individualized support for team leads. Additionally this year, district staff are helping to arrange mentors for team leads which will provide additional supports for the work the leads are doing with their PLCs.</li> </ul>	<p>Foothill College. Students who pass the class get both high school and college credit.</p> <ul style="list-style-type: none"> <li>• With this year's core of staff attendees, there are 75 staff who have participated in the district's Skillful Teacher course (though some have since left FHS).</li> <li>• 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. We sent a team of 6 to a PLC Institute in June 2019. Though we have sent many more, we currently have 48 staff members who have attended a PLC conference.</li> </ul>
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### FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school.

<b>Fremont High School WASC Goal</b>	<ul style="list-style-type: none"> <li>Support more connections between students, school, and community.</li> </ul>
<b>Fremont High School Target</b>	<ul style="list-style-type: none"> <li>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"> <li>Teachers cared about my academic success (FHS 72%/District Average 61%)</li> <li>Teachers cared about my emotional well-being (FHS 48%/District Average 38%)</li> <li>I felt comfortable asking my teachers questions (FHS 50%/District Average 46%)</li> </ul> </li> <li>Continue to decrease the expulsion and suspension rates and monitor that no student subgroups are over-represented among expelled students</li> </ul>

### DATA PRESENTATION

#### Students Receiving One or More Suspensions by Offense (multiple years)



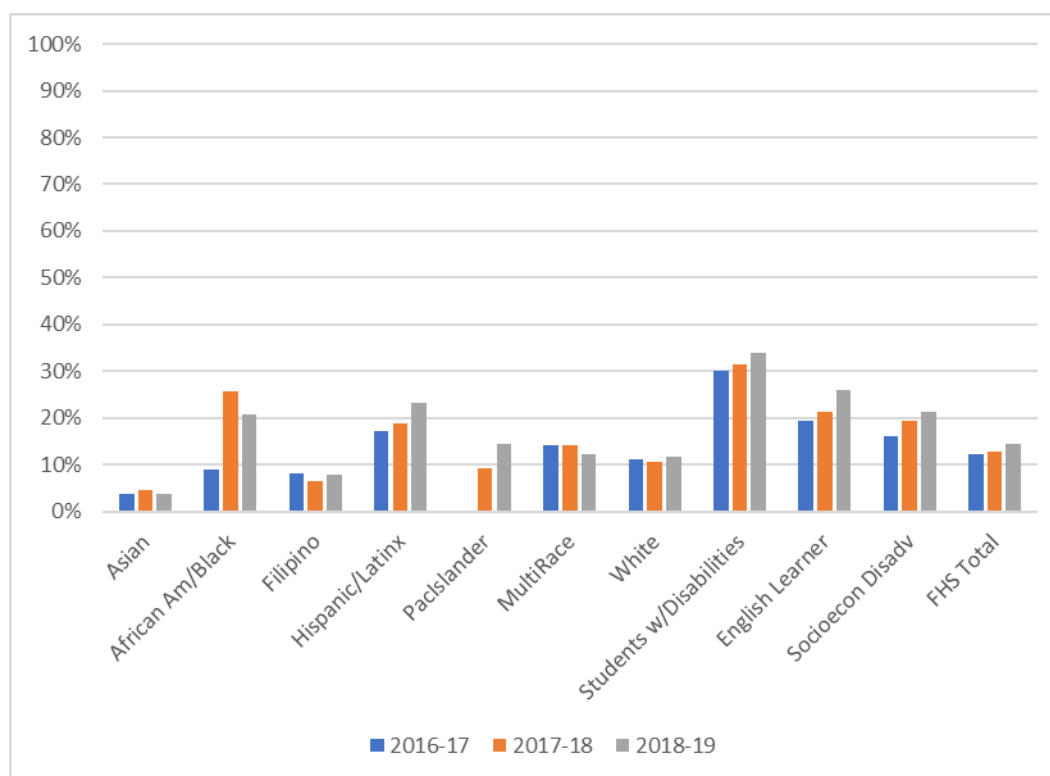
#### Expulsions (multiple years)

Year	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
2016-17	2,118	6	2	0	1	3	0	0
2017-18	2,213	7	3	2	2	0	0	0
2018-19	2195	2	0	0	2	0	0	0

### 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.

### Chronically Absent Students: Student Group (multiple years)



Student Group	2016-17			2017-18			2018-19		
	Total cohort #	chronic absentees #	%	Total cohort #	chronic absentees #	%	Total cohort #	chronic absentees #	%
Asian	417	16	4%	482	21	4%	519	19	4%
African Am/Black	34	3	9%	43	11	26%	34	7	21%
Filipino	188	15	8%	188	12	6%	178	14	8%
Hispanic/Latinx	908	156	17%	918	173	19%	873	203	23%
Nat/AmIndian	*	*	*	*	*	*	*	*	*
PacIslander	17	0	0%	11	1	9%	14	2	14%
MultiRace	107	15	14%	113	16	14%	114	14	12%

Student Group	2016-17			2017-18			2018-19		
	Total cohort #	chronic absentees #	%	Total cohort #	chronic absentees #	%	Total cohort #	chronic absentees #	%
White Students	382	42	11%	395	42	11%	391	46	12%
w/Disabilities	299	90	30%	328	103	31%	329	112	34%
English Learner	346	67	19%	344	73	21%	329	85	26%
Foster	*	*	*	*	*	*	*	*	*
Homeless	24	16	67%	*	*	*	*	*	*
Socioecon Disadv	838	135	16%	919	178	19%	821	174	21%
FHS Total	2055	248	12%	2151	276	13%	2130	308	15%

*\*Data not displayed for small cohorts to protect student privacy.*

#### School Site Commentary:

Compared to 16-17 and 17-18, the expulsion numbers last year were down. Unfortunately, through the first semester this year, we have seen them creep up again. The climate office continues to use the progressive discipline interventions (detentions, Saturday School, behavior classes outside of school, etc.) to try to prevent reaching the level of expulsion. This year we have had instances where the tiered interventions were not ultimately appropriate.

Chronic absenteeism is another issue that FHS is working hard to address. Our numbers for all but two groups increased in their percentage of chronic absentees from the previous year. The climate office has been actively working with district staff and the DA's office to better understand why students are missing school and what options are available to mitigate absences. This year, we are actively using the SARB (school attendance review board) process to intervene with our most chronic students. We weren't able to use this process effectively last year but by the end of the 1<sup>st</sup> semester this school year, we have had 7 students referred through this process. For students with excessive tardies, we host a detention during the collaboration time where students do reflections and make plans for improving their attendance patterns.

Beginning with the 2017-18 school year we have implemented LINK Crew. This program was initiated as a support to incoming 9<sup>th</sup> graders that would reach all students prior to the beginning of the school year and through follow-up lessons during the school year. LINK staff train 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders to coach incoming 9<sup>th</sup> graders in their navigation of FHS.

LINK Crew has continued in the 2019-20 school year. This activity is in support of student connectedness, an area identified by the Differentiated Assistance root cause analysis, specifically: lack of belonging, lack of community, students not being connected to supportive adults on campus, and unmet needs such as relationships, connection and peer acceptance. Following the initial orientation day prior to the start of the school year, there are three academic follow-ups in environments where freshman are grouped together (Biology, English, PE) and/or in groups during Flex Time.

## 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
<b>Task #1</b> 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.	<b>Years 1-6:</b> Strategies 1 & 2  <b>Year 2-6:</b> Incorporate strategy 3	<ol style="list-style-type: none"> <li>1. Educate students, parents and teachers about the various courses and pathways that are already offered here.</li> <li>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.</li> <li>3. Increase opportunities for CTE within CTE courses, other courses and beyond the classroom.</li> </ol>	Administration, College/Career Counselor, teachers, Transitions Specialist, District Coordinator of Pathways to Post Secondary Success

In 2017-2018, Sports Medicine was 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 16B. Students also complete KINS 16C and KINS 15. Students who complete Sports Medicine have 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

2018 – 2019 -- IED - 4 sections, POE - 2 sections, DE - 1 section

2019 – 2020 -- IED – 3 sections, POE – 1 section

Engineering teachers and Mr. Rosado pitched a new course to FHS Admin, FHS Guidance and eventually the FUHSD board. We will be offering a new course next year called Engineering Essentials which will create a truly introductory Engineering course that is accessible to more students. The course we used to call our introductory course (IED), was really a class focused on Engineering Design and did not resonate with all students who really want a truer introduction to the world of engineering. We believe this new course will change that and prove to be more accessible for the growing number of IEP and EL students taking this class.

### Culinary

A key focus in Culinary this year has been on instruction and strategies to support a wide range of learners within the classroom. Attention has been given to English Language Learners, students with disabilities, and students with students with specific learning needs. This is being achieved via the following:

- Classroom technology has been upgraded to include two monitors that project video and PowerPoint presentations, and also, project teacher demonstrations captured via and overhead camera. This upgrade improves visual access to instruction which is significant in a visual CTE class.
- This tech upgrade has facilitated the strengthening and diversification of instructional methods and tools to scaffold learning prior to hands-on labs. These methods include a combination of culinary videos, teacher demonstration, and PowerPoint presentations. Students are also presented with lab recipes and provided opportunity to read the recipe, complete comprehension questions, and work collaboratively to review lab questions and prepare for lab.

New curriculum is being developed with the following objectives:

- Reinforce California Standards for Career Ready Practice and align with Food Service and Hospitality Pathway standards.
- Intro to Culinary Careers, the first pathway class, introduces students to food preparation and the Hospitality and Food Service industries and includes the following introductory course topics: foodservice industry overview, customer service and front-of-house operations, safety and sanitation, kitchen tools and uses, nutrition, and food preparation. This objective of this class is to also prepare students for transition into the second pathway class.
- Fall 2019: Teacher introduced the second class in the pathway called Culinary Careers. Students are learning about world cuisine and getting direct experience with food service through the use of Pop Up restaurants offered to staff once a unit.

### ELD

This year ELD juniors and seniors will take field trips to SJSU and Mission College. 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.

<b>Task #2</b> 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.	<b>Year 1:</b> Establish database and baseline information.  <b>Year 2-6:</b> 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
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Concurrent Enrollment Information for the 2018-19 school year, including: Concurrent Enrollment (CE), College Now (CN), and Middle College (MC)

	CE Classes	CN Classes	MC Classes	TOTAL Classes	CE Students	CN Students	MC Students	TOTAL Students
<b>Fremont</b>	<b>208</b>	<b>30</b>	<b>45</b>	<b>283</b>	<b>142</b>	<b>3</b>	<b>7</b>	<b>152</b>

#### Career Day

After a 5-year hiatus, Career day returned to FHS during the 2019-2020 school year. There were over 60 speakers presenting to the students. This year, instead of assigning students to sessions based on a survey they took at the beginning of the year, we opted to let students self-select into sessions based on their interests on the day of the event. The event was held at the end of January, before course selection begins, to all students to select courses based on information during the presentations, if they are so inclined. We learned that this would be helpful from feedback from students when we presented Career Day previously.

#### Job Shadow Day

Modeling after other district schools, the FHS PTSA is working to put together a job shadow day for students in March on a Monday when there is no school. They are working to secure hosts in a variety of fields so that students can spend time with a host where he/she works to see what the job entails. The hope is that this event could enhance things that students were interested in on Career Day so that they could learn more deeply about a chosen field.

<b>Task #3</b> 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	<b>Year 1:</b> Query community shareholder groups to determine what types of information is most important to share and the best ways to communicate information	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)
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			from the school. <b>Year 2-6:</b> Creating the tools to share the information and regularly update.		
<p><b>Monthly Newsletter</b> For the 2019-20 school year, the monthly newsletter was changed from being a list of important dates to being more encompassing of the wider range of things happening on campus. This newsletter still contains important dates, but it also has important information from our guidance and school climate departments. It has a section to get to know different staff members, another highlighting achievements by staff and students and some fun historical information about the school.</p> <p><b>Bi-Weekly Updates</b> Starting during the 2018-19 school year, twice a week, we send out <i>This Week at Fremont</i> newsletters to all parents/guardians with students attending Fremont High School, not solely parents/guardians with access to School Loop. This newsletter contains school information for the week as well as more general announcements.</p> <p><b>School Website</b> Currently goals and achievements are posted on the FHS main website as well as the bi-weekly news email. Morning announcements are another way FHS recognizes student's accomplishments. The daily announcements are posted on the main FHS website for all members of our community to view. If individual student's names are mentioned, students are asked permission beforehand. Recognitions such as banners can also be placed in classrooms or the Library for awards such as the Siemens Competition. In an effort to recognize FHS students a link is available in student and parent portals to submit items of recognition. Student recognition is updated as accomplishments are submitted.</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. Our school is getting ready for the transition to Schoology next year. This new tool will replace School Loop as our parent communication tool as well as adding additional functionality for students and teachers. We currently have a few teachers piloting Schoology with their students. Their experience along with work by our Library Media Teacher to learn the system will help inform the training for the whole staff to prepare them to start next school year using the system.</p> <p><b>School Marquee and daily announcements</b> The school marquee is updated weekly with key sporting events and activities on campus, so that community members and families are reminded of them. While the daily announcements help keep students informed of upcoming events.</p> <p><b>Honor Roll Certificates</b> In recognition of academic achievement we honor students with three levels of certificates (honor roll, high honor roll or principal's award). These certificates are printed twice a year and distributed to students. This year, we changed the minimum GPA needed for the honor roll to try to encourage more students to work to improve their grades. Originally, the GPA ranges were 3.0-3.49 for honor roll, 3.5-3.79 for high honor roll and 3.8-4.0 for the principal's honor roll. With the change, in order to earn the first honor roll, students need to earn a 3.2 GPA. The others remain the same.</p>					

#### School Site Council

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 2018-19 are: FHS Perception & Parent Support and Student/Staff Recognition.

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 has switched over to a new model in terms of bringing in a variety of speakers and presenters who can share information about different aspects of the school and Sunnyvale community. Presentations include representatives from the 4 Corners group and their planning for community modernization, the Science department lead to review the changes in the Science community with NGSS, the School Safety Plan, etc.

#### Los Padres

Los Padres host Spanish-speaking parent meetings every month. Meeting topics include navigating high school, guidance presentations, and presentations made by outside organizations on mental health and the dangers of drug use. Committee members are actively seeking ways to increase attendance; this year Los Padres is partnering with AP Spanish to phone bank to Spanish speaking families. Los Padres is also re-introducing a parent board to collaboratively plan future meetings and address parent needs. Los Padres has been working in collaboration with AP Spanish students to call families and speak to them in Spanish to invite them to attend the meetings.

#### Kababayan

New to FHS this year, Kababayan is a Filipino parent group that meets once a month to share important information and resources that benefit students. It was modeled after Los Padres when staff saw a need to support our Pilipino families. Meeting are conducted in both English and Tagalog. Topics include transitioning to and navigating high school and modified guidance presentations.

#### Horizontes

After a down year, Horizontes has been quite active again. The team set up a holiday celebration event that was very well attended by our students. Over 150 students showed up to the event which was impressive to see students meet over a meal and enjoy each other's company. The team also hosted a get to know your staff event at the Shannon theater. The event featured several of our Latino/Hispanic staff members presenting about their journeys in life. The event was also well attended with over 150 students as well. The next event will feature Latino guest speakers about careers and how they got there. Our hope is to continue to inspire our Latino/Hispanic students to connect with each other on campus and explore future possibilities.

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<ul style="list-style-type: none"> <li>• Positive Behavioral Intervention &amp; Supports (PBIS) and restorative justice training has begun in the climate office with the intent to bring both practices to FHS in the future. We have staff on campus</li> </ul>	<ul style="list-style-type: none"> <li>• This will be the fifth year of Horizontes staff supporting our Latino students. The intent of this group is to strategically build supports for FHS Latino students that will make them feel more</li> </ul>	<ul style="list-style-type: none"> <li>• ASB (Associated Student Body) continues to work on the inclusiveness of the campus culture (e.g. Welcome Wagon on 1st day, chalking the campus w/ welcoming messages). The back to school dance, called the</li> </ul>	<ul style="list-style-type: none"> <li>• Using multiple interventions to support students with addiction and making positive choices (e.g. Saturday school, lunch detention, drug &amp; alcohol course, Project Insight, Perspectives course).</li> </ul>

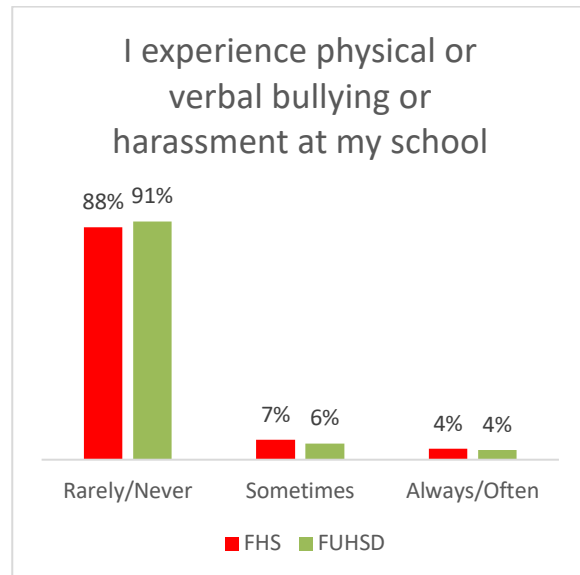
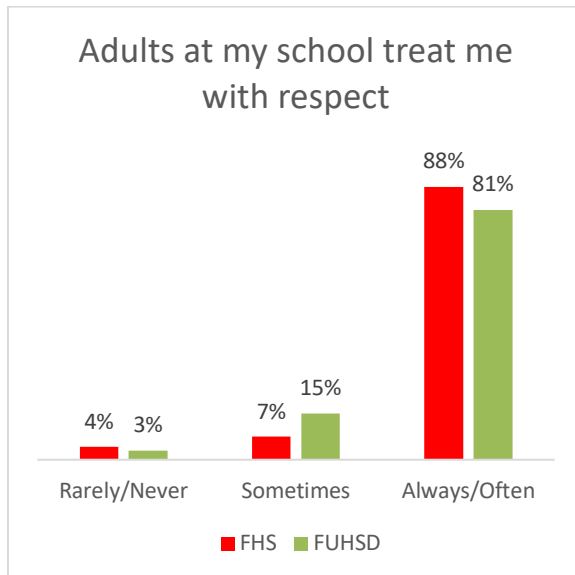
<p>who attend PBIS trainings at the county office and hold monthly meetings on site to explore possible ways to implement components of it on our campus.</p>	<p>connected to school. Last year, the work of this group was interrupted, but they took time to plan over the summer and they are ready to continue their efforts in supporting students this year.</p> <ul style="list-style-type: none"> <li>• FHS has partnered with the Seneca Family of Agencies to implement Unconditional Education this year. Through the grant we received, Seneca will provide intervention and mental health staff who will work with FHS staff to provide systems input and professional development as well as additional supports for students most in need. In particular, Seneca staff will work with the FHS admin, Intervention Specialist, Student Assistance Team (SAT), and Mental Health Team to examine the current tiers of support and support further development and refinement. This targeted support will be aimed at helping more students and ensuring that those most in need have additional tiers of support in place.</li> </ul>	<p>Welcome Back Firefest, was made less expensive for 9<sup>th</sup> graders to try to get them to come out to the school event to start making more connections with other students.</p> <ul style="list-style-type: none"> <li>• We continue to use Link Crew to support our work with 9<sup>th</sup> grade orientation. This year we had approximately 500 incoming 9<sup>th</sup> graders participate in Link Crew activities which were led by their 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade peers. To prepare for the orientation, we had over 50 10<sup>th</sup> – 12<sup>th</sup> graders participate in Link leader training.</li> <li>• Through our Staff Leadership Team, professional development work last year (and will continue this year) has provided work and support around ways to support students beyond just their academic needs. Topics include such things as trauma informed care, implicit bias, building community, ways to support students, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Sunnyvale Department of Public Safety (SDPS) works with our PE department to give a digital safety presentation to all 9<sup>th</sup> grade students.</li> </ul>
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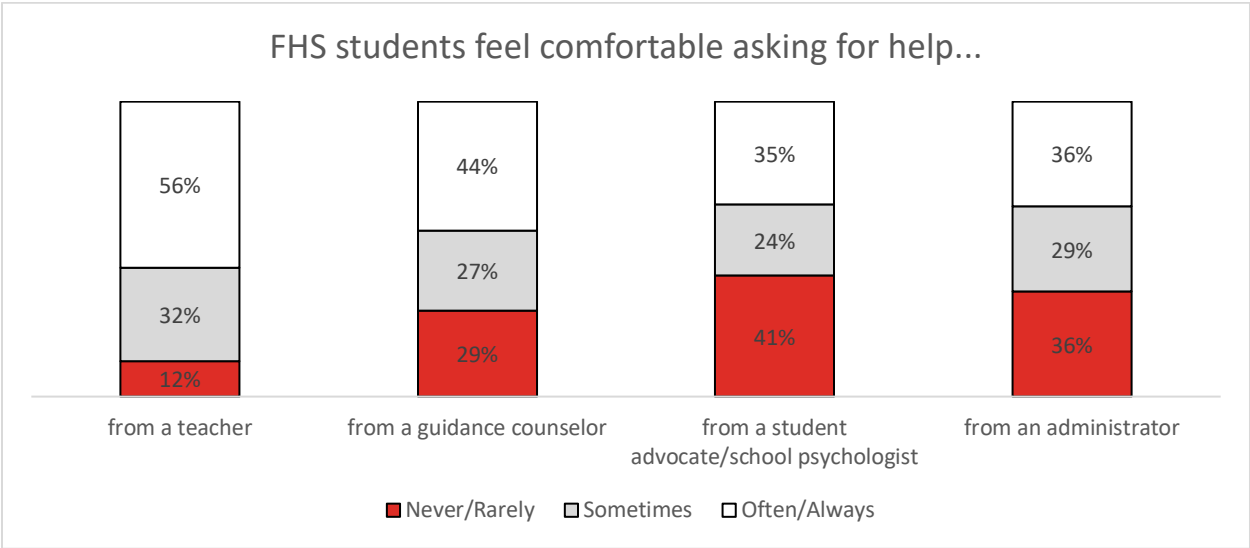
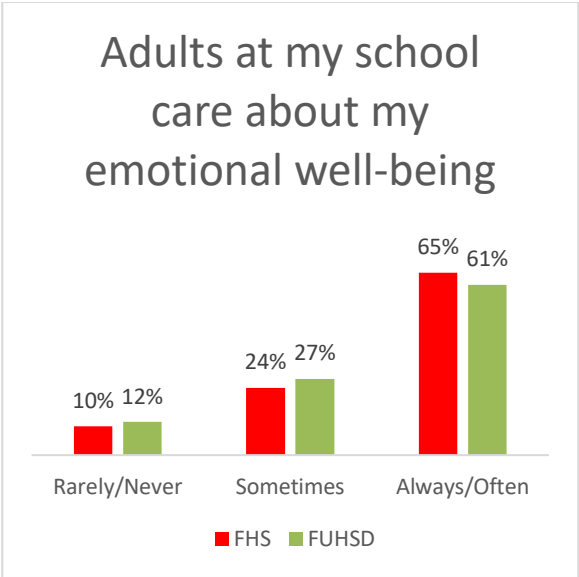
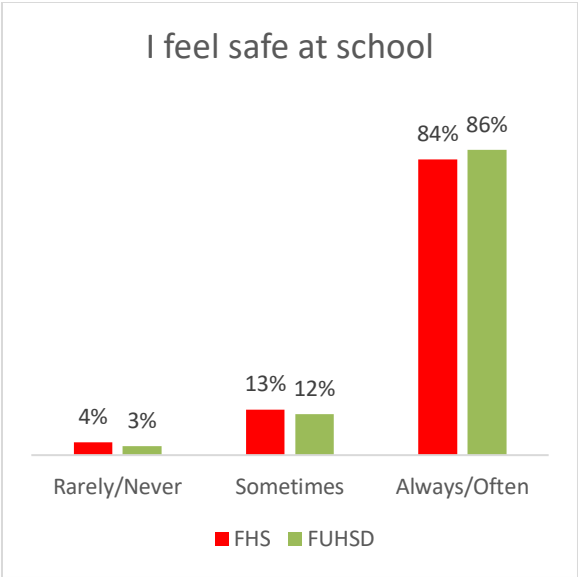
**FUHSD LCAP GOAL #4 Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.**

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

In a community survey conducted in the summer of 2019, the FUHSD was viewed favorably and rated positively by most, and the high schools' quality education and reputation are the District's top attributes.

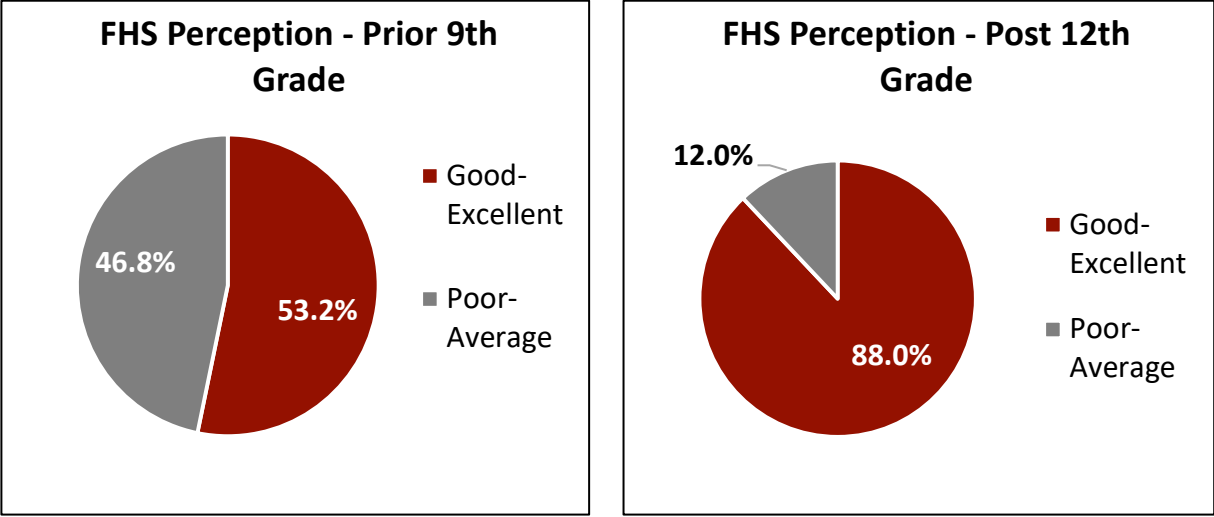
In January 2019, FUHSD administered a district-wide survey to students in grades 9, 10, 11, and 12. The survey was administered during class time and 89% (9,768 students) of the student population responded. The survey covered a range of topics related to school climate including student wellness, study habits and homework, participation in extracurricular activities, and student perceptions of school culture and climate. The following charts reflect the student responses to questions related to school culture and climate.



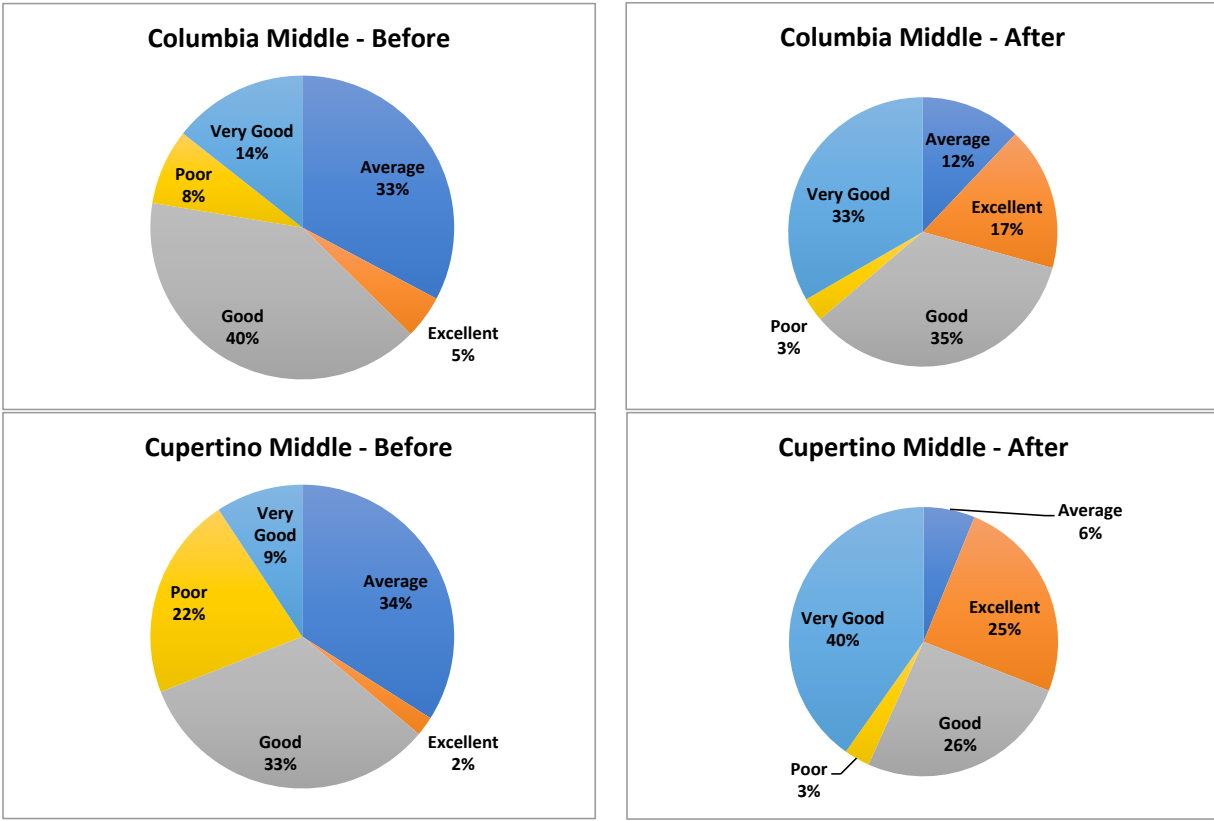


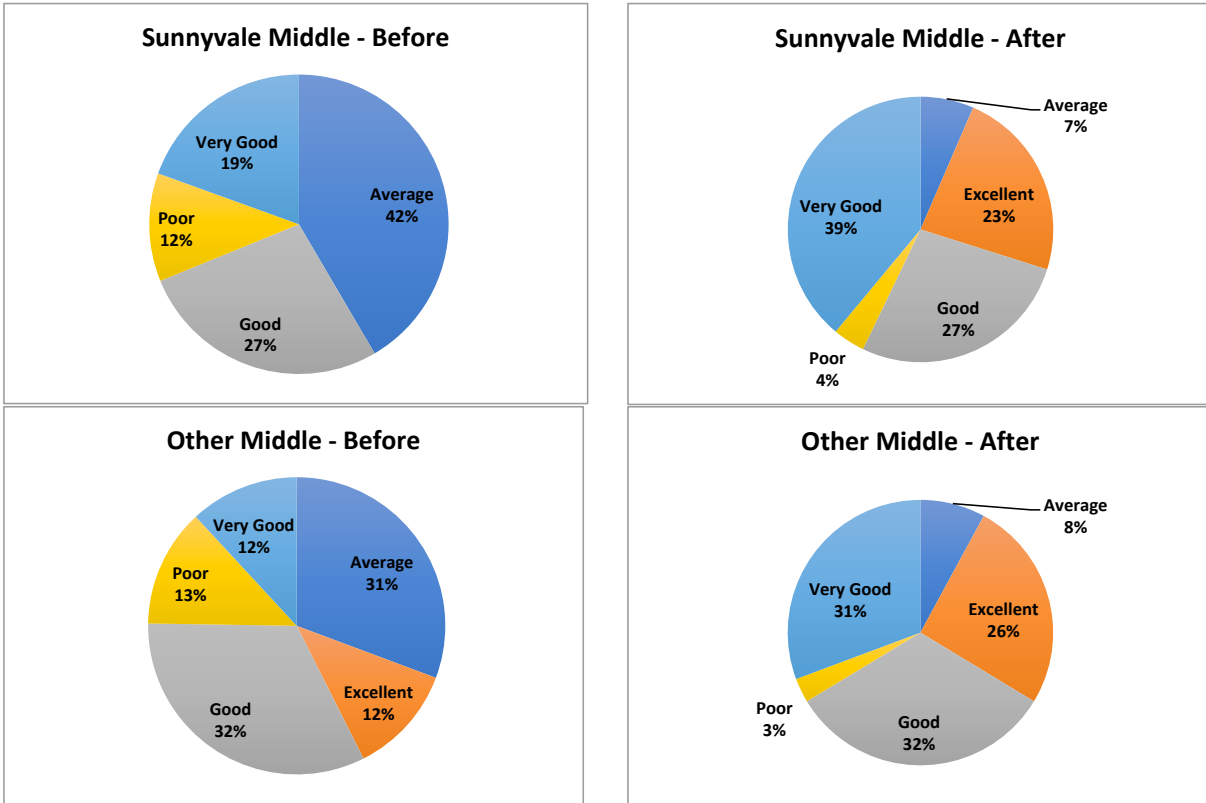
Senior Perception Survey – Class of 2019

Students’ perception of FHS before coming to Fremont vs. when they graduate – All Students



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





#### School Site Commentary:

On the whole, the student responses on the 2019 district survey indicated that students feel comfortable and supported at Fremont. FHS students reported a higher percentage of “Always/Often” when asked about adults at school treating them with respect and adults at school caring about their emotional well-being than the district average. FHS students reported slightly less than the district in their “Always/Often” response to feeling safe at school and slightly less for “Rarely/Never” when asked about experiencing bullying or harassment at school. While our responses are still very high for both, it is concerning that we are a bit behind the district averages for those.

Since the Class of 2018 graduated, we have made a check-out survey a requirement as part of their checkout process at the end of the year. For the Class of 2019 we ended up with 449 out-going seniors providing us with their feedback. While students’ perception of Fremont continues to change from their time in middle school through the end of their senior year, this year, the self-reported “before” numbers were more positive than they have been previously. The Class of 2019 reported 8.5% more students viewing the school as good or excellent before coming here in 9<sup>th</sup> grade. Additionally, the Class of 2019 also had a 6% higher response for good or excellent when they graduated. Looking at the feeder schools, the class of 2019 all reported higher responses in the Good/Very Good/Excellent group – Columbia MS increased 11%, Cupertino MS by 12%, Sunnyvale MS by 8% and students coming from other middle schools reported a 7% increase in their perceptions of Fremont before they started to attend here. Seeing these numbers improve is positive and something we hope will continue to be a trend going forward.

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<p>Last year the Equity Task Force, in its focus on community, staged Fremont Family Fun Night at Columbia Middle School. The event went well and we are planning to do it again, however the Equity Task Force is still struggling to get traction with the larger staff. There are some dedicated volunteers but we are still trying to better institutionalize the task force.</p>	<ul style="list-style-type: none"> <li>● In an effort to promote equity across campus and continue our work with the North Sunnyvale community, FHS has partnered with School Linked Services, the Columbia Neighborhood Center, and Sunnyvale Community Services to create a Family Engagement Collaborative. The purpose of the School Linked Services Family Engagement Collaborative is to foster a stronger connection between school site and community service providers. With this partnership, the SLS collaborative aims to improve access to resources families need in order to fully engage in their student's health and academic well-being. The school-community connection will be strengthened through family engagement activities and shared knowledge of community resources. We are currently looking for additional FHS staff members to join the collaborative to help plan family engagement events and help us work toward stronger, more cooperative youth-serving community.</li> <li>● This September we are starting our first attempt at a monthly newsletter to all</li> </ul>	<ul style="list-style-type: none"> <li>● English Language Advisory Committee (ELAC) &amp; District ELAC (DELAC) meetings are in place to help families of English learners better understand the school and district to help their own students.</li> <li>● FHS continues to make efforts to get more parents signed up for School Loop and Infinite Campus. With On Line Registration all families were given information to sign up for Infinite Campus in the spring. School Loop information was sent to all parents in during the first week of school in August. 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Los Padres meetings continue to support the needs of our Spanish speaking families</li> <li>● 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.</li> <li>● For several years now ASB has used Instagram (firebirdfelipe), YouTube (Fremont High School ASB) &amp; Twitter (@firebirdfelipe) to share information with the school community. Since last year they have worked to increase the activity of these accounts and to get more schoolwide involvement by using the Remind app and publicizing at Link Crew and registration days.</li> </ul>

	<p>families. It will be emailed and posted on the school website. We plan to provide consistent monthly updates (general school information, guidance, school climate office, staff highlight, etc.). Our hope is that this will help parents get to know more about different areas of the school.</p>		
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