

## CUPERTINO HIGH SCHOOL 2021-2022 School Plan

<b>FUHSd Goal</b> <b>Sustain high student performance while ensuring high levels of learning from every student.</b>			
<p style="text-align: center;"><b>Site Targets</b></p> <ul style="list-style-type: none"> <li>• Student grades for the spring of 2022 will match or improve upon the last non-COVID year, Spring 2019</li> <li>• Student performance on end-of-year assessments such as AP exams and CAASPP will reflect that students learned the material required. Baseline data will reset from the Spring 2022 tests.</li> <li>• Our College Board Equity and Excellence Percentage in 2021 was 71.4%, meaning that 71.4% of the graduating class took and passed at least 1 AP Exam. We expect that number to remain in the 71-75% range for 2022.</li> <li>• On state exams in Spring 2022, disaggregated results will show that an increasing percentage of students from all ethnic groups will demonstrate proficiency in math and English. This target is intentionally kept general as comparison data is from three years prior and pre-pandemic. We will reset baseline data from the Spring 2022 exams.</li> <li>• The percentage of students who report that their teachers keep them informed of their progress/grade in their classes will improve from 63% in 2021 to higher than 75% in 2022.</li> </ul>			
Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
Our WASC Action Plan is in development.	<p>We are implementing a 1:1 Device program where every student has daily access to a laptop (their own or one provided by the school. Teacher teams are working together to adapt curriculum and instruction to better use this tool when appropriate.</p> <p>A Schoology Team Lead onsite provides teacher support in full implementation of Schoology and its tools.</p> <p>The course-alike team in United States History has revised their evaluation system using a <i>Grading for Equity</i> lens, after reading a text of that name by Joe Feldman. Their efforts will inform future teams' use of the practice.</p>	<p>Continue to develop interventions as need arises based on student performance.</p> <p>Teachers all use Schoology to report their grades and post their assignments.</p> <p>CHS science team members are participating in district-led professional development in Biology, Chemistry, and Physics that will focus on two key NGSS pillars--phenomena and performance tasks.</p> <p>CHS math team members are participating in district-led professional development in statistics.</p> <p>English and History teachers are participating in district-led professional development such as Teaching English for Social Justice, Ethnic Studies Learning Collaborative, an AAPI Literature Learning group and more.</p> <p>Social Studies teachers continue to explore professional learning opportunities in teaching historical analysis and synthesis, and will also focus on analysis of art to study history.</p> <p>International Club offers tutoring for writing assignments for Global Literature and ELD students</p>	<p>Continue to revise and refine the process that checks student success every three weeks and assigns students to appropriate interventions. Strengthen wellness and attendance components. We call this the Alpha Intervention Teams.</p> <p>Continue to improve Revision and Redemption policies that allow students to demonstrate learning and improve grades after initial assessments have been given.</p> <p>Continue to offer Guided Studies as an option for students who need more direct support to complete their challenging work.</p> <p>Continue with revamped Admin Tutorial to include weekly check-ins with adult mentors, table groups, and use of library resources.</p> <p>Continue to have the Equity Task Force coordinate our efforts in achieving equitable and excellent results in student achievement.</p> <p>Continue to staff the Student Center for Success and the Writing Lab.</p> <p>Interventions such as AVID and TN help</p>

			students in those programs succeed at high levels.
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<b>FUHSD Goal</b> <b>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>			
<b>Site Targets</b>  100% of the site course-alike teams will establish and work toward annual goals for implementation of curriculum aligned to state standards (Common Core, NGSS, ELD and CTE) as reported to school administrators.  Increase the CTE and other elective options for students (newly added this year: Ceramics, Business Law, Accounting).			
Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
Our WASC Action Plan is in development.	Added additional sections of Principles of Business and Law.  Added 3 sections of Ceramics.  Added a 2nd year Business Law class through Dual Enrollment with Foothill College.  Added a Dual Enrollment Accounting class via De Anza College..  The PoB class and International Business classes can be capped with Accounting for a full Business pathway.  Visual Arts 2D&3D: Summer Work across 4 schools: LHS, MVHS, FHS, CHS: Working in same cohorts to unify some units/learning goals: *Have Summer Slideshow work for evidence  The principal provided a professional development session on the topic of Professional Learning Communities as an Equity Strategy.  Add a common schedule across all school sites to afford students more opportunities to take electives.	Use Department Lead meetings and Staff Development meetings to provide support for teamwork.  Teachers use a variety of engagement tools to provide students with access to the guaranteed and viable curriculum.  Our course-alike teams are making revisions to curriculum and teaching practice to be more relevant, engaging, and meaningful, particularly including diverse perspectives and anti-bias practices.  Dual Enrollment courses offered via De Anza after school hours throughout the school year.  The Physiology team works across the district (as they are singletons on each campus) to revamp the course to be more student-centered, project-based, and meaningful.	Teachers work in course-alike teams to create and deliver a guaranteed curriculum with both structural and content viability.. Most teachers are on two teams and each team is responsible for determining Essential Learning Outcomes, common assessments, student performance and interventions.  Teams have developed and are implementing/modifying policies regarding revision and redemption in each team.  Continue to offer strong Performing Arts programs in Vocal and Instrumental Music and Drama. Full program in 2-D Art.  Continue to offer the Health Pathway. Lead Guidance Counselor oversees the three Dual Enrollment Pathways, leading to more sustainable programs.  Continue to offer a full program in 4 languages: French, Japanese, Spanish, and Chinese  Continue to offer Introduction to Engineering (2 sections)

## FUHSD Goals

**Every student will feel safe, cared about, and is academically and socially engaged in school.**

### Site Targets

- The portion of students who report being fully engaged in the work they do for school as measured by student surveys hit 66.7% last year, despite COVID, much higher than our goal of 50%.
  - Interesting classes--72.7%
  - Important content--86.1%
  - Work completion--94.3%
- In 2020, 14% of our students reported doing 4+ hours of homework per day; in 2021, that number dropped slightly to 11.2%. However, the percentage of students who are spending over 3 hours per night on homework remained high: 33.9%.
- The percentage of students who stated that there was a trusted adult on campus was 70%, down slightly from “pre-COVID.” We were actually pleased with this number but continue to strive for higher percentages of students who identify a trusted adult on campus.
- The percentage of students who reported that their stress level was “high” was at 29% in January 2021. We are looking to lower this number.
- 86.% of students report that “my teachers care about me as a person.”
- 91.7% of students report that “my teachers care about whether or not I am learning.”

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<p>Our WASC Action Plan is in development.</p> <p>Team members on the Lit/Writ team are exploring several options to replace <i>To Kill a Mockingbird</i>, a novel that has caused distress for some of our students.</p> <p>In collaboration with District SEL Lead to provide SEL PD for staff as well as parents - not only for students as provided by the Guidance Department</p>	<p>The Guidance Team has prepared a “new student” program for those entering CHS after the first day of the academic year. There is also a tour where new students are introduced to key staff on campus (attendance, student conduct, college and career, library, etc.)</p> <p>Began a student leadership portion of AVID called AVID Ambassadors.</p> <p>A team of support providers for our English Learners, together with the International Club, have created an ELD Buddies program to help ELD students feel connected.</p> <p>In order to more meaningfully connect with our students, course-alike teams in English are implementing new texts that further reflect the diversity of our student body and a wide range of perspectives: <i>American Born Chinese</i> and <i>Wolves</i> in Voices of Modern Culture; a post-colonial British Lit literary circle in British Lit; <i>The Magical Language of Others</i> and <i>Born a Crime</i> in World Lit; <i>The Namesake</i> and a collection of Asian literature in AP Lit.</p> <p>The course-alike team in World History has completely re-written several units to also focus on a wider range of world perspectives. For example,</p>	<p>Implement a series of advisory lessons on topics such as anti-racism, preventing sexual harassment, and wellness. Some will be developed by students.</p> <p>Develop restorative consequences for disciplinary infractions.</p> <p>Return to our usual Clubs Fair format to help students get more engaged with school activities.</p> <p>Principal meets every two weeks with a Student Anti-Racist Task Force.</p> <p>We are in the process of our WASC Self-Study and we continue to strive to meet this goal of every student feeling safe, cared for, and engaged in school.</p>	<p>Use student-provided data to develop the Time Management and Homework guides for course selection.</p> <p>Lead an Equity Task Force for staff members that will advise on school-wide policies, and present strategies/lead discussions with the staff.</p> <p>Continue to focus on relationship, engagement and connection strategies in staff development. In the August PD days, we provided a session on relationship building strategies.</p> <p>Maintain a Pioneer Pantry with school supplies, food, and hygiene items for students who need them. Distribute technology materials to those who need it.</p> <p>Teach students and staff to speak up about everyday stereotypes and bias during staff development sessions and advisory lessons.</p> <p>Make contact with students (and their parents) who are not attending school; implement Chronic Absentee Protocols. Involve a health and wellness lens.</p> <p>Effectively use the Student Assistance Team to provide support to students who are struggling with academic or mental health needs.</p>

	in the Revolutions unit, the team has added content about revolutions in Haiti and Columbia.		<p>Continue to survey our students regarding wellness and engagement each January.</p> <p>Renewed target population during recruitment for the Terra Nova program. In 2020-2021, we are serving the most number of students within the past five years.</p> <p>The Associated Student Body runs a student-led orientation program for our incoming 9th graders.</p> <p>Student led clubs that offer our students a large variety of ways to be engaged in their interests and socially connected.</p> <p>Best buddies connects our students on IEPs to their general education peers</p> <p>School-based therapists in both Gen Ed and Special Ed are available to support students.</p>
<p><b>FUHSD Goal</b></p> <p><b>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></p>			
<p><b>Site Targets</b></p> <ul style="list-style-type: none"> <li>100% of parents will have an active account to monitor their student's progress on Schoology and IC portals.</li> </ul>			
<b>Exploration &amp; Research</b>	<b>Initial Implementation</b>	<b>Full Implementation</b>	<b>Full Implementation and Sustainability</b>

<p>Our WASC Action Plan is in development.</p>	<p>We are in the process of translating all of our guidance and other documents into both Spanish and Chinese.</p> <p>New Student Orientation process from the Guidance Department.</p> <p>Hired a second senior clerical assistant to help with contact tracing, monitoring testing and vaccine compliance, and other COVID-related tasks.</p>	<p>Keep an ongoing Google Form available for parents to submit questions and feedback. Respond both personally and in FAQs or monthly webinars.</p> <p>Maintain close communication with families with regard to COVID protocols and cases, with all information presented in English, Spanish, and Chinese.</p>	<p>Host monthly webinars with opportunities for Q &amp; A.</p> <p>Send home weekly emails to parents with information and opportunities for feedback.</p> <p>Host two Guidance Nights per grade level for parents to learn about CHS and future planning.</p> <p>Host parent nights for AVID and Terra Nova.</p> <p>Host parent night for students on IEPs and scheduling individual articulation meetings for each student.</p> <p>Parents work as tutors in our various interventions.</p> <p>Host a “viewing of the curriculum” for the Comprehensive Sexual Health Education unit in Biology.</p> <p>Conduct two meetings annually with our primary feeder middle schools (Lawson and Hyde) with Guidance Counselors and administrators from both the middle schools and CHS to share/receive articulation information regarding incoming 9th graders to better prepare for a smooth transition to high school.</p> <p>School Site Council, PTSA, Athletic Boosters, Music Boosters all meet monthly.</p> <p>Conduct 2 English Learner Advisory Council meetings per year: Initial ELAC: Back to School Night and Subsequent ELAC, talking about the importance of attendance, showing parents how to access the FUHSD ELD plan. The ELD Coordinator provides translated ELAC advertisements and ELAC powerpoints in Mandarin, Japanese and Korean.</p> <p>Annually, ask students to report on their engagement and wellness via a student survey.</p> <p>Graduating seniors are asked to complete an exit survey via Naviance.</p>
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FUHSD Goal			
<b>Site Target</b> Improve college and career guidance services as a school community.			
Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
Our WASC Action Plan is in development.	Possibly host a virtual Career Fair, with multiple “sessions” for students to attend (hosted an in person Career Fair for 7 years pre-pandemic).	Partner with PTSA to provide job-shadowing opportunities for students in a virtual format, though this event may be on pause for the 2021-22 school year.  Added Social-Emotional Learning into guidance presentations for grades 9-11.	Host all College Visits virtually to provide access to all students in FUHSD.  Host two parent education nights per grade level for guidance purposes.  Partner with PTSA for other parent education services such as Road Map to College and Maximizing your Summer.  Host a series of college recruitment visits on campus as well as “small” college fairs; these will be virtual for the 21-22 SY.  Implement transition activities with all students on IEPs; continue with Transition Partnership Program (TPP) transition activities for students with IEPs and 504s age 16 and older..