

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Fremont High School**

**575 W. Fremont Ave.  
Sunnyvale, CA 94087**

**Fremont Union High School District**

**March 7th - 9th 2022**

**Visiting Committee Members**

Chris Kinney, Chairperson  
COVID Coordinator, Ukiah Unified School District

Janina Schulz  
Teacher, Thomas A. Edison High School

Jahir Salazar  
Teacher, Joseph A Gregori High School

**NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.**

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
  - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
  - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
  - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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## Preface

**Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

## Fremont's Graduate Profile of Students

Fremont Students will ...

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

The self-study process originally started in September 2019. The WASC Coordinator pro-actively reached out to stakeholders to enlist their help in completing the Self Study. The administration worked diligently with the Coordinator to ensure there was time on the

calendar to meet with groups and had plenty of time allocated for training and completing the Self Study in a timely manner. The training for staff, students and parents was readily apparent throughout the process. This was interrupted by the Coronavirus Pandemic when schools were closed, and picked up again when schools reopened, utilizing digital means to conduct regularly scheduled meetings. Once school was able to get back to a semi-normal session, the work on WASC continued with stakeholders providing input to the Focus Groups using data, documents and analyzing the information and writing. Multiple surveys were developed and distributed to teaching and support staff, students and parent groups, FHS was able to achieve a high rate of return on teaching staff and student groups, but not on the surveys given to support staff and parent groups. Due to the pandemic, technology solutions were used when in-person meetings were too difficult or impossible. The stakeholders indicated that the Self Study process of analyzing student work and developing the Action Plan was valuable to continue striving towards meeting the needs of all students.

While FHS staff has developed Mission, Vision, and a graduate profile, there is not an intentional consistent use or reference to these present in the classroom. Teachers did not have the graduate profile posted in every classroom. Instead the staff informally refers to the “Fremont Way”. All focus groups were able to express what the guiding principles were, but also stated that more work was needed on these guiding principles. The principal reported that there were no metrics around the graduate profile.

FHS has an ongoing effort to continue to refine the data gathering process, and analyze what the data means. While overall student achievement data is gathered, such as A-G progress and completion, and standardized testing, there is a need for FHS to gather data regarding specific support and sheltered courses to determine effectiveness as well as intervention strategies implemented throughout the school.

Fremont High School Leadership Team focused on discussing core values in an effort to create a common understanding and implementation of the school’s Mission, Vision, and Graduate Profile. While the intended focus is to have the school be able to clearly measure and ensure the students attending are all successful based upon these criteria, the staff at Fremont have not yet extended and connected the ideas identified in the core values.

FHS’s Schoolwide Action Plan is aligned to the implications of data from Chapter 2 and to the critical needs identified in Chapters 3 and 4 of the Self-Study and is the direct result of the reflection of the school’s progress, data analysis, questions identified, and needs. The school is continuing to update and refine aspects of the SPSA, ensuring that the WASC Action Plan is melded into the SPSA/LCAP. In coordination with School Site Council (SSC),

the school's Guiding Coalition for Learning, and Leadership Team, yearly revisit the Action Plan, seek involvement of stakeholders, and revise the Action Plan. Stronger communication between the leadership team, GCL, administration team and stakeholders is needed to ensure input by all is integrated into the SPSA. The Guiding Coalition for Learning will be primarily responsible for the ongoing implementation, evaluation and revision of the Action Plan. Additionally, the LCAP/WASC Action Plan incorporates a system of accountability for all and is monitored on site by leadership and SSC. Additionally, the Board of Trustees as part of the LCAP process will monitor the school's progress.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

All stakeholders were actively involved in the self-study process and were able to describe and analyze the school's program adequately. All staff members were part of focus groups. Additionally, there were student and parent focus groups that both contributed to the self-study process. Due to the start-stop nature of the self-study process, because of the COVID disruption to schools, many focus groups were not able to fully analyze the school program, though through conducting the visit to the school, the VC was able to observe all aspects of the school program and areas for strength and growth not fully presented in the self-study report.

## **Chapter 1: Progress Report**

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

FHS has done significant work surrounding the Action Plan and alignment with the SPSA and LCAP. This alignment has allowed for a streamlined process of continual improvement. The Action Plan is continually being updated and revised with input from stakeholders. PLC leads and department leads work with the administration team to provide input on the SPSA. FHS did synthesize previous accreditation areas of growth into their Action Plan. The administration did combine two critical areas of followup, closing the Socio-Economic Gap, and Closing Racial Gap in advanced classes. Both these were addressing access to students in under-represented groups.

FHS has adopted a model of continual improvement within the school using the Cycle of Inquiry model within PLC work. The areas for follow-up are not specifically addressed in relation to the previous WASC Self-Study or VC report, they are introduced to staff in a thematic way. This structure allows for the implementation of change, however staff was not able to articulate specifics.

FHS was able to make improvements on all accepts of the previous areas of followup, only hindered by the COVID-19 shutdown.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

FHS uses pertinent data to ensure high achievement and is effectively using the PLC model to drive school improvement. FHS was able to make significant improvements to the school curriculum and PLC structure as well as adding an Equity Task force and outreach to at-risk populations.

## **Chapter 2: School and Student Profile and Supporting Data**

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Located in the city of Sunnyvale, Fremont High School’s student population mirrors the demographics of Sunnyvale, the County of Santa Clara, and California. Opened in 1923, Fremont High School is one of the most diverse campuses in Santa Clara County with four significant racial subgroups ranging from 11 to 42% of the population. The enrollment is just over 2,100 students, and more than 61 percent of these students speak another language at home, with upward of 60 languages represented. The richness of diversity offers both opportunities and challenges. Fremont High School’s response is to provide a variety of classes and programs, which include interventions aimed at closing the achievement gap, honors and AP classes and everything in between, designed to meet the needs of all students. Our wide spectrum of course offerings allows students to pursue personal interests and challenge themselves academically while preparing for college and careers beyond high school. Student leadership programs center on “student voice,” encouraging and facilitating student involvement in school-wide issues. There are also scores of school programs that promote positive learning, including but not limited to SFS (Students for Success), Advancement Via Individual Determination (AVID), band, choir, drama, journalism,

athletics, cheer and dance teams, as well as more than 45 clubs including but not limited to Future Business Leaders of America (FBLA), FHS SOL, License 2 Speak, Interact, Key Club, Science Olympiad and the Programming Club. The students and staff at Fremont High School work hard to create and maintain a positive, nurturing learning environment that supports the needs of all students.

### **Fremont's Mission, Vision, Core Values, Graduate Profile**

**Fremont's Mission:** FHS will ensure high levels of learning for all students

**Fremont's Vision:** The Fremont Union High School District hires and supports teachers, staff and school leaders who believe that all students can achieve at high levels, and who are committed to continuous improvement of their practice to ensure that students do so.

1. We are committed to both excellence and equity. Maintaining our excellence requires that we commit to ensuring high levels of learning for all students: learning that is not limited to the knowledge and skills measured on state and national assessments.
2. Equity requires a commitment to hold high expectations for all students, and to vary the allocation of resources (time, money, expertise) to ensure the success of EVERY student.
3. We believe that the effectiveness of individual teachers, collaborative teams, and schools as a whole should be defined in terms of their impact on student learning.
4. We believe that effective instruction and well-targeted interventions can narrow the gaps in student achievement associated with socio-economic, language and racial diversity.
5. We believe that every school, through a collaborative process, must define a set of essential learning outcomes and ways to assess progress on those outcomes for every course.
6. We expect that teachers teach toward those agreed-upon outcomes, assess progress toward them, and collaborate to take responsibility for the success of all students in reaching them.
7. We expect schools as-a-whole to offer targeted supports and interventions as necessary to help all students achieve agreed-upon essential learning outcomes.
8. We believe that every school district employee plays an important role in supporting student learning.
9. We believe that effective schools operate as more than the sum of their parts. We expect every staff member to take responsibility for continuous improvement of his/her individual practice AND for contributing to the collective action of the organization as a whole.
10. We expect district and school leaders to continuously examine our policies and practices in light of these beliefs and commitments; and to work with schools to deploy resources and create the conditions under which each school, each staff member and every student will achieve at high levels.

### **Fremont's Graduate Profile of Students**

Fremont Students ...

1. Communicate clearly and persuasively in oral, written, and visual work.
2. Research, gather, organize, analyze, synthesize, and evaluate information from a variety of sources.

3. Work independently, collaboratively, and honestly.
4. Self-assess, making modifications to increase achievement.
5. Connect with the school and community as active, involved citizens.
6. Demonstrate literacy and technology skills to become more effective students.

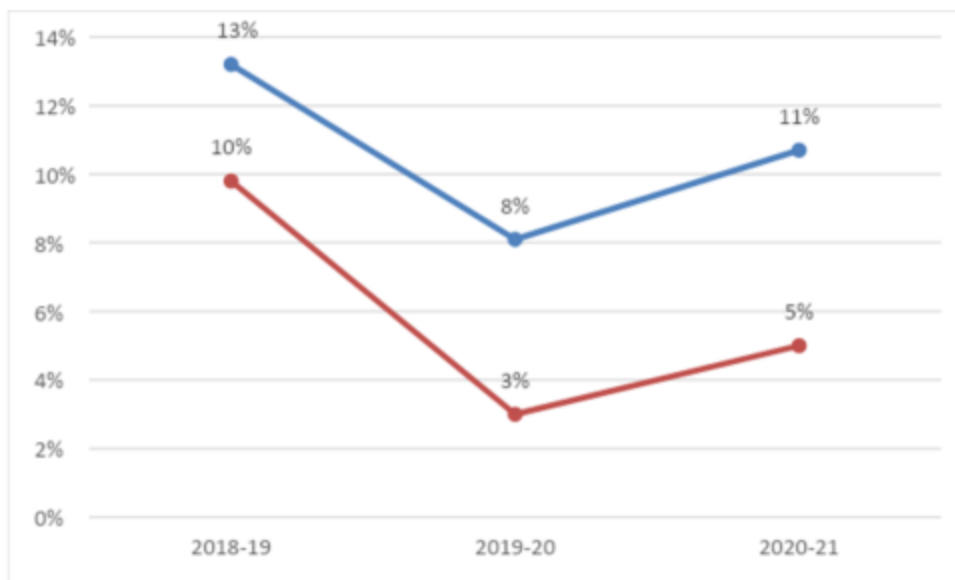
#### Major Student Learning Needs:

1. FHS needs more diversity (underrepresented students in particular) in advanced classes.
2. FHS needs more special education students to take and be successful in mainstream classes.

### FHS's Pertinent Data and Analysis for Self-Study

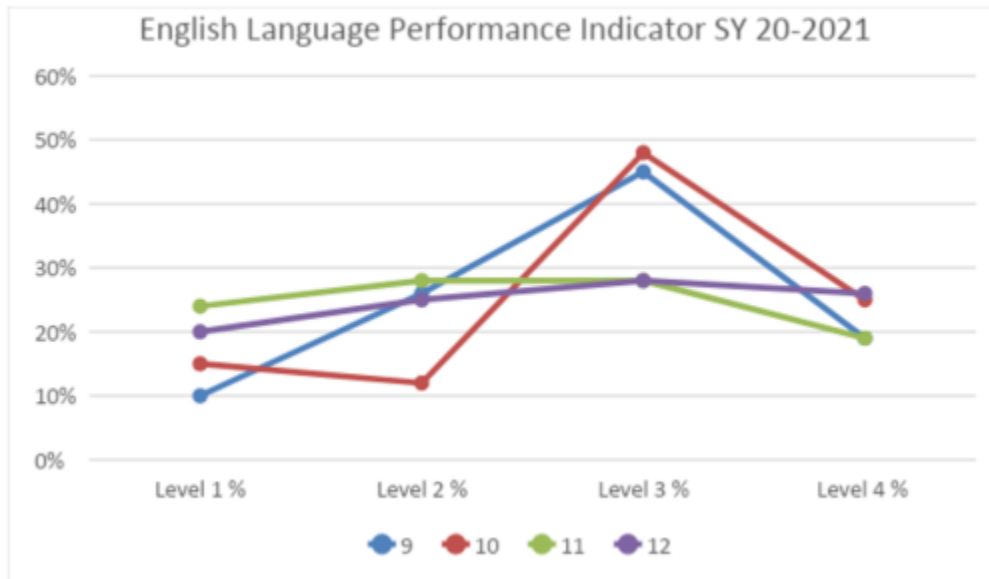
#### ELPAC Results ELPAC Summative Assessment

##### English Learner Reclassification Rate (%)



Due to COVID, a notable drop in reclassification occurred during the 2019-2020 school year. Reclassification occurs in the Spring, causing reclassification to occur only months into remote learning. During the 2020-2021 School Year reclassifications increased, but did not fully return to 2018-2019 numbers. We do not find this as concerning as both of these school years unprecedented outside factors occurred worldwide. Fremont High School's redesignation rate is within alignment with the rest of Fremont Union High School Districts' decrease in reclassifications during this time.

### English Learner Progress

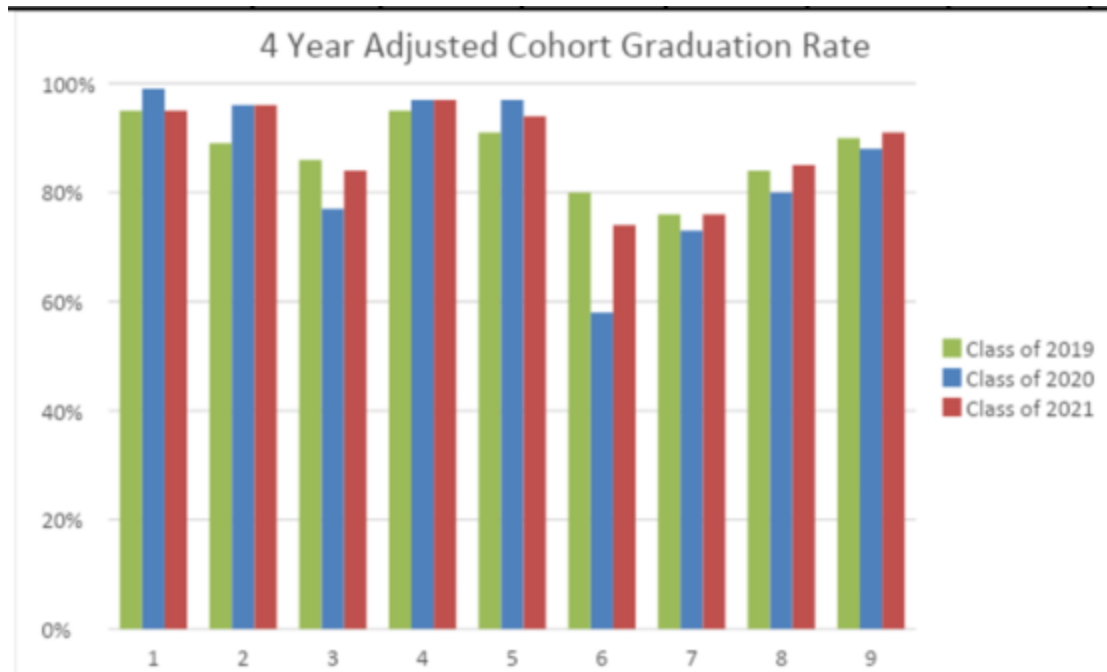


Based on the English Learner Progress Indicator (ELPI) substantial initial progress is made during 9th and 10th grade, causing rapid reclassification for some students. Progress plateaus during 11th and 12th grade as what is taught during 9th and 10th grade is built upon, causing any deficits to be compounded.

### Cohort Graduation and Dropout Rates

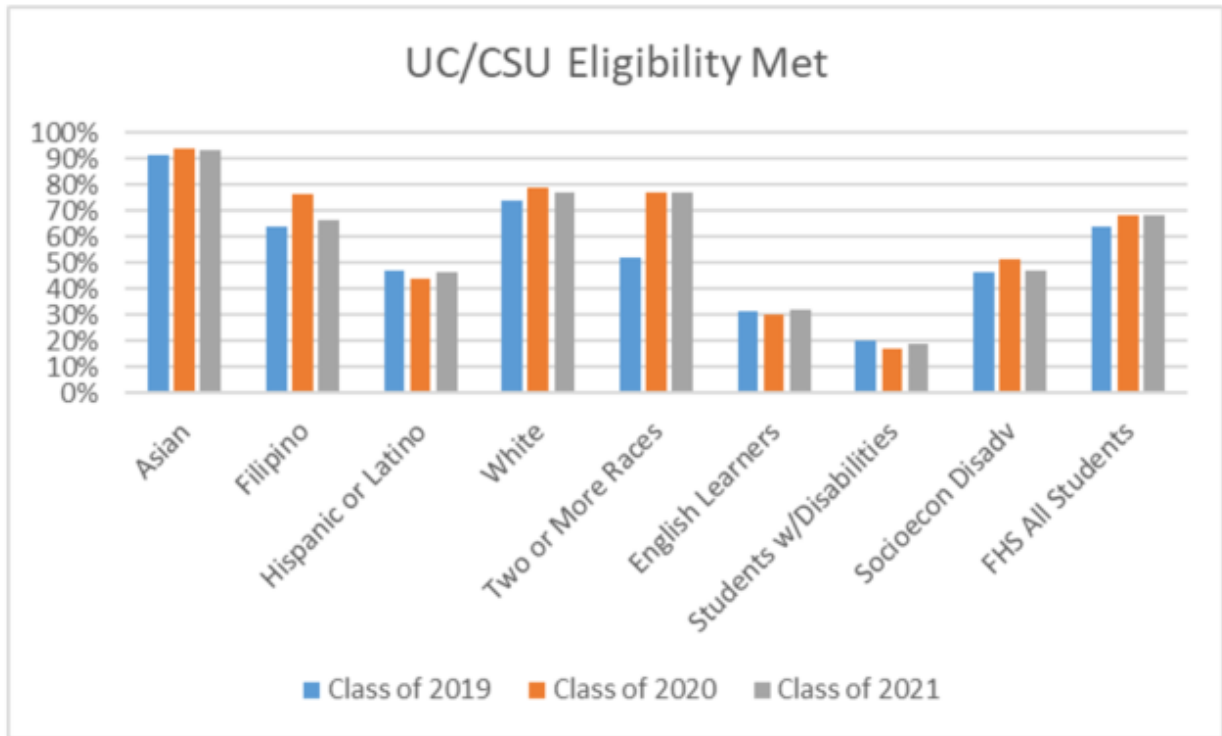
Student Group	Column	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	1	111	95%	110	99%	141	95%
Filipino	2	37	89%	44	96%	49	96%
Hispanic or Latino	3	224	86%	227	77%	234	84%
White	4	86	95%	87	97%	110	97%
Two or More Races	5	23	91%	31	97%	32	94%
English Learners	6	90	80%	79	58%	102	74%
Students w/ Disabil	7	85	76%	73	73%	86	76%
Socioecon Disadv	8	244	84%	270	80%	257	85%
All Students	9	492	90%	511	88%	574	91%





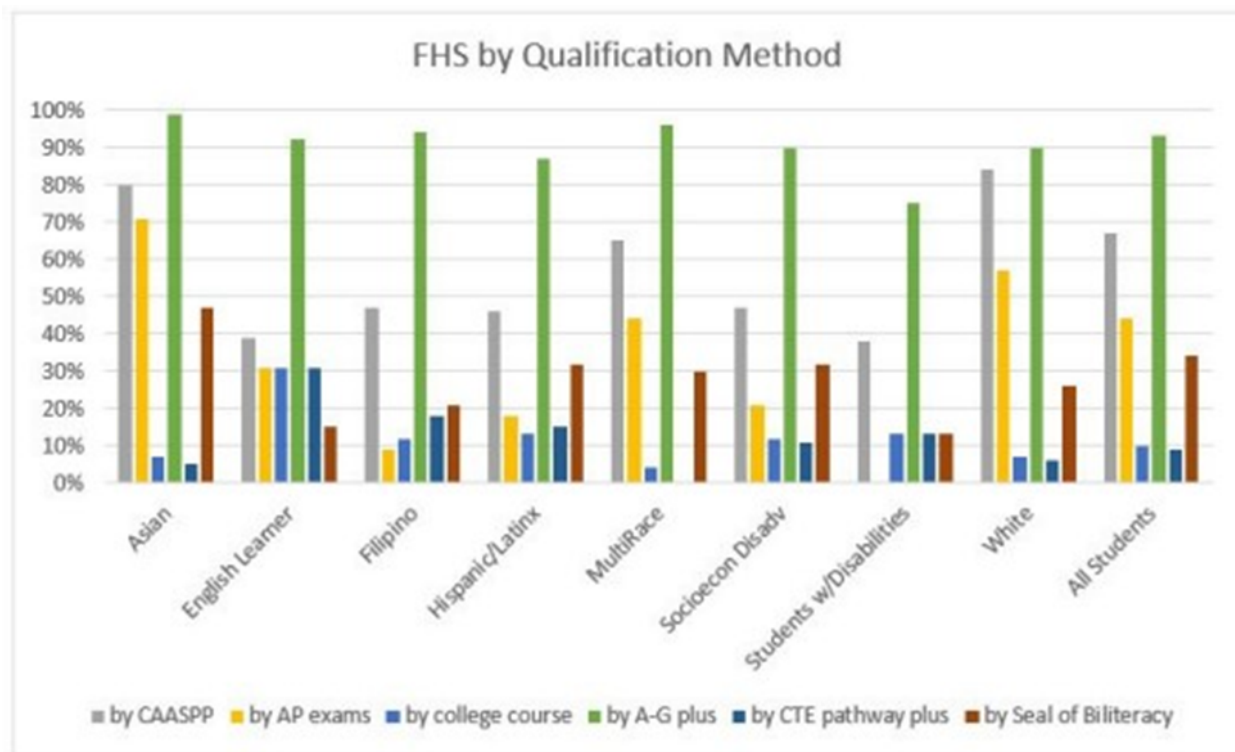
All graduation rates are at or greater than 2019 levels except for Latino or Hispanic and English Learners student groups. Latino or Hispanic student group graduation rates dropped during the 2019-2020 school year, but have almost raised to 2018-2019 levels currently. English Learners student group graduation rates dramatically dropped during the 2019-2020 school year, but has almost recovered as well. The English Learners student group has declined due to the decrease in reclassification as stated earlier in this report. The Filipino student group graduation rate increased, even with the increase of students within the Filipino student group classification. Students who identify as 2 or more races' graduation rates have increased as well while the population in that sub category is increasing. Overall, graduation rates decreased during the 2019-2020 school year, but then increased beyond the 2018-2019 school year rate during the 2020-2021 school year.

## College Readiness



Overall FHS students UC/CSU Eligibility increase between 2019 and 2021 by 4% while our student population increased 16%. All student groups remained approximately at steady levels within a range of 3% except for the Student Group of two or more races. While this student group saw an increase in the number of students it also saw a dramatic gain of 25% with a maintenance of that gain for both the Class of 2020 and 2021. Filipino college readiness dramatically increased during the 2019-2020 school year, and then readjusted to still higher levels than 2018-2019 levels.

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



The majority of FHS students across all student groups qualify as prepared for college readiness through A-G plus. The second most common way to qualify is through CAASPP, which was immeasurable last year as a result of low testing numbers due to the test being given while remote learning was taking place.

**Total Number of Students per Subject**

AP English	AP Math	AP Science	AP Social Science	AP World Language	"Other"	Grand Total
127	281	198	310	70	77	1063

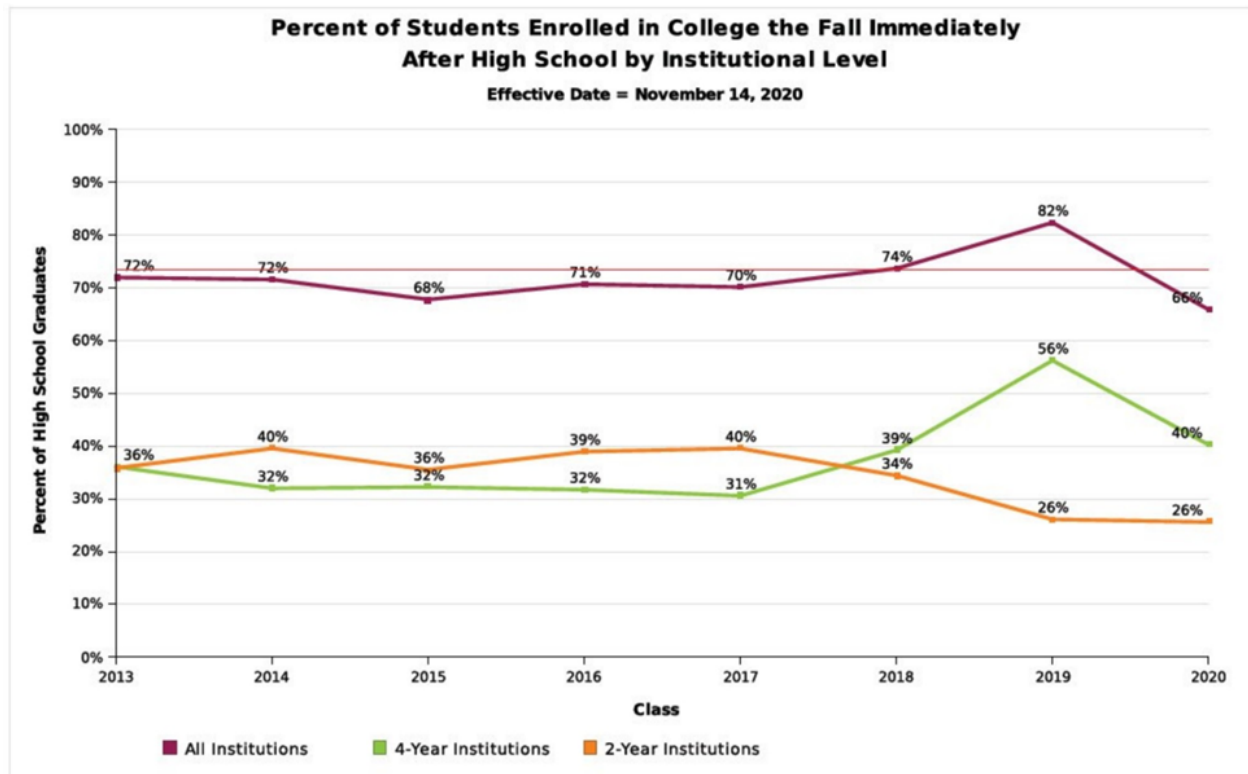
**AP Course Enrollments by Ethnicity and Year**

Ethnicity	18-19	19-20	20-21	21-22	Change
African American	2	2	5	4	+2

Asian	571	694	745	649	+78
Hispanic/Latino	204	161	165	124	-80
Native Hawaiian or Other	4	5	9	5	+1
Two or More Races	54	81	92	78	+24
White	242	301	325	263	+21
Grand Total	1077	1244	1342	1124	+47

The number of individual students taking an AP test increased. In 2018-2019 the average AP test taker took 2.64 tests, while in 2019-2020 the average AP test taker took 2.13 tests. More students are taking a test for the first time. In 2020-2021 while the number of test takers slightly decreased from the year before, the number of tests taken increased, to the average student taking 2.26 tests. The majority of the AP exams were taken in Social Science and Math. We have seen an increase in the overall number of students taking AP exams, however the number of Hispanic students declined.

## Post-secondary enrollment persistence, graduation



For the Class of 2019 there was a decrease in the number of students who attended 2 year institutions, and an increase in the number of students attending 4 year institutions. This resulted in an overall increase in the number of students enrolled in post secondary programs. While out of state enrollment remained steady at 12%, in state post secondary enrollment dropped 9%. Overall enrollment dropped by 11% suggesting fewer students attended out of state programs. This is unsurprising and most likely an outlier as this data was collected 3 months into the COVID 19 pandemic.

## Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criteria* and all the *indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
  - Highlight the areas of strength (if any)
  - Highlight the growth areas for continuous improvement (if any)
  - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

**Note:** When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

### CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

#### A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

#### Visiting Committee Comments

Vision and Mission statements speak to maximizing the learning for every student. The Mission statement was revisited in a collaborative staff approach over the past three years. The Vision was adopted from the district, as the staff felt that it applied to the school. The staff created "Value Words" - Community, Collaboration, Support and Respect, that are the lenses through which every day actions are considered and viewed. The staff is continuing to work on refining the definitions of the value words so there is a consistent understanding and focus across the campus.

Teachers have the opportunity to collaborate weekly in PLC meetings. GCL meets once a month and the entire staff meets approximately once a month. The school district provides opportunities for Professional Development throughout the year and encourages staff to attend PLC conferences to bring best practices back to the school. There is strong evidence that the district supports the school site. The GCL focuses on academic goals of the school helping to direct the work for the PLCs. The GCL also works as the mechanism by which the PLCs give feedback to the administration. The VC received feedback from all focus groups on the effectiveness of PLC work and how valued it is within the school overall.

Parents are engaged through school surveys and information posted on the website. The school has been expanding their efforts to engage families who are non-native English speakers by offering translations in other languages, such as Tagalog.

Staff Leadership Team focuses on culture, meets monthly. This group designs activities for the entire staff that engages staff to build a sense of community among themselves as well as students. The VC observed in many different settings how effective this group at supporting a positive culture and climate.

**Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

FHS has consistent conversations about the school's mission and vision focused on learning. Each focus group the VC met with talked about the process and how the staff had feedback to administration and the vision was adapted accordingly. FHS is continuing to refine these statements and Value Words to have a common understanding across all departments and support staff.

## **A2. Governance Criterion**

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

#### Visiting Committee Comments

Despite being a larger district there is obvious communication between the leadership of the district and the school site. This communication flows both directions, and the site leadership all feel that the district is supportive of the school goals. The school has a school board member assigned to the site for the year. The member is in direct communication with the school administration on a regular basis.

The superintendent and principal reported they regularly communicate with each other about the school. The district leadership staff and school board are very intentional about how money is spent on the site for school improvements.

FHS has a clear uniform complaint procedure and the process is outlined in the employee and student handbooks, available online.

FHS has experienced large amounts of turnover with the assistant principals and deans. Interviews with the administration team showed they are a cohesive unit, and overall respected by the staff. They have put processes in place that have brought more stakeholders to build clarity in administrative decisions that have led to greater equity among the student population, in particular department lead meetings. This is also another venue for feedback from staff to the administration.

The principal has successfully kept a solid foundation of culture and climate, while striving to continuously improve the school.

#### **Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective

#### **Narrative Rationale:**

The Governing body supports high achievements for all students. There are district resources that help support student learning and social-emotional well-being. There is clear communication between the school site and the district to facilitate discussions on how money is spent, and there is a proper complaint procedure that is followed for both students and employees.

### **A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner



outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A3.1. Broad-Based and Collaborative:** The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

#### Visiting Committee Comments

FHS brought in PLC groups in the 2009-2010 school year. Shared decision-making happens frequently in committees which include management and faculty. FHS invested heavily in training for the development of Professional Learning Communities. Subject area-specific groups work together to set up learning goals, develop lessons, and create and review assessments. PLCs have led to strong subject specific collaboration. During the focus groups the staff did comment on the effectiveness of the PLC structure within subject specific areas, but overall cohesion and sharing of strategies and resources between PLCs could be improved. The VC observed that the school PLC structure was strong, but also agrees that more commonalities across departments and across the school.

The VC observed there is a need to gather data in regards to specific interventions, to determine their effectiveness on student learning.

The SPSA and LCAP are aligned to the goals of the school and the Action Plan. The principal reports the leadership staff have been very intentional in this alignment, and the Action Plan is regularly reviewed and updated as needed.

Staff and parents report communication via e-mail and Schoology has been an effective method to get information across to staff and students. The website includes up to date information concerning all aspects of our school. Students reported that at times there are too many avenues for information and it is not always clear where to find what they need.

The site has ongoing outreach to families that are not easily reached, or have not updated their contact information.

**Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

FHS use of PLCs in the school are extremely effective and valuable for the staff involved. There is a need for cross-curricular communication between PLC groups on effectiveness of strategies and on-going communication about the embedding of the Graduate Profile into everyday student learning. FHS has aligned the SPSA and LCAP to the Action Plan.

#### **A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

#### **Visiting Committee Comments**

FHS is able to attract highly qualified teachers through relationships they have formed with the Stanford Teacher Education Program (STEP). New teachers are supported through Teacher Induction and are assigned a PLC. FHS has also been able to attract experienced teachers to the school based on their positive and supportive culture. The VC observed many positive interactions between the leadership of the school and staff.

Each member of the administrative team is assigned a PLC to work with and act as a liaison between the PLC and the administration. Teachers reported they are given plenty of

opportunities to work within their PLC groups and that professional development opportunities are encouraged and easily approved.

FHS needs to continue to develop metrics around being able to measure the effectiveness of professional development on student learning.

Staff members meet annually with an administrator to develop yearly goals. All documentation is readily available for staff in handbooks and in digital forms.

**Staff: *Qualified and Professional Development that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

Staff reported they are able to easily get professional development time approved, including days where the PLC can work together during the school year as well as summer break. The District supports staff in further development of teachers and support staff. The school site is able to hire and retain high quality teachers.

## **A5. Resources Criterion**

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

### **Visiting Committee Comments**

FHS Staff expressed concerns they are not involved in the process of allocation of resources. However, there is clear alignment between the LCAP, SPSA, and Action Plan to determine the

funding of resources.

The district has processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program. Staff and students commented many times on the cleanliness of the school site and how well buildings were maintained. The district recently has updated many of the buildings, ensuring that they are not only functional but also attractive.

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are mostly effective.

Teachers and support staff reported to the VC that they have ample opportunities for professional development offered within and outside the district. Some teachers are able to collaborate with teachers from other school sites within the district. Focus Groups all commented on the collaboration and support of staff within their PLCs.

**Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

FHS uses PLCs extremely effectively to enhance student learning across all curriculum. There are many intervention classes for students who are identified as needing additional support. Teachers and staff reported they are supported in being able to receive professional development easily. Focus groups with students reported to the VC they feel the staff is willing to work with them to help foster understanding.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Professional development and learning. There are many opportunities, strong training/teaching personnel, and the administration team consistently supports teachers attending professional development at the district level as well as outside the district.
- Parents and students believe that FHS staff is very supportive and approachable.
- Decision makers are open to input from all staff to support new ideas and programs to support our students and families.
- Structures of and support for PLC groups lead to a strong collaborative spirit.

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Further define and align Mission, Vision, and Graduate Profile to student learning.
- Continue to improve data gathering to assess the effectiveness of interventions to ensure equitable use of resources.
- FHS needs to develop metrics around being able to measure the effectiveness of professional development on student learning.
- Refine school communication loops allowing for intentional feedback and follow up actions with administration and staff.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Graduate Profile
- District Website
- School Website
- Schedule of PLC meetings
- School Accountability Report Card
- VC Walk Through and interviews
- LCAP
- Action Plan
- SPSA
- Professional development request form
- Teacher Handbook
- Student Handbook

## CATEGORY B. CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

#### Visiting Committee Comments

The staff at Fremont High School provide a rigorous and relevant curriculum for their students that supports the academic standards. The school has a robust World Languages department, offering five levels each of Spanish, French, Chinese, and Japanese language classes. Many CTE classes are offered to students including culinary, business, law, engineering, and automotive. Approximately 17 AP courses are offered to students during their junior and senior years of high school as well. Fremont offers numerous dual enrollment class options for students during their junior and senior years in collaboration with a community college. Students regularly work on multi-step projects in collaborative groups with other students. Teachers take time to review expectations for each step including due dates and criteria for success.

There is a strong collaborative cross-curricular approach used between the English and social science departments. The world history classes and the world literature classes study the same historical periods at the same time, with the history classes working on inquiry-based research projects and the literature classes working on literary texts. These courses share students, topics, and final assessments as well. There is also cross-curricular work happening between the native Spanish speakers class and ELD classes. Principles of business and math teachers collaborated before school closure due to COVID as well.

Support classes such as GOALS and Academic Foundations are utilizing many different

effective interventions for students that are lagging language or other skills to be successful in the academic setting. The VC recommends the successful strategies utilized are shared with all staff members in general as a common Tier I interventions, to benefit all students and allow for easier movement of students currently in these support classes to be in mainstream classes, allowing for greater flexibility in those students' schedules.

Fremont's AVID program has two class periods per grade level. Teachers stay with their students for all four years as students go through the program. Teachers apply to teach AVID at Fremont, and students also apply to the program. The school accepts almost all students who apply and meet the criteria. The AVID courses at Fremont teach students skills they will need to be successful at the college level, as well as expose students to a variety of career options and help students with the college application process.

The staff at Fremont participate in professional learning on a regular basis. Many of the content areas are provided with release days to collaborate with PLC groups and counterparts at other schools in the district (and sometimes outside the district as well). Social science, English, science, and world languages have regular opportunities to work with colleagues to build curriculum. The math department has participated in statistical analysis at the district level several times per year. Principles of Business teachers from around the district worked collaboratively to inspect, refine, align standards to earn UC 'G' approval. Now Principles of Business and Law classes are both UC 'G' approved courses. Fremont administration also supports teachers who want to attend conferences and PD outside of the district.

Fremont engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The guidance counselors meet with middle school counselors and attend conferences together for articulation purposes. Several subject area departments meet with their feeder school subject counterparts to articulate. SPED staff meets with feeder schools for articulation meetings for all students with IEPs prior to the students starting 9th grade at Fremont. World languages, math, social science, art, science, and English all participate in vertical articulation with the middle schools as well.

College reps and alumni reps come to Fremont to provide information about colleges to pique student interest as well as share application help. College reps also present Fremont's Family Guidance Night to discuss the relevant changes to the college landscape for current and upcoming application seasons. The school district's College Success Collaborative helps support the financial aid application process for students as well.

Grading practices at Fremont range depending on PLC and/or departments. The world languages department has agreed to create academic contracts with students that promise to submit an official grade change form for a student who earned a D or F first semester but then earned a grade of C or higher during the second semester.

Students at Fremont are engaged in coursework and activities that meet the Student Learner Outcomes (Graduate Profile). Students are participating in simulations, giving presentations, engaging in discussions, writing authentically in their content areas, working independently and collaboratively, self-assessing using rubrics and engaging in conferences with teachers, connecting with the school and community, and using technology to become more effective students.

The guidance counselors present to every grade level twice per year to review A-G requirements with students. Counselors also provide additional workshops for students during Flex periods. In addition to promoting college and career awareness, counselors emphasize the value of community college as an option for students.

The ELD population has grown significantly in recent years. The staff commented on the struggles with this increase. The ELD staff is committed to continuing improvement around effective interventions for this student population.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

Fremont High School offers a rigorous and relevant, standards-based curriculum that supports high achievement for all students. The school offers a wide range of classes including AP, CTE, honors, dual enrollment, AVID, and more. Teachers are involved in high quality professional learning, and collaborate with one another regularly.

## **B2. Equity and Access to Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate



transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

### Visiting Committee Comments

There are a variety of program and course options for Fremont students. All courses are open enrollment. All 9th graders create four-year plans with their guidance counselors to help them make appropriate choices for their courses. Students have access to CTE options such as culinary, auto shop, engineering, kinesiology, business, law, and 3D design. There are also 17 AP courses available to students during their 11th and 12th grade years, as well as dual enrollment or concurrent enrollment with a community college. Guidance counselors meet with students regularly to review course options and help students select classes that meet their academic goals. There is a low number of students from underrepresented groups enrolled in advanced courses, dual enrollment, and CTE classes.

Real world experiences are provided for students at Fremont in many different courses and content areas. Many of the world languages offer trips abroad to students who are able to pay for the trip. In addition, efforts are made to bring various people native to other countries to Fremont to meet students in the world languages classes. The business class brings bankers to speak to the students about banking scenarios. SPED program provides a workability opportunity for students to work 15-20 hours a week while getting paid. K-9 Krunchies is a student run business that employs students of all ability levels. The non-profit group has partnerships with local businesses such as animal hospitals and veterinarians. The students participate in all aspects of the business from making the dog treats to selling them. Senior students in AVID participate in a culminating project where they practice job interviews. Other opportunities on campus include students writing for real audiences such as blogs, websites, and social media.

The guidance department offers multiple opportunities for families, staff, and students to obtain information about course selection. Parent nights are provided to give information about course selections and college information. Teachers, guidance counselors, and college representatives present to families as well. The counselors also provide Coffee with Counselors throughout the school year to answer questions from families in a more intimate setting. Parents have access to students' grades and assignments through the learning management system Schoology. Most, but not all, communication to parents is translated into Spanish. Students with IEPs have review meetings (including student, case manager, admin, and general education teachers) of their academic and postsecondary transition goals at least once/year.

Fremont implements strategies to facilitate transitions to post high school endeavors. Guidance counselors create post-secondary plans with every 11th grade student. Students with IEPs create transition plans with their IEP team. Naviance is a software program provided to all students with the capability to explore careers, colleges, interests, and much more. Students enrolled in modified SPED courses do not have the same options as their peers.

The Applications of Advanced Math course was created to give a space to students still wanting

a fourth year of mathematics, but did not see themselves on the “calculus route”. Statway was created to give a space to students wanting to continue their math careers after not finding success in the previous course; it also gives students college credit. Culinary, business, law, engineering, automotive courses are available to students to expose them to potential career opportunities.

The VC observed that there is a need to incorporate Tier I interventions across all curriculum to allow for greater equity of access to all students.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

Fremont High provides a wide range of courses for students to take as well as a wide range of real world opportunities in which students can engage. There is a low number of students from underrepresented groups enrolled in advanced, CTE, and dual enrollment courses. A large number of students from underrepresented groups are enrolled in intervention courses, sometimes more than one per semester. Intervention courses do not have clear criteria for success or data to support their effectiveness.

**CATEGORY B: CURRICULUM**

**Areas of Strength for Curriculum (if any):**

- Access to college going resources and staff through college application and financial aid support, family evenings and presentations, college panels, classroom presentations. Guidance also provides a four-year plan for students to see how their courses align to their future endeavors (discussed at course selection time).
- Cross curricular collaboration between history and English and several other content areas
- Course options available to students - CTE, dual enrollment, AP, four world languages options, AVID, sheltered and support classes, electives. Variety of course options that lend to real world application and allow students to meet their credits needs
- Rigorous and relevant curriculum, and courses that support college and career readiness and provide real world experience

**Growth Areas for Continuous Improvement for Curriculum (if any):**

- Improve equity of access for CTE, elective, and advanced courses for all students including SPED, EL, and other significant student subgroups
- Develop the use the use of targeted short-term interventions
- Evaluate the effectiveness of sheltered and support classes
- Increased focus on grading practices - equity, research-based practices

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- VC walk-thru observations
- Student-teacher conferences and check-ins
- Rubrics
- Student projects
- Claim, evidence, synthesis visual in social science and English classrooms
- Focus group meetings
- Parent group meeting
- Student group meetings
- Guidance counselor group meeting

## **CATEGORY C. LEARNING AND TEACHING**

### **C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion**

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

#### **Visiting Committee Comments**

The VC observed students were engaged in the learning. Students reported that staff members were readily available to help when needed. There was also a very supportive culture among the students to help each other. Staff reported they have been using time in PLC to share best practices on bringing in engaging work to students that is relevant to learning skills that are applicable to be college and career ready.

The VC observed students understood what was expected of them. The Math department in particular has done a lot of work around leveling understanding of the curriculum, allowing students to revise work to get to the level of mastery. The math department has also been working on refining curriculum based upon outcome data. English has developed clear rubrics for students to reference. The VC observed learning objectives written on the board in many classrooms, easily accessible for students to read and understand.

The VC affirmed through viewing examples of student work the staff has set rigorous and

relevant work as well as bringing in real life issues and current events into the classroom. Teachers are using unique and open ended design projects.

While the work being done by students had elements of the Graduate Profile, the VC did not see specific links intentionally designed. FHS should implement metrics to determine how the Graduate Profile is being implemented on a consistent basis.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

VC observed students engaged in high levels of learning and rigorous activities throughout the school curriculum. PLCs are continuing to work on cycles of inquiry to develop focus standards and strategies that are engaging, challenging, and relevant to all students. Student work that was observed confirmed that real-life issues are being discussed in classrooms across the campus.

## **C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

### **Visiting Committee Comments**

The VC observed in many classes that teachers were actively supporting students in their learning. Students reported they knew who to go to for help, when needed, and that teachers were readily available for help. The staff are all involved in PLCs to work with other staff in their content area and share researched and evidence based practices, as well as support each other to continuously improve student learning.

The teaching staff at FHS has worked on improving their curriculum to include critical thinking and real life applications. FHS has ensured that every student has access to technology and it is

regularly utilized in classrooms to further skills for students. Teachers reported using project based learning and research projects that went well beyond textbook learning.

During classroom visits, students reported they feel staff members genuinely care for their academic success and emotional well-being. FHS students feel supported by teachers and staff to take chances and push themselves to take more challenging courses.

The paraprofessional team at FHS supports students in learning within the classroom setting. The District has made a commitment to furthering professional development for paraprofessionals.

The Counseling Department works with students to ensure they are taking appropriate classes. The focus of FHS is to not only have students complete A-G courses but also participate in CTE pathways.

Staff and students reported they are encouraged to take classes that are preparing them for college, but FHS also has created a robust CTE program to which students are also encouraged. The VC observed that the staff actively supported students in choosing their own path, and encouraged exploration of classes outside of traditional academics.

FHS has been responsive to create new classes and learning opportunities for students based upon community, family, and student feedback. This is evidenced by classes such as expansion of the engineering courses and the variety of CTE and specialty classes offered.

Students have opportunities to apply their academic learning when engaging in academic clubs. For example, students involved in robotics apply their knowledge of math, science, business, speaking and listening, and more they have learned in their classes. Another example is that the speech and debate team uses research, speaking and listening, writing, and historical knowledge to build arguments.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective

**Narrative Rationale:**

Teachers at FHS provide opportunities and resources for students to demonstrate and engage in critical thinking across grade levels. There are high levels of resources available for all staff. A variety of materials and resources demonstrate real-life experiences for students.

## **CATEGORY C: LEARNING AND TEACHING**

**Areas of Strength for Learning and Teaching (if any):**

- Students in classrooms are involved in challenging work, they are the ones doing the learning and the thinking and the VC observed that their work reflects this.
- Students understand learning expectations and engage in critical and creative thinking using a variety of resources
- Teachers use a variety of strategies to facilitate learning, checking for understanding, and modify lessons as needed for students.

**Growth Areas for Continuous Improvement for Learning and Teaching (if any):**

- Implement equitable practices for all students to engage in college and career preparation and real world experiences
- Improve classroom interventions (tier 1) to align with student learner outcomes
- Consider modifications to how resources and materials are being allocated to support student achievement

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- CTE facilities
- VC Classroom visits
- Course catalog
- Extracurricular activities
- Clubs
- Fine arts calendar
- Focus group interviews
- Course knowledge guides
- Student work
- PLC work
- Support classes

## CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

### D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

#### Visiting Committee Comments

The staff at Fremont High School utilize Schoology to upload assignment and assessment scores to disaggregate data to all stakeholders. Parents, students, and teachers can access this information from an Internet-connected computer or device, and students and parents can be informed on changes to students scores and other academic data. Some PLCs have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within courses.

In math courses, students experience consistent performance measurements regardless of which math teacher they have (there are no feelings of an "easy" or "hard" teacher. Within course alike teams, all teachers agree upon consistent course grade weighting. They also create and implement the same assessments, and they create and agree upon the same grading criteria and rubrics. However, the lower-level math courses have adopted a "No D" grade scale which is as follows: A: 100-80; B: 80-60; C: 60-40; and F: 40-0. The higher math courses have a traditional grading scale (A: 100-90, etc.).

In the College Prep and Honors Chemistry and College Prep and Honors Physics courses, students are assessed with the same metrics and the pacing of curriculum regardless of the

teacher. A student earning a particular grade is consistent across the classes of a particular prep. There are common student learning expectations, grading scales, calendar, and assessments. The assessments include quizzes, exams, and claim-evidence-reasoning activities (CER).

In the modern languages department, there are common summative assessments, grading scales, placement tests, and rubrics for writing and presentations. Across all languages (Chinese, French, Japanese, and Spanish), teachers use the same base rubrics for their assessments.

In the English Language Arts department, PLC teams use common formative and summative assessments. These are graded using an agreed upon rubric. The PLCs generally stay aligned with their units of study. Summative assessments include a mixture of essays and project-based learning in World Studies in 10th grade, which allows students to use their own background knowledge and family experiences to complete the project. This aligns with the school-wide implementation of having a more inclusive and respectful environment across campus.

In Art courses, there is an alignment on common concepts and standards throughout the department. Vertical alignment for advanced level courses are part of the PLC process in this department. The PLC also utilizes the same grading policy which they established during PLC collaboration. The department then collaborates on lessons to meet the California standards and they review the outcomes and move forward for their future lessons.

Teachers and staff at Fremont High School have an effective system to determine all students' growth and progress toward meeting the schoolwide learner outcomes. The VC did not observe the SLOs posted throughout the school and were not visible in many classrooms. The SLOs as concepts are embedded in many activities and assessments that are reflected in students' grades, and students are held accountable for these activities and assessments if they are missing.

Fremont High School shares D/F data within its PLC groups, and the data indicates that these rates have been improving over the last five years. There are intervention strategies in place for students who are below grade level in their courses, and staff provides remediation opportunities for students who do not pass courses. The measurement of academic standards are done through their PLC process and growth is monitored through the learning management system Schoology.

Regarding all students' growth and progress toward meeting college-and-career readiness, Fremont High School offers courses that are A-G approved, and both these and Advanced Placement courses prepare students for college or university. Additionally, several programs are in place to allow students to pursue a career after graduating from Fremont High School. Guidance counselors meet with students twice a year at each grade level to ensure that students are on track for their own college-and-career goals. If a student is not meeting graduation requirements, an intervention group will step in, and there are also senior class meetings with graduation requirements in mind that take place the first few weeks of school. Counselors visit



all Government & Economics classes for a block period during this time.

FHS uses the cycle of inquiry within the PLC process to continually evaluate and refine curriculum and learning within individual PLCs. However, PLC work is not always intentionally and measurably aligned with the FHS's Mission, Vision, and Schoolwide Learner Outcomes.

**Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

The PLCs at FHS use their collaboration time to analyze assessments to further direct their instruction. The PLCs have purposeful conversations about what they want their students to know and how they will determine that they have learned it through the analysis of student assessment data. Some conversations and practices are inconsistent across departments which tends to confuse students (D/F policy, for instance).

## **D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D2.1. Demonstration of Student Achievement** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

### **Visiting Committee Comments**

PLCs utilize common formative assessments to adjust curricular and instructional approaches. Many English classes use common literacy and writing assessments. Math PLCs use common formative assessments to help teachers analyze student understanding in order to modify and reteach material. Exit tickets and student surveys are used in many content areas. SPED modifies common assessments from World Core and other mainstream English courses to provide appropriate scaffolding for students. Teachers provide opportunities for students to self-assess. Data from common formative assessments and student self-assessments help teachers break students into flexible groups for additional support. PE teachers provide opportunities for students to reflect on their workouts and gauge progress. The Bio PLC has a rubric for writing

responses and tests. These tests are aggregated for data from an online tool and talk as a team about areas where students struggled to inform future curricular adjustments. The team uses rubrics to assess written response arguments that students produce using the CER model. The data produced from these assessments help the team discuss areas of struggle that could be improved upon and create adjustments to curriculum. The CER is also an opportunity for students to grow and learn, often the lowest scored one was dropped so that students could reflect and gain a greater understanding from their errors and mistakes.

The VC observed teachers actively providing feedback to students during class visits. Teachers meet regularly with students to discuss writing, goal setting, and progress on projects. Students in many classes regularly fill out surveys to give teachers an idea about how they are feeling, what their progress is on projects, and any support they need so teachers can follow up with students. Based on feedback teachers give, students are able to revise their work.

Some programs such as GOALS, AVID, SPED, ELD use teacher protocols to provide specific feedback on practices to improve student learning. Feedback is grounded around clear and specific expectations from rubrics. There has been a shift to project based learning in World Core where feedback is provided in different modalities. Feedback is often provided by peers through a process that also assesses their listening and critical reasoning skills.

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly effective

**Narrative Rationale:**

One of the most powerful observations the VC had during classroom visits was the one-to-one conferences teachers were having with students. This assured that each individual student received direct feedback and suggests that teachers make very purposeful use of class time to monitor and modify learning in the classroom. Students were engaged and attentive when having these meetings with their teachers, and the conversations ranged from having feedback on individual assignments/tests or a more holistic meeting of “checking in” with students. It is evident that this is a common practice for FHS. Their PLC process, teachers construct rubrics that they implement in the classroom as a strategy for monitoring student learning.

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

**Areas of Strength for Assessment and Accountability (if any):**

- The school site’s PLC process has coordinated courses so there is consistency in determining the essential learnings and assessing students.
- Guidance counselors meet one-on-one with students and provide the A-G presentation and information about a variety of college options every year for all grade levels which helps students achieve their academic and career goals
- The learning management systems of Schoology and Infinite Campus help communicate

assessment and accountability requirements.

- Teachers set aside classroom time to offer feedback in a very purposeful manner. They typically meet one-to-one with students during this time.

**Growth Areas for Continuous Improvement for Assessment and Accountability (if any):**

- Further develop grading practices on assignments and assessments for department and PLC consistency.
- Evaluate the effectiveness of interventions.
- Continue to refine the PLC process through vertical alignments in departments regarding standards and essential skills throughout all grade levels.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- School self-study report
- Interviews with counseling team
- Meetings with school staff
- Classroom observations
- Meeting with focus groups

## CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

### E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

#### Visiting Committee Comments

Fremont High School utilized a variety of methods to communicate with parents on an ongoing basis. There are several opportunities for parents to receive information and to participate in schoolwide conversations. There are two formal mixed stakeholder groups where Fremont High School seeks parent input. At the beginning of a school year, parents are notified of the School Site Council for which they can self nominate. These elected parents attend monthly School Site Council meetings, and these dates and times are posted to their school website. The second opportunity for parents to be part of the decision making process is during the English Language Advisory Committee (ELAC) meetings. These meetings help guide the English Learner program. There are two parent groups that support communities that do not speak English natively. The Los Padres parent group and the Kababayan parent group are conducted in Spanish and Tagalog, respectively, and their purpose is to provide information and support in the native language of the parents. They will occasionally invite guest speakers to help foster a supportive environment for parents and students.

Parents can join the Parent Teacher Student Association (PTSA) to foster a stronger connection within the school community; however, because of the COVID-19 pandemic, many of these meetings have been done through Zoom meetings and the focus has been on the ongoing pandemic. This year, because of the ongoing pandemic, the Back to School Night event was held virtually as well. Typically, 300 families participate in the event where they receive financial aid information in conjunction with information on community colleges. However, teachers gave a passive presentation in the form of videos that were posted to the learning management system Schoology. There was no way for site administrators or teachers to track which parents actually viewed the produced videos.

There are a wide variety of methods that the site communicates to the school's demographics and diverse families. The website is updated regularly, and parents have access to a parent-specific section of the website. This parent portal has a wide range of information and links; it includes portals to the learning management system Schoology, Infinite Campus, Naviance, Zoom, and the Fremont Union High Schools Foundation website. The portal also includes an activities calendar where parents can view upcoming events for students and the community. However, the site acknowledges that there are some parents who are not informed because of lack of Internet

and technology sources; for these instances, the site uses robocalling and autodialers to disseminate information.

***Parent and Community Engagement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:** Fremont High School fosters a transparent and open communication environment between the site and all stakeholders. There are several parent groups that parents can join in order to help make decisions about their students' education; however, during the focus parent meeting, some articulated that there could be more done for parents whose schedules do not align with the schools or with disengaged parents who otherwise would not have an interest in attending the parent group meetings.

## **E2. School Culture and Environment Criterion**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for Students:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

### **Visiting Committee Comments**

The main concern at Fremont High School regarding school culture and environment is having an inclusive and supportive environment. They strive to accomplish this through a variety of strategies and collaborative efforts among staff, parents, and students. All staff meetings that occur approximately once per month help facilitate the inclusive and supportive environment of the campus community. During the 2019-20 school year, staff spent significant time and effort discussing words that best describe the environment that would foster the inclusivity, and the four terms that encapsulate the spirit of inclusivity are: collaborate, community, respect, support.

Students in their advisory period have been focusing on topics that help foster a more inclusive and respectful community. The topics are: becoming antiracist; sexual harassment; stress during remote learning; microaggressions; interrupting the pyramid of hate; wellness, happiness, and self-care; disability awareness; tolerating uncertainty and combating anxiety; effective communication in hybrid learning; being flexible and adjusting expectations; and addressing anti-Asian hate. Staff at Fremont High School has put together google slides presentations that help facilitate the conversations students and staff have about these social-emotional issues that

students may potentially face.

Students report they feel safe on school grounds, both physically and emotionally. Student groups reported they know who to contact if there is any safety concern. However, students reported that when biking or walking to FHS they are frequently concerned about traffic safety in the area surrounding the school site.

Fremont High School teachers foster a welcoming and inclusive environment for all students. Several classrooms include posters that support minority and marginalized groups of people (LGBT+, Black, indigenous groups, etc). Many of these posters are student created and it allows for them to take ownership of the values of Fremont High School. This aligns with the four identified terms that rose to the surface from monthly staff meetings that focused on the needs of the community. These words help the inclusivity of students: collaborate, community, respect, support. These student and professional posters foster the two terms of respect and support. It is evident that students feel supported and respected by their peers and their teachers. During classroom visits, students demonstrated a low affect and they are very comfortable conversing with their teachers regardless of the subject matter. Additionally, classrooms have expectations that are high for students to know what they will be expected to do during the class period and for their homework. These expectations were noted not only in core classes such as math, English, and social sciences but also in elective courses such as culinary arts and world languages.

The diversity of cultures and students is visible in the variety of active clubs at the school, which total more than 50. Clubs such as FBLA, Girls who Code, Speech and Debate, and Robotics cater to students with more academic interests. There are also many cultural clubs such as the Black Student Union, Jewish Students Union, Filipino Youth Organization, and the Gender and Sexualities Alliance. All the clubs have staff advisors, who support students by providing space and mentorship. Although a few of the clubs provide stipends, most of the clubs are supported by volunteer staff members.

The custodial and groundskeeping staff should be commended for their maintenance of the physical campus at Fremont High School. The campus is free of litter, the buildings are devoid of graffiti or any unsightly markings, the landscaping is pristine, and there is a sense of pride among staff and students in keeping the campus clean.

There is an evident atmosphere of trust, respect, and professionalism at Fremont High School. Students conduct themselves in an appropriate manner. Both students and teachers were observed wearing Fremont High School apparel, which establishes a sense of pride in the school community. Student groups and teams sell Fremont gear as fundraisers, so staff and students are encouraged to buy and support these respective groups. In class observations, students have opportunities to participate in discussions and shared learning experiences, and teachers encourage students to share from their unique perspectives and experiences. Many classrooms

were observed to have a welcoming atmosphere with signs and posters that contained inspirational messages for students such as “In this class, I can...” “take ownership of our choices, both good and bad,” “treat each other with personal regard,” “take risks and are willing to move outside of our comfort zone.” These practices help students feel more included and safe on their campus.

**School Culture and Environment that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly effective

**Narrative Rationale:**

Students at Fremont High School feel very safe, respected, and included in nearly all aspects of their school environment. The visiting committee observed that the campus is clean, the custodial staff should be commended for keeping the campus free of litter. Additionally, students feel that there is a mutual respect between them and their teachers, and they articulated during an ad hoc meeting that this mutual respect creates an atmosphere of trust, respect, and professionalism. This in turn allows students to have high expectations for themselves.

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**Visiting Committee Comments**

Students at Fremont High School have several opportunities for structural support in order to improve academic achievement with the help of the Guidance team. There is a Learning Skills Class that students in Special Education attend to receive support for their curriculum. Teachers serve to assist them in getting caught up, and this is part of the tiered academic support. The site

has incorporated a FLEX time for them to receive the support they need, both academically as well as socio-emotionally. Some upperclassmen are supported through the payment of standardized testing fees such as the PSAT (these are paid through a district grant). There are several support classes at Fremont High School that are offered during the school day, and these mostly focus on core classes such as math and science. However, more support is offered for students who require credit recovery for a previously failed course (these are ALEKS and Quantway). The school site has a remedial English program (Read 180) for students who are below grade level in their English language skills. The site also provides an 8th block class for students who failed a course and are not on track for graduation. To further help English Learners, Fremont High School has embedded a GOALS program. The GOALS program ensures that long-term English Learners meet at-level literacy and student skills. GOALS teachers are each case managing several students who have successfully completed the program. During the advisory period four times during the school year, GOALS teachers meet with their teachers to check on the students' progress.

There are four guidance counselors at FHS, and they provide additional support for all students. For instance, the guidance counselors host weekly workshops and meetings during FLEX and after school for both students and parents. Examples of these workshops are exploring naviance, registering for Summer Academy, senior panel workshops, planning summer college visits, and college application workshops (to name a few).

For general academic support, students can apply for Fremont High School's AVID program. Students have to apply and be interviewed, so admission into AVID is not guaranteed. The AVID students follow the same teacher for the four years that they are enrolled in high school.

Fremont High School uses some multi-tiered support strategies for students' social emotional needs. Mental health support is available for every student through the use of an online wellness check-in form that is actively monitored by the mental health team. Additionally, staff can request immediate assistance for students through the crisis team. The Mental Health Team consists of: 5 school-based therapists (1.5 for general education students and 3.5 for special education students), three school psychologists, a family/community liaison, and three administrators. In 2019, FHS partnered with the Seneca Family of Agencies to implement their Unconditional Education program. This partnership, which is funded by a county grant, provides four additional intervention/mental health specialists to help provide intensive wrap-around support for the most underserved student and family populations.

In addition to the many mental health specialists on campus, over the past several years, staff members have received training in trauma informed care during some staff collaboration meetings. Staff is also updated annually regarding mental health awareness and mandated reporting.

Students at this school have access to a variety of extracurricular activities, even if distance



learning did impact the readily availability of some of them. Students learn about the activities and sports through a variety of mediums: the school website, the school Instagram account, the daily announcements, email messages, and club days. The Fremont campus coordinates student interest clubs through their Associated Student Body (ASB). While there are too many co-curriculars to enumerate, they include activities such as sports, music, theater, STEM, and college & career readiness.

***Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

Students at Fremont High School have a variety of personal, social-emotional, and academic student support. There are several co-curricular activities that students can participate in, and they range from sports, clubs, academic programs, the arts, and life after high school. There is a place for all students at Fremont. MTSS training is needed for stakeholders in regards to how the structures within the system work to support student success as well as what roles each stakeholder has as part of each tier of support.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

- Fremont High School offers a wide variety of co-curriculars, including active student-run clubs, community service groups, robust performing and visual arts options, and a wide array of athletic opportunities.
- The Fremont High School guidance counselors offer a wide variety of workshops and meetings for parents and students regarding academic support and college-and-career readiness.
- Fremont High School offers various course options for students with varied learning interests, including options even within departments that allow it to be a truly comprehensive high school, especially for students bound to a four-year college or university.
- The physical campus is well-maintained by the custodial staff and the environment encourages an atmosphere of trust, respect, and professionalism among students and staff.
- The Fremont Way (core values and value terms) is visible in the caring nature of the students, staff, and campus community. Diversity is their strength.

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

- Further refine communication to student support teams through the learning management system Schoology.
- Increased focus on the engagement, communication with, and training of parents in the

- school community and provide stronger access for non-English speaking families.
- Increase opportunities to embed social-emotional and academic interventions within the schedule.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- WASC self-study report
- Parent group interviews
- Administration panel interviews
- District Administration and Board Member panel interviews
- Focus group interviews
- Ad hoc student group interviews
- Classroom observations
- Campus tour

## Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

### Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

- Administrations, counseling, instructional staff, and support staff help to foster a supportive and encouraging environment for all students that is evident from the interactions between adults and students on campus.
- Instructional Staff have a collaborative and innovative culture evidenced by the strong support by administration and staff for PLCs and continuing professional development.
- The physical environment is conducive to learning, school grounds are clean and all buildings are in good repair.
- Administration and staff have worked to provide comprehensive course offerings for students to explore academic and vocational opportunities.

### Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

- Administration, counseling, and instructional staff need to improve equitable access of students to intentional/measurable supports, interventions, and challenging/relevant courses in order to narrow the achievement gap and to improve all students' academic and/or social-emotional outcomes as measured by improved students outcomes: academic, social-emotional, and perception including but not limited to student engagement.
- Administration and instructional staff need to continue exploring educational opportunities for students that offer diverse pathways to successful careers post secondary education by having more students reach Career and College Indicators.

In addition, the visiting committee has identified two additional growth areas that need to be addressed:

- Administration and instructional staff need to create specific and measurable goals pertaining to the Schoolwide Learner Outcomes that are accessible, consistent, and concrete across all departments. Staff will be able to articulate how learning and curriculum supports the development of students attaining intended outcomes.
- The District Office, site administration, and instructional and support staff need to formalize communication, feedback, and follow up of district and school objectives creating clear understanding of LCAP and SPSA/Action Plan among all stakeholders.

## Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

### **Summary of Schoolwide Action Plan**

Goal 1: Create more awareness and help students plan for non-university education/careers

FHS will create more ongoing opportunities to learn about and be exposed to non-university education and careers. The site will increase awareness of existing CTE pathways and opportunities.

Goal 2: Develop support plans to meet the social emotional learning (SEL) needs for all students

FHS will increase access to SEL support, language, and services for all students. The site will continue and deepen discussions about Essential Learning in all courses to make space for SEL in the classroom. More campus connections will be built for students.

Goal 3: Increase the success of intervention programs to help students better access General Ed classes

FHS will increase the success of intervention programs to help students better access General Ed classes. The site will measure the success of the intervention programs and support mechanisms. They will adjust, improve, and remove intervention programs depending on achievement against criteria for success. The number of special education inclusion classes will be increased.

Goal 4: Increase diversity and access in advanced academic courses

FHS will investigate and report the reasons students choose courses and what makes students stretch to take more challenging courses in each department. The site will implement practices that accommodate students with a larger range of skills in courses that don't already reflect the diversity of the school. They will encourage diversity in students taking advanced courses.

### **Evaluation of Schoolwide Action Plan**

The VC generally concurs with the Action Plan areas and goals as presented that addressed FHS's identified Critical Learner Needs and Growth Areas. Conversations concerning student learning enhancement and support have begun, and the site is working toward appropriate steps to ensure short-term interventions in all courses. The site is developing and implementing a variety of interventions and support systems for all students, both academic and

social-emotional. The site is actively working toward shifting the focus to equitable practices to ensure students are ready for college or a career, and to increase student diversity in advanced academic courses throughout disciplines.

FHS has begun the process of developing the Action Plan to ensure alignment with the LCAP. At the time of the VC's evaluation the Action Plan was not complete and the Principal acknowledged there is ongoing work to ensure the tasks are targeted and manageable by the school.

There is still need to continue to do outreach to stakeholders on the Action Plan, and identification of timelines and the personnel responsible to carry out each task. FHS should continue to pursue input and participation from both students and families to ensure that all stakeholders are involved in the process of implementing the Schoolwide Action Plan. FHS staff has a high level of commitment to the Schoolwide Action Plan, which is evident from classroom observations, student interviews, and focus group interviews.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

Most students at Fremont are progressing toward the academic standards and other expectations. FHS has not clearly defined their schoolwide learner outcomes for all students. There is no clear measurement of the schoolwide learner outcomes. While many staff members are incorporating ideas from the current schoolwide learner outcomes into their instructional practices, consistent and accessible SLOs are not clearly established across all departments.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

Fremont's alignment of goal #2 to the school's need to support student achievement is highly effective, while their alignment of goals #1, #3, and #4 are effective. FHS is continuing to refine the schoolwide action plan to better reflect the school's areas of greatest need to support high achievement for all students. For goal #1 and #4, Fremont is working to shift the focus to equitable practices in helping students achieve college and career readiness as well as access to advanced academic courses. The staff at FHS is working to refine goal #3 to focus more on short-term interventions in all classes and to adapt the purpose for historical support and sheltered courses based on data on the effectiveness of these.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** Effective

**Narrative Rationale:**

The staff members at Fremont are working to implement and monitor the SPSA. The administration team and leadership team are dedicated to the process of continuous improvement as they work to refine their SPSA. Communication loops between the administration/leadership teams and teachers/other staff members should be improved so that all staff at FHS have input into the various aspects of the SPSA.

### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)	X			
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	X			
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		