



CUPERTINO HIGH SCHOOL

**2022-23 SCHOOL PLAN
Mid-Year Update**

Cupertino High School

10100 Finch Ave., Cupertino, CA 95014 • www.chs.fuhisd.org • 408.366.7600 • CEEB:050718

2022-2023 School Profile



Cupertino is a suburban, residential community surrounded by high technology industries located 50 miles south of San Francisco in the heart of Silicon Valley. One of five public high schools in the Fremont Union High School District, Cupertino is accredited by the Western Association of Schools and Colleges and has received three prestigious California State Distinguished School Awards. The student body represents diverse ethnic, racial, religious, and socioeconomic groups. Our school mission statement is to achieve high levels of learning for all students—and we collaborate in course-alike teams to make that happen. An excellent co-curricular program complements the academic mission of the school.

There is a thriving arts program, with award-winning groups in instrumental and choral music, publications, visual arts and drama. CHS also offers a wide variety of sports, clubs, student leadership opportunities and community service options. More than 84 percent of Cupertino students participate in at least one extracurricular activity.

Due to the extraordinary circumstances resulting from COVID-19 school closures, Fremont Union High School District adopted a district-wide Credit/No Credit structure for Spring 2020. For SY 20-21 courses were taught in a combination of remote and in-person instruction due to COVID-19. Per California AB104 legislation, there was an option for families to convert letter grades earned in SY 20-21 to "Pass/No Pass".

Kami Tomberlain, Principal
Assistant Principals
Melinda Nafrada (A-F)
George Bechara (G-Le)
Steve Puchinelli (Li-Re)
Jackie Corso (Ri-Z)
Guidance Counselors
Gregg Buie (A-F)
Belinda Olson (G-Le)
Tamara Emmert (Li-Re)
Lillie Phares (Ri-Z)
College & Career Advisor
Wendy Amick
Registrar
Cheryl Hassett

Class of 2023 by the Numbers

564
students

26 National Merit Semi-finalists
66 National Merit Commended

GPA Distribution for Class of 2023

Individual class rank is not reported. To evaluate student performance, use the grade distribution chart below showing the percentage of students in each unweighted, cumulative 9-11 GPA category.

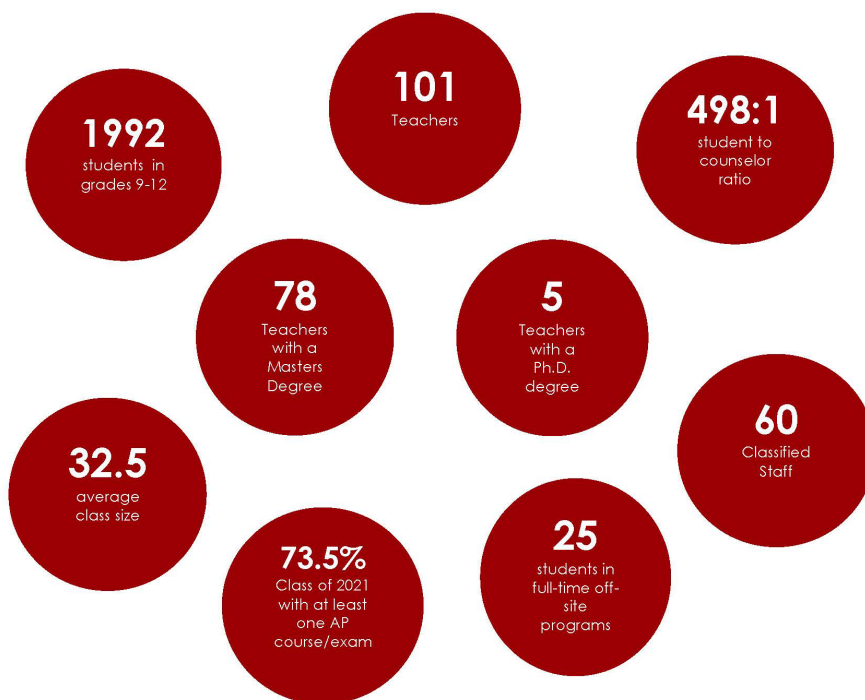
4.0	9.2%
3.5 – 3.99	54.3%
3.0 – 3.49	19.3%
2.5 – 2.99	9.0%
2.0 – 2.49	4.3%
< 2.0	2.3%

Data as of 09/01/2022

GPA and Related Procedures

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

CHS by the Numbers



Spring 2022 Assessment Snapshot

SAT*
377 students
662 (R) / 718 (M)
1381 mean composite
*data from Spring 2022

ACT*
159 students
30.1 (E) / 30.1 (M) / 28.2 (S)
29.5 mean composite
*data from Spring 2022

Advanced Placement
919 students took 2423 exams
87% scores of 3 or higher
62.7% of Class of 2022 took and passed at least 1 AP exam in 2022*
*College Board Equity & Excellence

Graduation Requirements

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

School and District Policies

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

AP/Honors at CHS

English

American Lit Honors
AP English Literature

Mathematics

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

Science

Chemistry Honors
AP Physics 1; AP Physics C: Mech;
AP Physics C: E&M
AP Biology; AP Chemistry
AP Environmental Science

Social Sciences

AP Microeconomics
AP US Government
AP US History

Visual & Performing Arts

Advanced Drama Honors
AP Studio Art

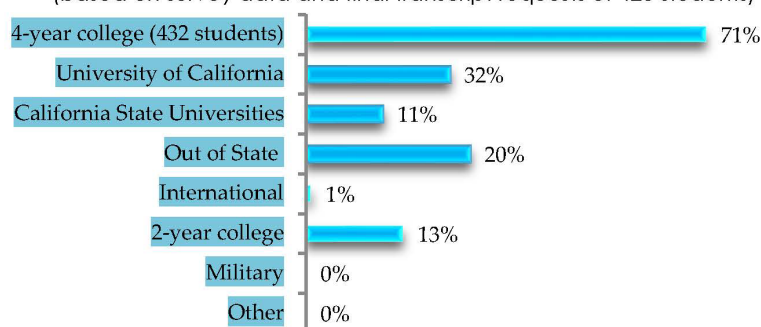
World Languages

Honors 4 and AP Chinese, French, Japanese, Spanish

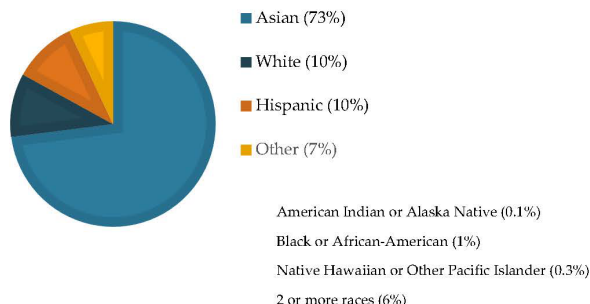
Accredited by
Western Association of Schools and Colleges

Class of 2022 Postsecondary Destinations

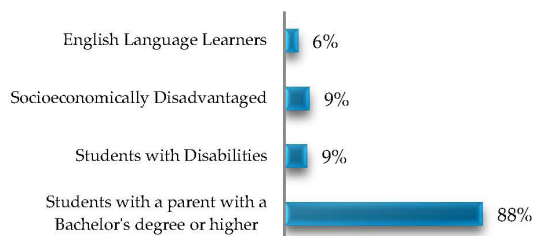
(based on survey data and final transcript requests of 423 students)



Student Racial Demographics



Additional Student Demographics



Counseling Program

The counseling program offers a comprehensive and developmental 9-12 program involving all students. It is designed to offer on-going support and provide information to students and their parents through their four years of high school. The counseling team is composed of four Assistant Principals, four School Counselors and a College & Career Advisor. Crisis and intervention counseling is available with a School-based Therapist (LMFT).

Middle College

Middle College is an educational alternative for FUHSD juniors and seniors who need a different high school environment in order to achieve success -- academically, socially and/or emotionally. Students earn high school and college credit simultaneously, complete requirements for high school graduation and explore individual interests through a diverse college curriculum.

College Now

College Now is an educational option for FUHSD seniors to earn their FUHSD diplomas, while also earning one year of college credits without taking AP tests and for 1/10th of the cost for the same year at a UC. It provides an opportunity for students to spend the fourth year of high school on both the high school campus and at De Anza College.

School Site Participation in District Initiatives

Title	Description	Site Participation
<i>Letting Go of Literary Whiteness</i> Book Club	Course mission: In <i>Letting Go of Literary Whiteness</i> , authors Carlin Borsheim-Black and Sophia Tatiana Saragianides offer discipline-specific practices for implementing antiracist literature instruction, including designing literature-based units that emphasize racial literacy, selecting literature that highlights voices of color, analyzing Whiteness in canonical literature, examining texts through a critical race lens, managing challenges of race talk, and designing formative assessments for racial literacy and identity growth. While this text assumes its audience teaches in schools where the majority of students identify as White, many of the ideas it presents are also relevant to teachers serving a more racially diverse community such as ours. This course will provide participants with both the opportunity to discuss the ideas in this book in a small group setting, and a system of support as they work to integrate some of the ideas from the text into their own teaching practices.	0
Asian American Pacific Islander (AAPI) Literature Professional Development Group	By the end of this three-session course, participants will have: • Explored the history behind the development of the umbrella terms “Asian American” and “Asian American Pacific Islander” (AAPI), and deepened their understanding of the ways in which these terms have been both beneficial to and problematic for the members of those communities • Deepened their awareness of the ways in which dominant culture/American schools have harmed, erased, misrepresented, alienated, excluded, or othered AAPI students/teachers and their experiences • Deepened their understanding of the migration experiences and histories of different AAPI ethnic groups • Deepened their understanding of racial literacy and also how this framework can inform what we do as English teachers when teaching literature of diverse mediums. • Explored the ways in which dehumanization manifests on a self, communal, and societal level—specifically via stereotypes/stock stories perpetuated in the world.	4

	• Applied sociological vocabulary/constructs to explore how humanization manifests on a self, communal, and societal level—specifically through counterstories that reclaim the identity & lived experiences of AAPI people. • Explored the ways in which Asian American texts examine, reflect and represent the lived Asian American experience, while in some cases also pushing against Asian American stereotypes and stock stories. • Identified at least one Asian American literary work to add to the curriculum of a class they teach, and started the work of developing a lesson sequence that can be used to teach that work to students	
Repeat of NGSS Routines (only for teachers who did not attend 2021 PD)-- Fall 2022	To provide an introduction to an NGSS routine to science teachers who did not attend last year's sessions. During this one-day PD, teachers will learn how to design an NGSS routine that piques student curiosity through phenomena and engages them in performance tasks to learn science. The emphasis will be on the sense making of the phenomenon using the three dimensions. Participants will practice developing an NGSS routine using routine screener, phenomenon evaluation tool among other tools. There will also be time for cross-pollination between the sites and team time to start planning these NGSS routines.	<u>Chemistry</u> (Cancelled) <u>Physics</u> 0 <u>Biology</u> 1
NGSS Design Studio-- Fall 2022	To move towards creation/refinement of the NGSS routines for science teacher teams who are familiar with the NGSS routines with protected space, work time and support. During this daylong workshop, teacher teams will develop NGSS routines with support from the Curriculum Lead and other peers.	<u>Chemistry</u> 3 <u>Physics</u> 3 <u>Biology</u> 4
New NGSS Routines-- Spring 2022	To continue to build capacity for designing the NGSS routines by providing another set of examples of such routines for teachers to use. During this one-day PD, teachers will be presented with a new NGSS routine developed by their peers. This routine will focus on the 4-big shifts with the NGSS routine to bring equitable and relevant science learning for all learners. Participants will have time to start developing an NGSS routine with their teams using routine screener, phenomenon evaluation tool and other tools. There will also be time for cross-pollination between the sites and team time to start planning these NGSS routines.	<u>Chemistry</u> 3 <u>Physics</u> 3 <u>Biology</u> 6

<i>Building Thinking Classrooms</i> book club	After spending fifteen years in math classrooms, math education researcher Peter Liljedahl has become an expert in how students behave in math classrooms. He knows the savvy ways in which students can engage in “non-thinking” behavior, which includes rote memorization and repetitive calculations, but also behaviors like “mimicking,” which make it look like a student is learning when they are, in fact, not learning at all. In <i>Building Thinking Classrooms</i>, Liljedahl offers 14 research-based teaching practices for enhancing learning in the math classroom. This professional learning opportunity is intended to build upon two previous Math PD offerings: the Math Discourse PD and the Productive Math Struggle PD. The purpose of the <i>Building Thinking Classrooms</i> Book Club is to provide teachers with the opportunity to discuss key ideas from the book, which will help them learn practical tools and moves they can use to create a classroom environment in which students learn math deeply. The monthly book club sessions will also provide teachers with a support system as they apply their learning in the classroom. Outcomes: • An understanding of high-leverage teaching practices to move toward a thinking classroom • Experiments in the classroom via “mini” action research projects	1
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Statistics and Probability	This PD is intended to equip teachers with foundational content knowledge and effective teaching practices needed to teach the essential and important statistics standards called for by the Common Core and outlined in the FUHSD Essential and Important Skills document. This PD will also make explicit connections to three key Common Core Math Practices: math practice 2 (reason quantitatively), math practice 3 (construct viable arguments), and math practice 4 (model with mathematics) throughout the sessions. Our cross-site planning team will make a case for why it is important for all students to learn statistics and probability. We will use real data and embed the learning in real world applications by exploring issues such as economic inequality, racial profiling and policing, environmental issues, and opportunity. We will teach ready-made lessons featuring high-level tasks to engage teachers, with their “student hats” on, in exploration and problem solving, highlighting the role of interactive learning in collaborative sense making. Teachers will reflect on their learning with their colleagues and apply their learning by planning to implement the ready-made lessons. Statistics and Probability PD Outcomes: 1) Statistics and probability content knowledge 2) Understanding of statistics and probability content in high level tasks 3) Teaching practices for statistics and probability content 4) A set of ready-made lessons featuring high level tasks for Algebra 1, Geometry, and Algebra 2	<u>Wealth Distribution</u> 0 <u>Zip Codes & Test Scores</u> 0 <u>False Positives</u> 0 <u>Sampling Disaster</u> 0
Leveling Up Alternative Assessments - Individual Coaching	Interested teachers request individual support to reflect on and improve projects. An examination of goals, materials, and/or grading of these projects is considered.	0

Coaching Skills for Leaders	The mission of this course is to help leaders develop essential coaching skills that support the continued growth of educators within FUHSD. Over the course of the sessions, participants will develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all. In order to achieve this mission, we have structured the course so that all participants can: ● Practice coaching skills in a safe space with a fellow participant ● Identify when and how to coach from the three different coaching stances ● Develop their toolkit of trust-building strategies ● Inquire into their own coaching practice to meet their growth goals as a coach ● Apply coaching skills with a willing colleague (optional)	7
Courageous Leaders	The mission of Courageous Leaders is to provide participants with the opportunity to explore the essential question: <i>How can we, as Courageous Leaders, use mechanisms and create the conditions that promote healthy collaboration and support adult and student learning?</i> Over the course of the sessions outlined in the table below, we will learn both about the mechanisms (organizational tools, protocols, and structures) we can use and the conditions (inclusivity, safety, and trust) we can foster as we work together in pursuit of our goal of ensuring high levels of learning for all.	2
Equity in Action! (EiA!)	The mission of this course is to empower educators at all levels of our system to examine inequities across our classrooms, schools, and the district in order to enact systemic change within FUHSD. In order to achieve this mission, we have structured the course so that all participants can: ● Engage in deep inquiry around an equity problem by consulting relevant literature, gathering and analyzing data, and engaging in discussion and reflection. ● Utilize the support of a coach to determine next steps and implications for the community. ● Build collaborative partnerships within EiA! and/ or their contexts to effect systemic change.	7

	Strategically share their work with stakeholders: staff, admin, parents, students, and others!	
Ethnic Studies Release Days	<u>Curriculum Development team</u> The curriculum development team will meet during six full-release days in the 2022-23 school year. During those release days, the curriculum development team will: - Establish the guiding concepts, pedagogy, and framework that will guide Ethnic Studies at FUHSD - Development essential questions, target skills, and assessment structures for each unit - Help create tools for reflection and accountability to be used in the pilot year - Provide questions and suggestions to guide the social studies curriculum lead's next steps in supporting pilot teachers <u>Advisory Team</u> The advisory team will meet for one full-release day in February in order to: - Provide critiques and ask questions about any materials created by the curriculum development team - Generate a list of potential topics that might be used in the Ethnic Studies pilot year - Provide guidance for further PD and support for pilot teachers.	<u>Curriculum Development</u> 3 <u>Advisory</u> 3
<i>Onward</i>	<i>Onward</i> is a year-long course beginning in June 2022 and ending in May 2023, and it is based on the book written by Elena Aguilar, designed to cultivate emotional resilience in educators. Using the book and accompanying workbook, we will engage in a book-club style professional development offering that will meet once a month for the duration of the 2022-23 school year. We will discuss dispositions such as empowerment, courage, and trust. Our meetings will be low-prep and low-pressure discussions about the chapter of the month along with engaging activities from the book.	3
Sheltered/Integrated ELD	Each PD is smaller in size and will allow participants to zero in on integrated ELD/sheltered instruction in a specific content area. Teachers will: Experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening).	<u>English Language Arts</u> 1 <u>Math (Algebra 1)</u> 1 <u>Science</u> 1

- Have an opportunity to share ideas and ask questions in a roundtable format with colleagues.
- Have time to apply learnings by working individually, with a colleague, or with a facilitator.

Social Studies

2

English Language Arts- During the one-day PD, we will explore:

- When during an instructional sequence in English Language Arts would it be meaningful for students to engage in verbal discourse?
- How do we create a classroom environment that encourages students to contribute ideas verbally?
- How do we prepare students with background knowledge and the English language necessary to engage in verbal discourse?

Math- Sheltered Math teachers will meet multiple times during the year (probably release time during the work day) to ask and work on these questions:

- What are key “function” words used in Math? (10-12 words?)
- What does the writing/speaking look and sound like when students do tasks in responding to the various functions?
- How can we create and utilize model texts to prep students in their writing/speaking?
- How can we prepare students with the language necessary to respond to these tasks?

Science- During the one-day PD, we will explore:

- Where in an NGSS routine would it make sense for students to read and listen using academic English?
- How might teachers support EL students to read in science?
- How might teachers support EL students to listen/ comprehend audio texts in science?

Social Studies- During the one-day PD, we will explore:

- Why is speaking important in social studies classrooms?
- What are different types of thinking/speaking skills important for social studies?
- How might teachers support EL students (in language and content) to engage in rich conversations?

Health Curriculum Release Days	FUHSD will be creating a one-semester health/wellness class (hoping to pilot in '23-'24). This class will address the CA state content areas in the framework for high school health, which are: • Nutrition and physical activity; • Growth, development, and sexual health; • Injury prevention and safety; • Alcohol, tobacco, and other drugs; • Mental, emotional, and social health; and • Personal and community health. The first step of developing this course is to gather interested staff members who might be willing to work collaboratively to vision and develop this class. During these release days, staff will explore what the vision, mission and design of this course should be. Individuals who participate in this process may remain in a consultant role and others may continue the development of the course and work collaboratively on one or more of the units keeping in mind the overarching agreed-upon vision of the course.	2
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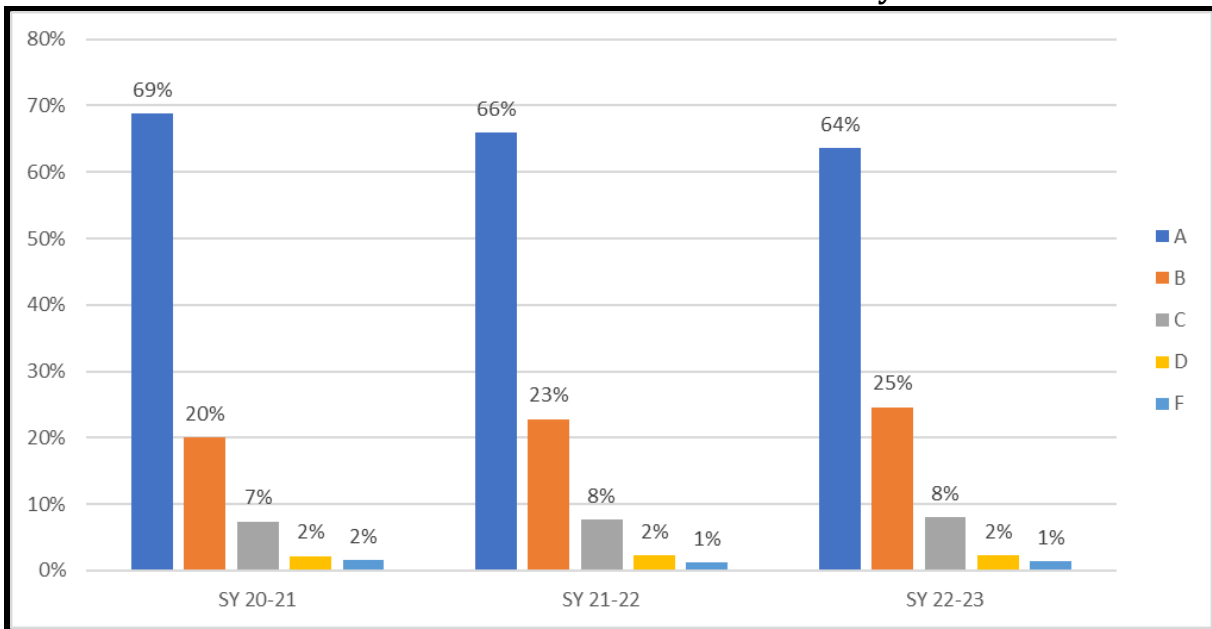
FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

Cupertino High School WASC Goal	Develop and implement strategies to improve the well-being, attendance, behavior, and academic performance for students in our subgroups of Students with Disabilities, Socioeconomically Disadvantaged students, Latinx and African American students, and English Language Learners.
Cupertino High School Targets <i>(as listed in the site 2021-22 school plan presented in September 2021)</i>	Student grades for the spring of 2022 will match or improve upon the last non-COVID year, Spring 2019 Student performance on end-of-year assessments such as AP exams and CAASPP will reflect that students learned the material required. Baseline data will reset from the Spring 2022 tests. Our College Board Equity and Excellence Percentage in 2021 was 71.4%, meaning that 71.4% of the graduating class took and passed at least 1 AP Exam. We expect that number to remain in the 71-75% range for 2022. On state exams in Spring 2022, disaggregated results will show that an increasing percentage of students from all ethnic groups will demonstrate proficiency in math and English. This target is intentionally kept general as comparison data is from three years prior and pre-pandemic. We will reset baseline data from the Spring 2022 exams. The percentage of students who report that their teachers keep them informed of their progress/grade in their classes will improve from 63% in 2021 to higher than 75% in 2022.

DATA PRESENTATION

High School Achievement and Outcomes

3-Year Academic Grade Term 1 Distribution by Percent



CAASPP Smarter Balanced Assessment Results

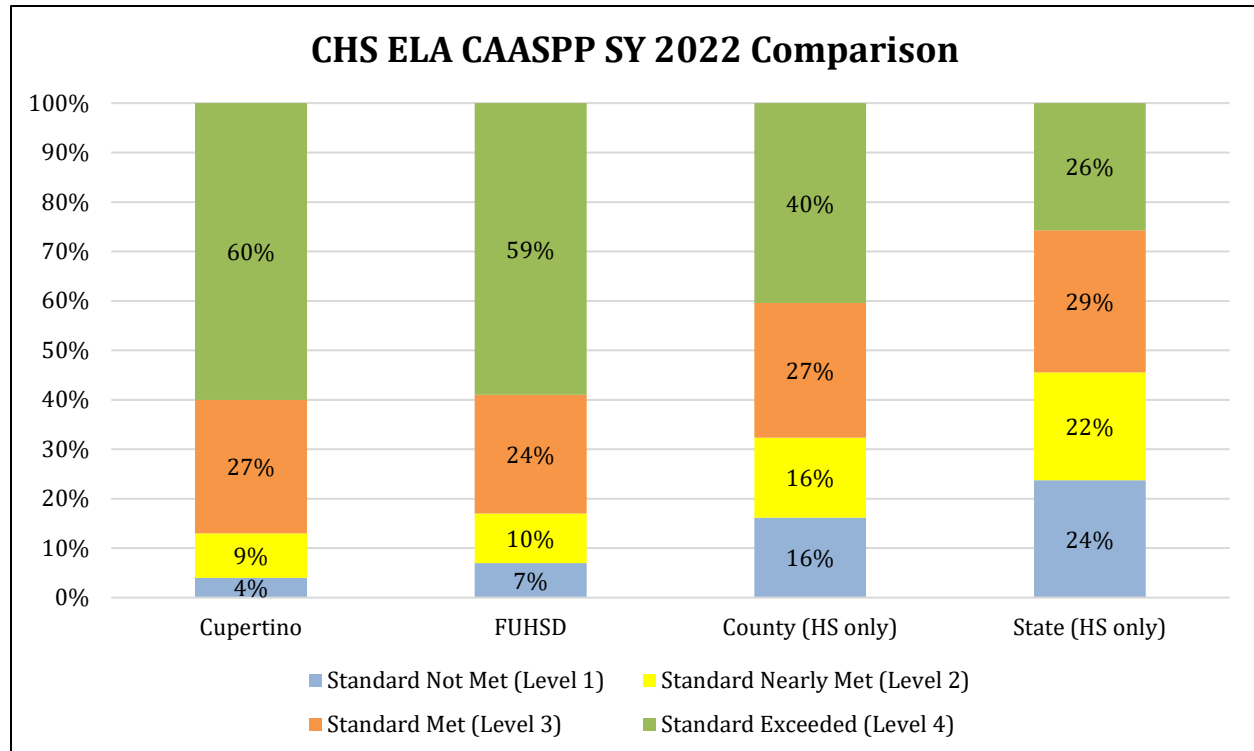
The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school,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

The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of Education. The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. CAASPP/EAP scores are one of the multiple measures the CSU utilizes as an indicator of students' readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

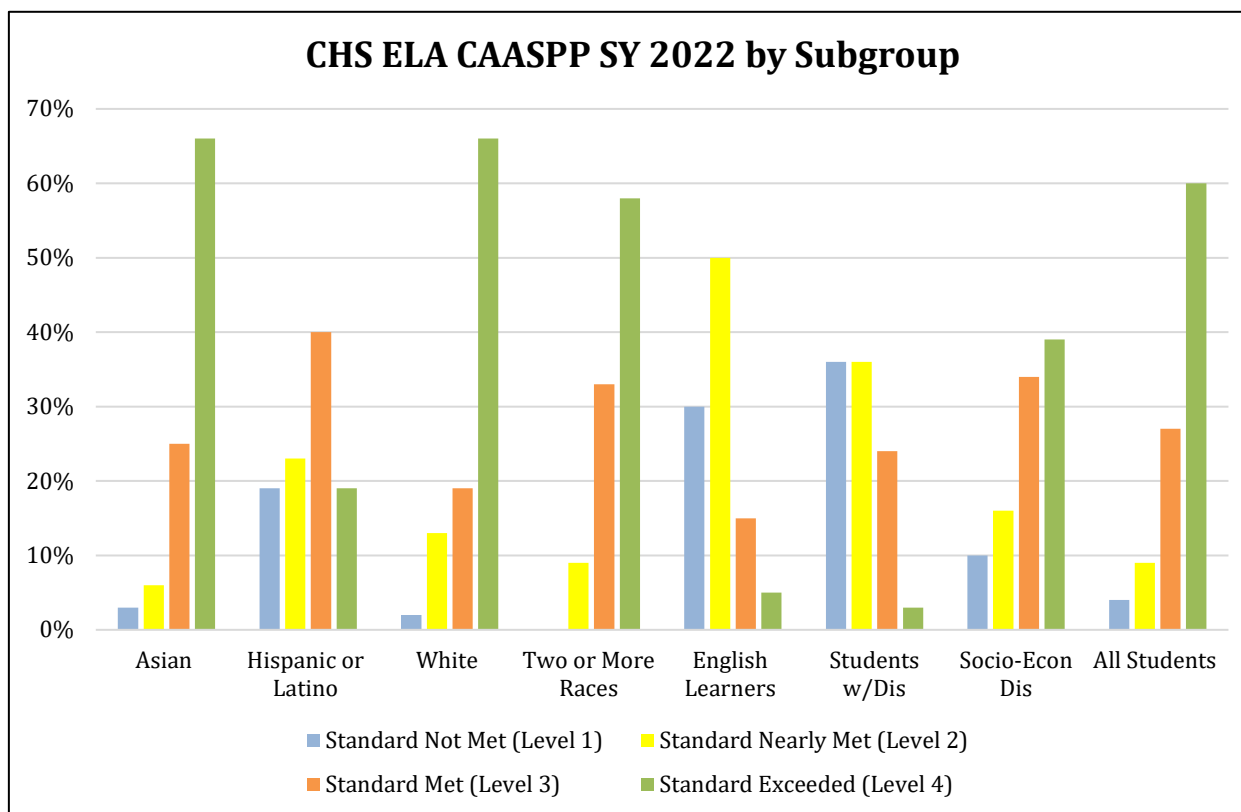
Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in general education English and/or mathematics college level courses upon entering the CSU. Students who score at the "Standard Met" (Level 3) performance level must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of "C-" or better. Students who score at the "Standard Nearly Met" (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported general education English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, High School coursework or high school grade point average, and college transfer coursework).

CAASPP 2022 Results by Achievement Level: School, District, County, State

Achievement Level	Cupertino		FUHSD		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	60%	61%	59%	60%	40%	30%	26%	12%
Standard Met (Level 3)	27%	17%	24%	15%	27%	17%	29%	15%
Standard Nearly Met (Level 2)	9%	10%	10%	10%	16%	17%	22%	21%
Standard Not Met (Level 1)	4%	13%	7%	16%	16%	36%	24%	52%



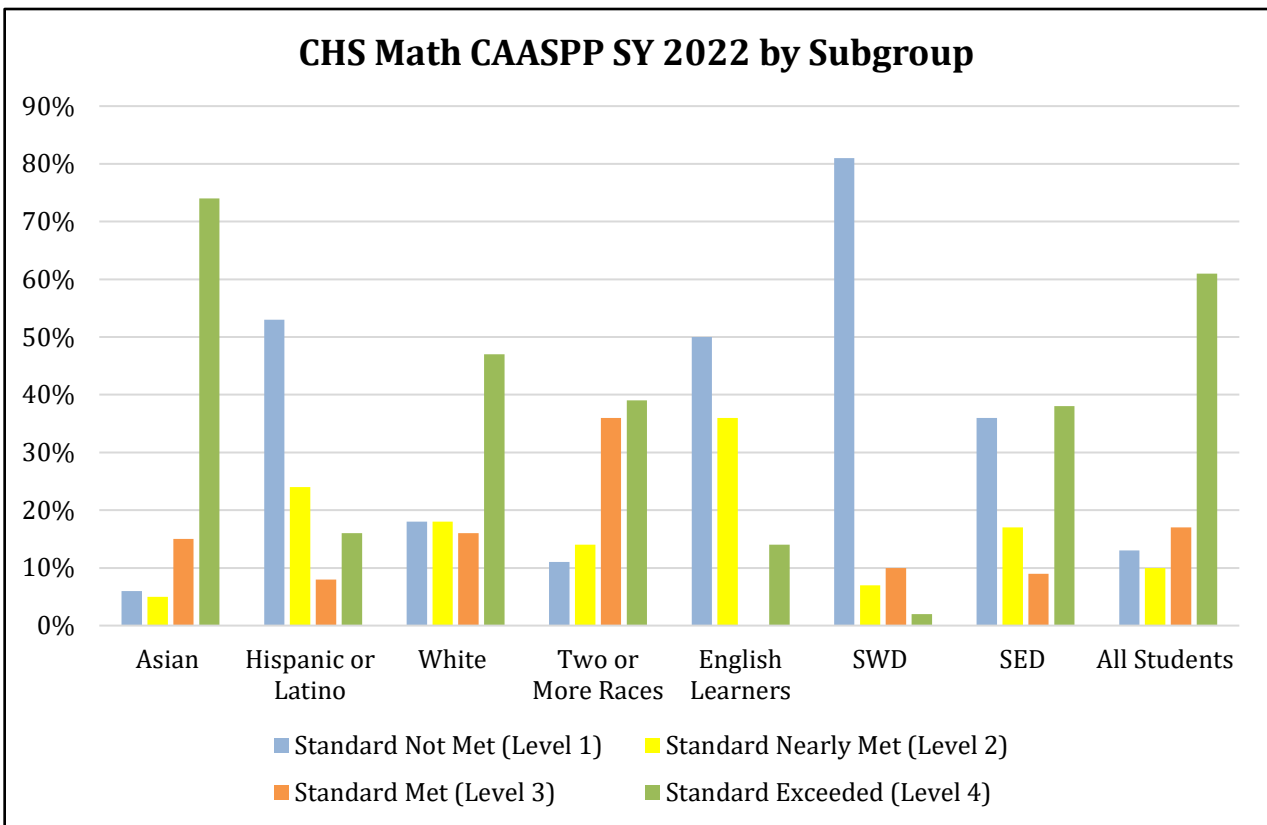
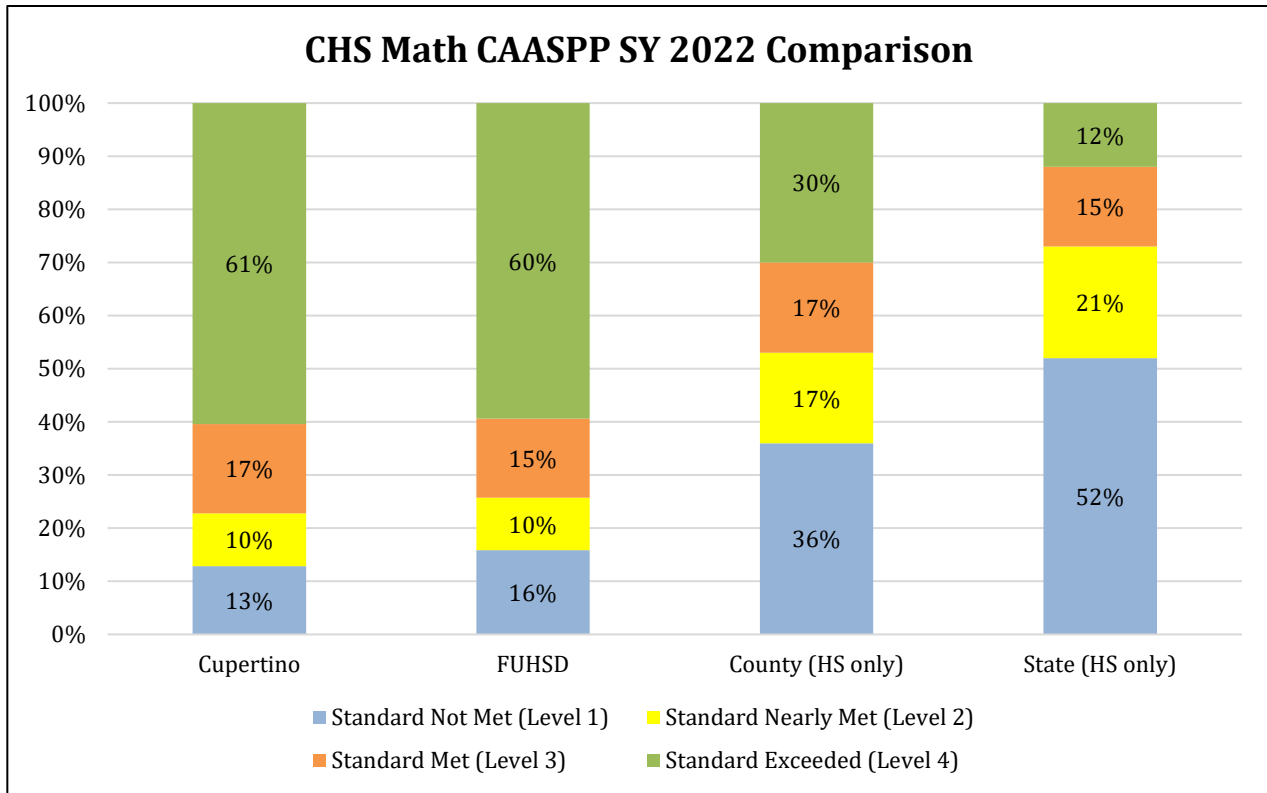
CA School Dashboard English Language Arts Indicator



Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
- All Students - Asian - White	Two or More Races	Socioeconomically Disadvantaged	- English Learners - Hispanic	Students with Disabilities

School Site Commentary

95% of the entire junior class and 95% of every subgroup are required to test. When the percentage of students who participate falls below that number, a penalty is applied to the school's scores. For example, if 2 more English Learners had taken the test, the CHS Status Level for them would be Medium instead of Low. Similarly, CHS received penalties for our Socioeconomically Disadvantaged, Hispanic, and Two or More Races subgroups. All would have been one level higher (High, Medium and Very High, respectively) had we managed to convince a few more students in each group to take the test.



CA School Dashboard Mathematics Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
- All Students - Asian - White	n/a	- English Learners - Socioeconomically Disadvantaged - Two or More Races	Hispanic	Students with Disabilities

School Site Commentary

95% of the entire junior class and 95% of every subgroup are required to test. When the percentage of students who participate falls below that number, a penalty is applied to the school's scores. For example, if 5 more students from the socio-economically disadvantaged subgroup had tested in math, our status would have been High. Similarly, if 4 more of our students in the Two or More Races subgroup had tested, our score would have been in the High status there as well. While we did not meet the 95% participation rate for our Hispanic or Students with Disabilities either, the scores remain low.

Comparison between 2022 and 2019 CAASPP Scores Post and pre-pandemic

	2022 ELA	2019 ELA	2022 Math	2019 Math
Exceeds Stds	60%	59%	61%	64%
Meets Stds	27%	22%	17%	20%
Nearly Met Stds	9%	10%	10%	7%
Did Not Meet	4%	9%	13%	9%

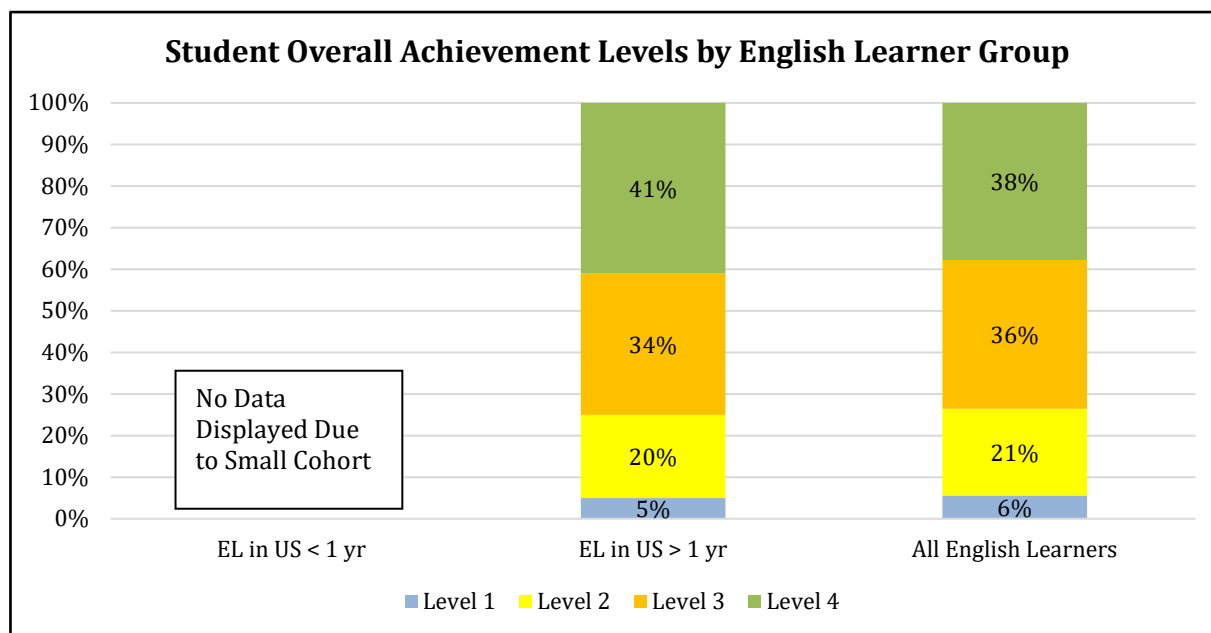
School Site Commentary

- 87% of student body scored at or above expectations in ELA 2022, compared to 81% in 2019
- 78% of the student body scored at or above expectations in Math 2022, compared to 84% in 2019
- Both these percentages outperform the district, county, and state outcomes.
- The consistency of these results indicates the high quality of instruction and support that students received at CHS during the pandemic interruptions.
- ELA scores for our Hispanic (59% at or above expectation), English Learner (20% at or above expectation) and Students with Disabilities (22% at or above expectation) subgroups have low and very low status. Both Hispanic and EL would be in the Medium range had we captured 95% for testing.
- Math scores for our Hispanic (24% at or above expectations) and Students with Disabilities (13% at or above expectations) subgroups have low and very low status.
- We are particularly struck by the large percentage of our Hispanic juniors (53%) and SPED (81%) who were in the lowest category of Did Not Meet standards. Some of that is based on the fact that we didn't get 95% of these subgroups to complete the test. Those students who did not test were given the lowest possible score. As we move into the 2023 testing season, we'll need additional strategies for encouraging every student to take the test and do their best. However, regardless of participation rate, many of our students in these two subgroups are struggling to meet the expectations of the test.

ELPAC Results ELPAC Summative Assessment

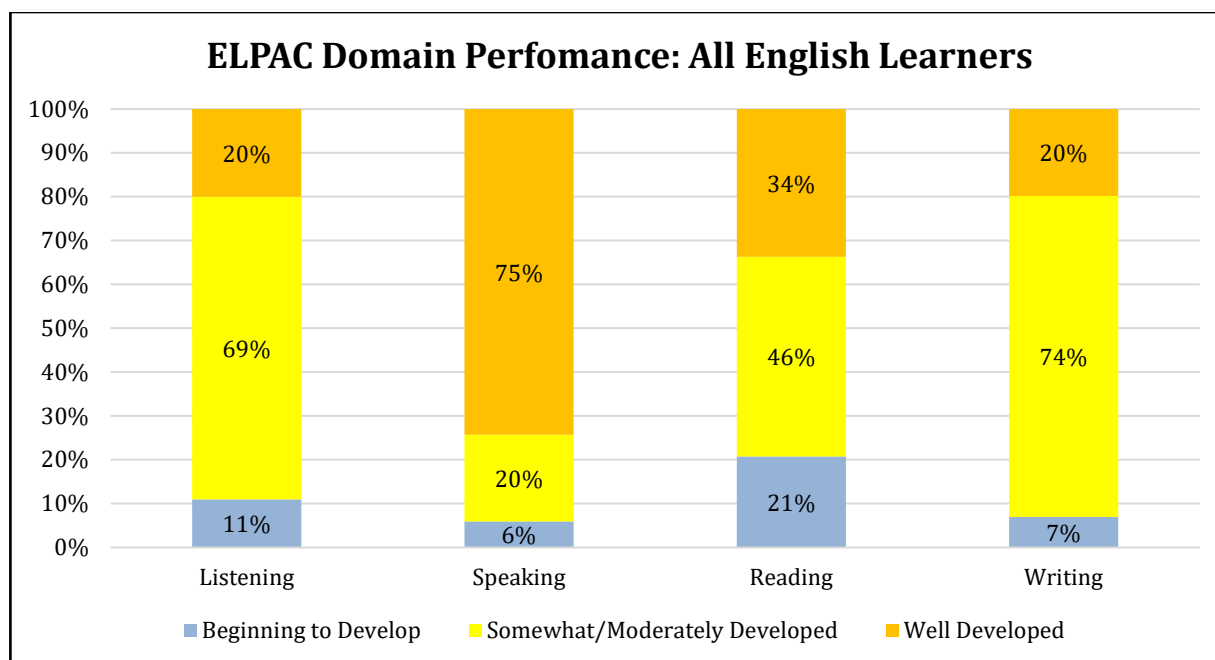
English Learner Performance

Students who are designated English Learners and have not yet been reclassified take the English Language Proficiency Assessments for California (ELPAC) Summative annually as one measure of their English language development. The English Learner Progress measure looks at the progress that English learner students are making toward achieving English proficiency as measured on the ELPAC.



Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	*	*	*	*	7
EL in US > 1 yr	5%	20%	34%	41%	100
All English Learners	6%	21%	36%	38%	107

An asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested



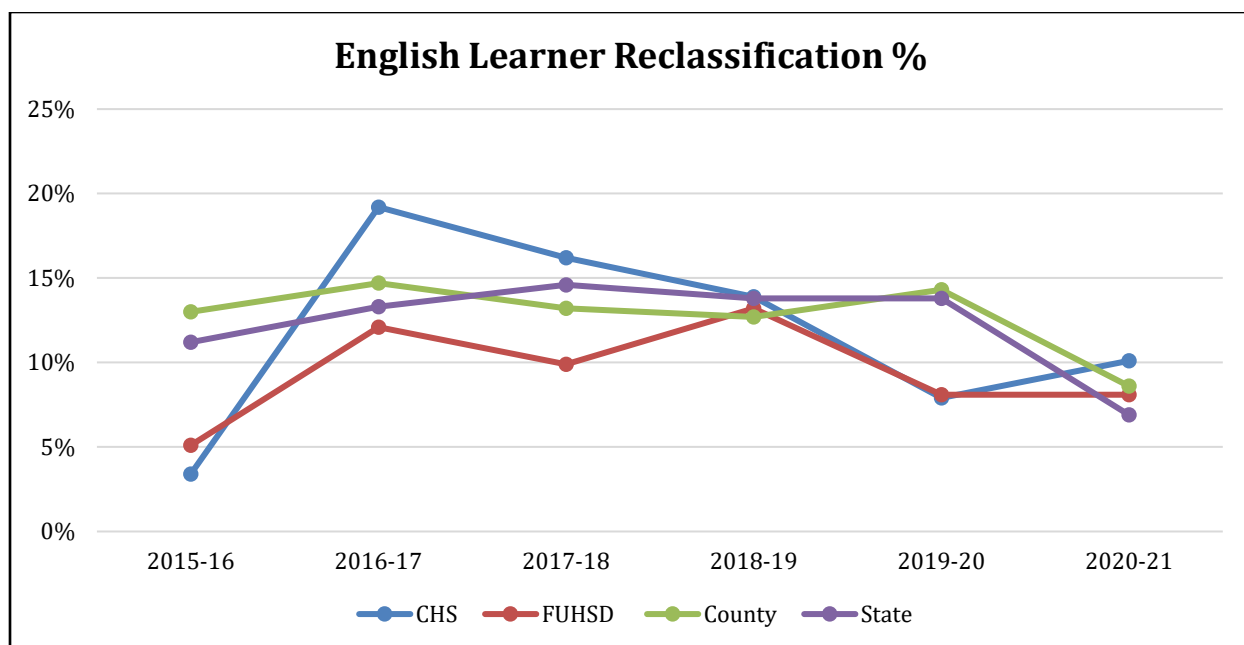
Reclassification of English Learners

Based on the new 2018–19 Summative ELPAC threshold scores, the California State Board of Education approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized English Language Proficiency (ELP) criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. The summative ELPAC score of “Overall PL 4” is used to determine whether a student has met the ELP assessment criterion. All other criteria remain locally determined. As such, the criteria used for reclassification in the Fremont Union High School District are the following: (1) Summative ELPAC Overall score of “4”, (2) Final semester grades in academic classes of “C” or higher, (3) 9.0 grade equivalence in reading based on Gates McGinities or another district-approved reading assessment AND a passing score on a writing task, and (4) parental consultation/opinion. Reclassification of EL students is conducted on an annual basis each spring following the finalization of the fall term final grades.

English Learner Reclassification Rate (%)

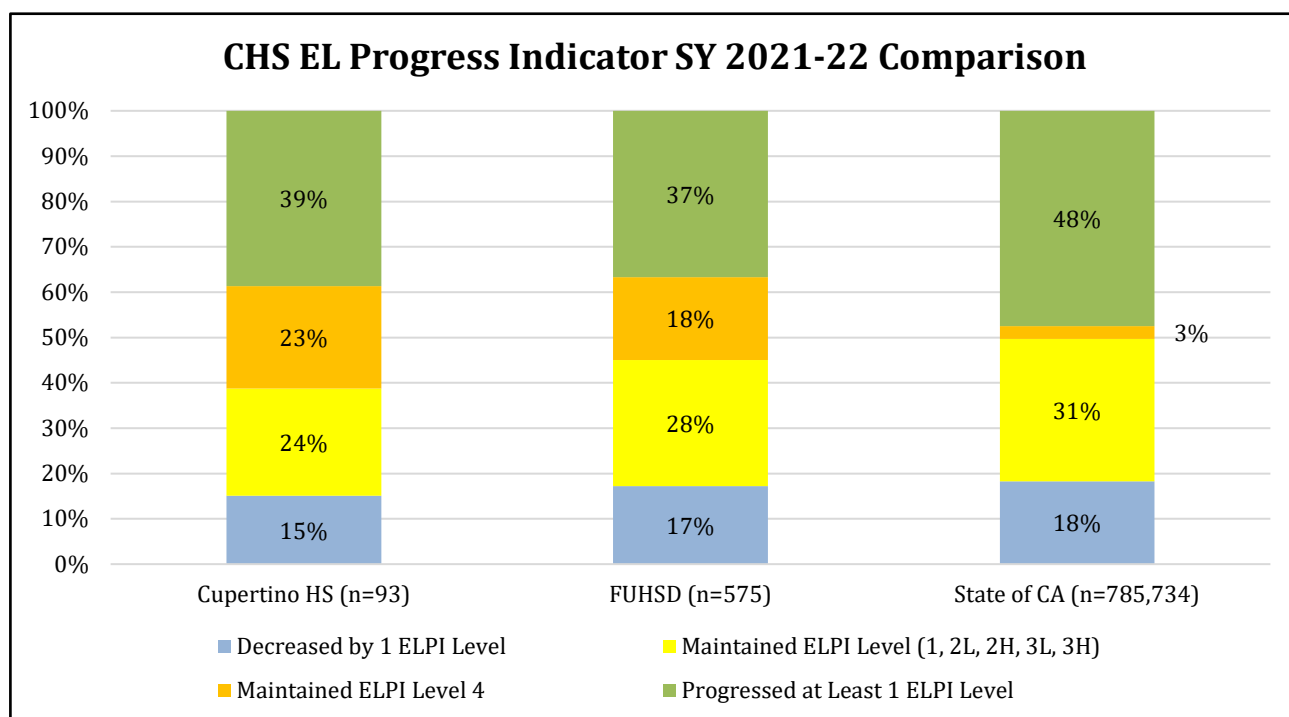
School Year	CHS Students Reclassified (RFEP'd)	Total EL Students	SC County Reclassified	State of CA Reclassified
2015-16	3.4% (6)	8.1% (182)	13.0%	11.2%
2016-17	19.2% (35)	7.5% (173)	14.7%	13.3%
2017-18	16.2% (28)	7.2% (165)	13.2%	14.6%
2018-19	13.9% (23)	7.2% (165)	12.7%	13.8%
2019-20	7.9% (13)	6.5% (148)	14.3%	13.8%
2020-21	10.1% (15)	5.6% (123)	8.6%	6.9%

*SY 2019-20, and 2020-21 percentage of RFEP'ed students are lower due to difficulties in administering the Summative ELPAC remotely as a result of the COVID-19 pandemic.



English Learner Progress Indicator (CA School Dashboard)

The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, “progress” is defined as a student who maintains a performance level 4 (highest possible) from the previous year or increases one or more performance levels. The charts below represent the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Fremont Union High School District earned a status level of “low” for the English Progress Indicator on the CA School Dashboard for SY 2021-22. Cupertino HS earned a status level of “high” for ELPI on the CA School Dashboard for SY 2021-22.



School Site Commentary

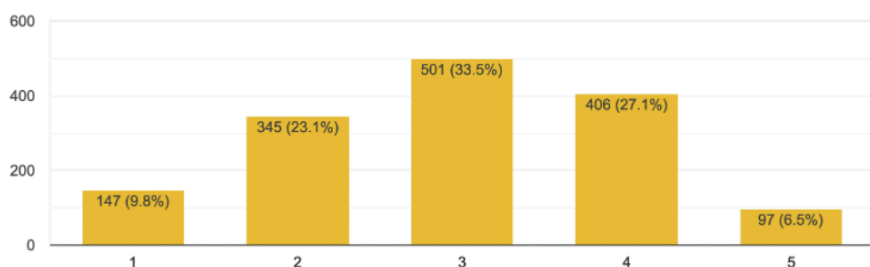
- 15% of our EL students decreased by one ELPI level in 2022; that number was 10% in 2019
- 24% of our EL students maintained their ELPI level of 1-3 in 2022; that number was 19% in 2019
- 23% of our EL students maintained their ELPI level of 4 in 2022; that number was 27.8% in 2019
- 39% of our EL students progressed at least 1 ELPI level in 2022; that number was 42.6% in 2019
- CHS “status” for English Learner progress was “very high” with 70.4% making progress in 2019 and “high” in 2022 with 61% making progress.
- We will continue to monitor these progress indicators now that we’ll have two more “normal” years post pandemic with the 2023 scores.

Student perspective on progress/grade reporting.

As part of an annual survey of student engagement and well-being, CHS asks students to respond to a prompt about the feedback they receive on their progress in classes.

My teachers keep me informed of my progress/grade in my classes.

My teachers keep me informed of my progress/grade in my classes.
1,496 responses



	Respondants	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
Freshman	390	46	11.79%	89	22.82%	138	35.38%	86	22.05%	31	7.95%
Sophomore	404	35	8.66%	98	24.26%	121	29.95%	121	29.95%	29	7.18%
Junior	361	26	7.20%	82	22.71%	133	36.84%	104	28.81%	16	4.43%
Senior	342	40	11.70%	76	22.22%	109	31.87%	96	28.07%	21	6.14%
Grand Total	1497	147	9.82%	345	23.05%	501	33.47%	407	27.19%	97	6.48%
2020/2021	1800	174	9.70%	467	25.90%	552	30.70%	467	25.90%	140	7.80%
2019/2020	1920		39%				26.40%		34.50%		
2018/2019	-	-	-	-	-	-	-	-	-	-	-
2017/2018	-	-	-	-	-	-	-	-	-	-	-

School Site Commentary

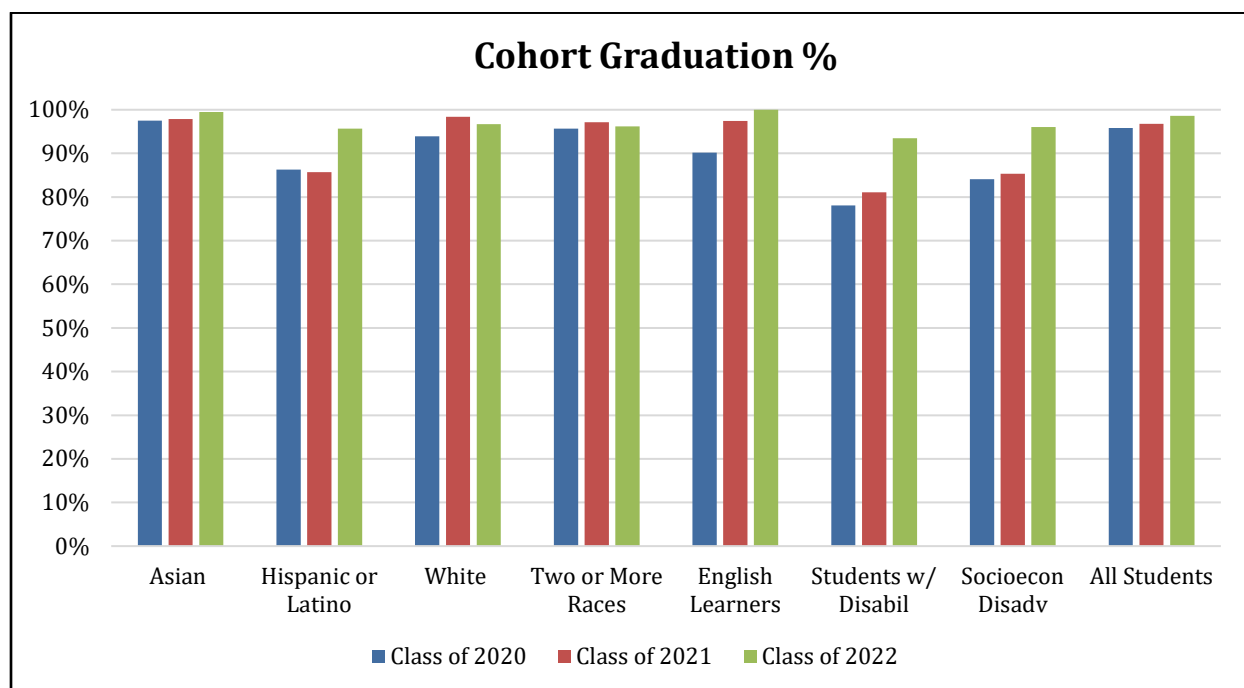
- 66.34% of students who responded (n = 1497) gave a positive or neutral response to the statement “My teachers keep me informed of my progress/grade in my classes.” This percentage, while similar to the most recent survey, does not reflect our goal of keeping students informed of their progress.
- We have a lot of questions about this response: do 34% of our students really get little to no feedback on their progress? Did some students interpret this question to mean their teachers talk to them directly about their progress rather than relying on Schoology? Do they not look at Schoology? We plan to dig a little deeper with a follow up question.
- When we dig deeper, we’ll eliminate the “neutral” option to force a choice.

Cohort Graduation Rates

Cohort Graduation Rates

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

	Class of 2020		Class of 2021		Class of 2022	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	398	98%	373	98%	412	99.5%
Hispanic or Latino	51	86%	42	86%	46	95.7%
White	66	94%	63	98%	60	96.7%
Two or More Races	23	96%	34	97%	26	96.2%
English Learners	51	90%	38	97%	45	100.0%
Students w/ Disabil	64	78%	53	81%	46	93.5%
Socioecon Disadv	64	78%	68	85%	75	96.0%
CHS All Students	552	96%	527	97%	567	98.6%



CA School Dashboard Graduation Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
- All Students - English Learners - Socioeconomically Disadvantaged	Students with Disabilities	n/a	n/a	n/a

• Asian • Hispanic • White				
--	--	--	--	--

School Site Commentary

- All but one of our subgroups placed in the “very high” status for the Graduation Indicator
- Our Students with Disabilities placed in the “high” status for Graduation Indicator
- The graduation rate over all went up to 98.6% in the 2021-2022 school year, with all subgroups over 93.5%.
- Several students took advantage of the special diploma requirements put in place to mitigate pandemic challenges.

College Readiness

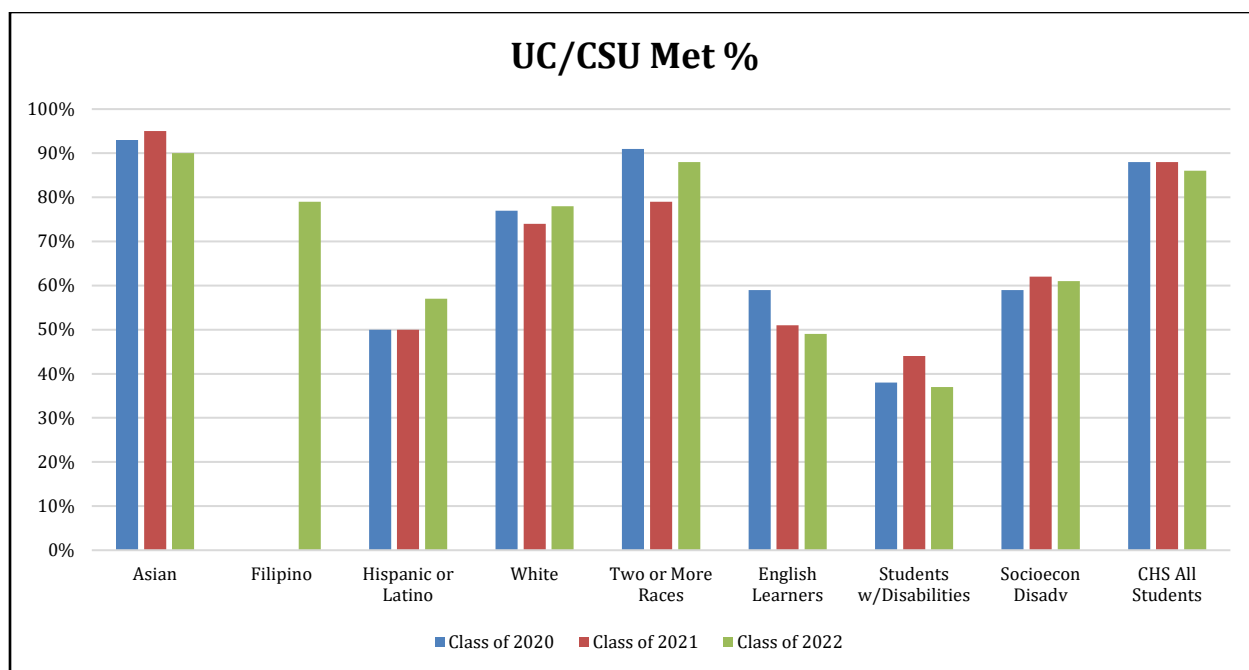
California School Dashboard: College and Career Readiness Indicator

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. Due to COVID-19, The CCI was not published for Class of 2022 on the California School Dashboard. Reporting of the CCI is expected to resume for Class of 2023.

Graduates Meeting UC/CSU A-G Course Requirements

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

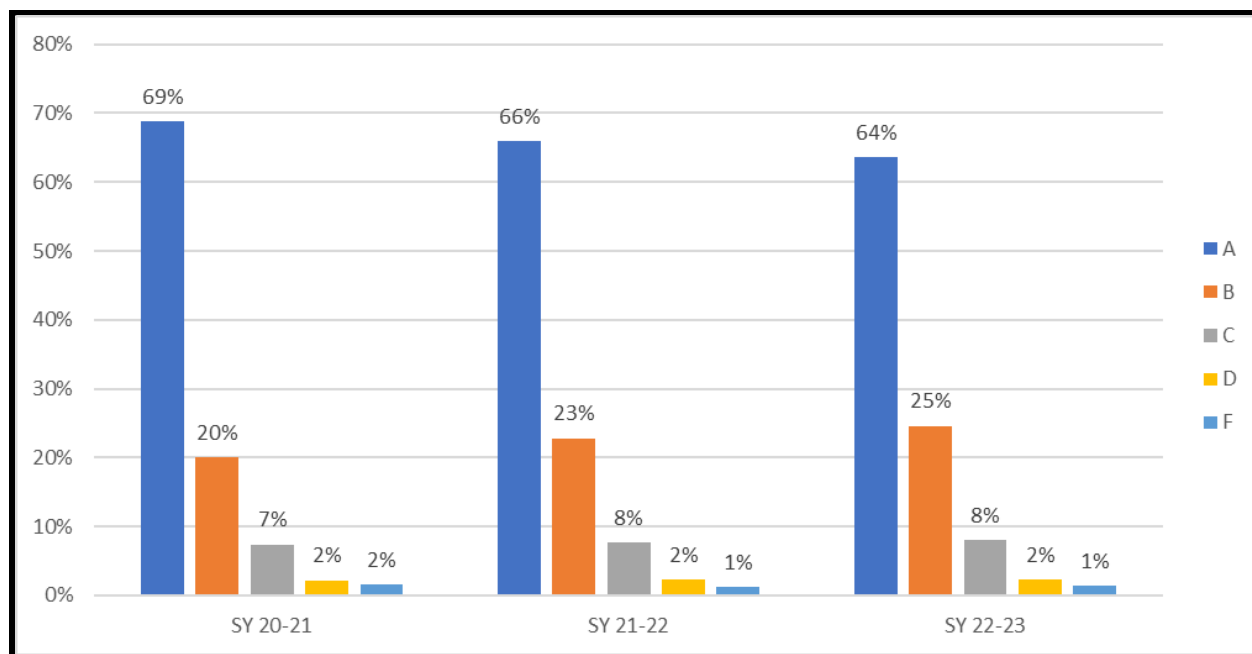
Student Group	Class of 2020		Class of 2021		Class of 2022	
	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met
Asian	398	93%	373	95%	412	90%
Filipino	--	--	--	--	14	79%
Hispanic or Latino	51	50%	42	50%	46	57%
White	66	77%	63	74%	60	78%
Two or More Races	23	91%	34	79%	26	88%
English Learners	51	59%	38	51%	45	49%
Students w/Disabilities	64	38%	53	44%	46	37%
Socioecon Disadv	82	59%	68	62%	75	61%
CHS All Students	552	88%	527	88%	567	86%



School Site Commentary

- 86% of our 2022 seniors were eligible for the UC/CSU system, a slight drop from the 88% of the two pandemic years. However, the percentage of graduates who were UC/CSU eligible went up from the 2019 “before-the-pandemic” score of 84%. We should acknowledge, however, that earning a D grade could have counted as a “pass” in both Spring 2020 and school year 2020-21.
- While lower than the the schoolwide numbers, the percentage of our Hispanic subgroup who met UC/CSU eligibility went up from 50% to 57%.
- Our English Learner and SWD subgroups both went down in terms of college eligibility , with EL at 49% and 37%, versus the two pandemic years. However, both are higher than they were in 2019, where 37% and 34%, respectively, met the eligibility requirements.

Three-year Grade Comparison



School Commentary

- The D/F rate for students at Cupertino High School remains low, with 2% of grades assigned at the D level and 1% of grades assigned at the F level.
- A slightly smaller number of student grades were in the A range in 2022-23, compared to 20-21 and 21-22. However, 89% of grades assigned were either A or B.
- When we examine the specifics of who received those D and F grades, the results tell a story that indicates where our continued work needs to be. Of the 238 D grades earned by students in first semester of 2022-2023 school year, 94 (39.5%) went to Hispanic/Latino students and 68 (28.6%) went to students with disabilities. Of the 119 F grades given, 68 (57.14%) went to Hispanic/Latino students and 26 (21.85%) went to students with disabilities. Each subgroup makes up about 9% of the student population.

STATUS UPDATE OF WASC ACTION PLAN

Growth Targets	2022-23	Status
<i>Increase the percentage of students in the noted subgroups who earn C or better grades in all their classes.</i>	Re-establish the norm that grades should be updated on Schoology at least every 3 weeks.	Completed in August 2022
	A pilot group of course-alike teams will study Joe Feldman's Grading for Equity and begin making changes.	US History completed this study in 2022 and shared their results; other teams will report out at Cycle of Inquiry discussion in February 2023
	Have a Pilot group of teachers learn about Universal Design for Learning.	Taught sessions on UDL for entire staff at August 2022 PD; some teams using these strategies for Cycle of Inquiry
	Continue to use the Alpha Intervention teams to get timely support to students in need.	These AI teams meet every 3 weeks to determine which students need additional support to meet their goals.
		.
	Survey students and parents about their needs and what would help them be more successful in school. This data collection could also happen in focus groups.	Not done yet.
<i>Increase the percentage of students in noted subgroups who succeed in honors/AP courses.</i> <i>Improve attendance of students in noted subgroups.</i>	Explore opportunities for on-demand, technology based tutoring service for math and other subjects.	Done. At this time, we have not located an on-demand system that meets our needs.
	Survey/convene a focus group to discuss reasons students in the noted subgroups do not opt to take these classes.	Not done yet.
	Reinforce building relationships as a key to improving student attendance.	
	Follow up on absent students using the Chronic Absentee program and include the health/attendance component in the alpha intervention groups.	Continuing to provide interventions and support for attendance concerns.

Analysis of Progress:

Metric	Current Reality	Commentary
First semester grades in D/F range	3%	While the overall percentage of D/F grades is low, students in our Latinx and Students with Disabilities subgroups received a disproportionate number of those grades.
CAASPP scores English/ LA at or above expectations	87%	Up from 79% in 2019; outperforming the district, county, and state outcomes.
CAASPP scores Math at or above expectations	78%	Down from 84% in 2019; outperforming the district, county and state outcomes. The slight drop in percentage of students who met or exceeded expectations might be indicative of the challenge of teaching math online.
CAASPP scores ELA Subgroups	EnglishLearner 20% Latinx 59% SWD. 22%	EL and SWD had low status for the California dashboard and our Latinx subgroup did as well. However, both Latinx and EL would be in the Medium status level had we captured 95% of the juniors for testing.
CAASPP scores Math Subgroups	Latinx 24% SWD. 13%	We are particularly struck by the large percentage of our Hispanic juniors (53%) and SPED (81%) who were in the lowest category of Did Not Meet standards. Some of that is based on the fact that we didn't get 95% of these subgroups to complete the test. Those students who did not test were given the lowest possible score. As we move into the 2023 testing season, we'll need additional strategies for encouraging every student to take the test and do their best. However, regardless of participation rate, many of our students in these two subgroups are struggling to meet the expectations of the test.
Graduation rates	Overall 98.6% Asian 99.5% Latinx 95.7% White 96.7% 2+ races 96.2% EL. 100% SWD. 93.5% SED 96.0%	Graduation rates are high for all subgroups, indicating that our good first teaching, onsite supports, revision and redemption policies, and community are effective.
UC/ CSU Eligibility	Overall 86% Asian 90% Latinx 57% White 78% 2+ races 88% EL. 49% SWD 37% SED 61%	86% of our 2022 seniors were eligible for the UC/CSU system, a slight drop from the 88% of the two pandemic years. However, the percentage of graduates who were UC/CSU eligible went up from the 2019 "before-the-pandemic" score of 84%. We should acknowledge, however, that earning a D grade could have counted as a "pass" in both Spring 2020 and Spring 2021. • While lower than the the schoolwide numbers, the percentage of our Hispanic subgroup who met UC/CSU eligibility went up from 50% to 57%. • Our English Learner and SWD subgroups both went down in terms of college eligibility , with EL at 49% and 37%, versus the two pandemic years. However, both are higher than they were in 2019, where 37% and 34%, respectively, met the eligibility requirements.

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

Cupertino High School WASC Goal	Increase career exploration and awareness for all our students, so that all students graduate with a tentative plan for their post-secondary lives.
Cupertino High School Growth Targets (<i>as listed in the CHS WASC plan</i>)	All students who will be able to self-identify and archive evidence of developing career skills. Increase partnerships with community colleges and among FUHSD resources for career connections. Our Equity and Excellence Index from the College Board will remain at 70% or higher. The percentage of graduating seniors who take a CTE or dual enrollment course during their high school years will increase to 60%.

DATA PRESENTATION

Scholastic Achievement Test (SAT) Results

	CHS			FUHSD			Nation		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Number of students tested	375	274	377	1,822	1,434	1,670	2,198,460	1,509,133	1,737,678
Math Avg	695	719	718	697	724	712	523	528	521
Evidence-based Reading and Writing Avg	652	665	662	657	675	667	528	533	529

School Site Commentary

- Our students continue to perform well on the SAT, outscoring the district average in math and the nation in both math and English. It will be interesting to see how many students continue to take the SAT as universities become test-blind and test-optional.
- We do not teach specific test-prep skills, though students have access to free materials for test prep through Naviance as well as opportunities for low-cost test prep through our PTSA programs.

Advanced Placement (AP) Results

AP Tests	2019-20	2020-21	2021-22
# of AP Test Takers	912	926	919
Total # of Exams Taken	2,137	2,359	2,423
% of Scores 3 or Greater	89%	84%	87%

*Many students take exams in more than one subject. The average at this school for the 2021-22 school year was 2.64 exams per student. Data from The College Board AP Reports.

AP Course Enrollment by Student Group: Current Year 2022-23

	Asian		Filipino		Hispanic		AfrAm/Black		White		Two or More Races	
Subject area	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area
English	133	89.3%	1	0.7%	1	0.7%	2	1.3%	8	5.4%	4	2.7%
Math	507	87.7%	5	0.9%	9	1.6%	4	0.7%	31	5.4%	18	3.1%
Other	132	91.7%	1	0.7%	2	1.4%	0	0.0%	4	2.8%	5	3.5%
Science	573	82.9%	11	1.6%	18	2.6%	9	1.3%	51	7.4%	24	3.5%
Social Science	409	88.5%	4	0.9%	9	1.9%	4	0.9%	24	5.2%	10	2.2%
World Lang	122	87.8%	2	1.4%	8	5.8%	0	0.0%	4	2.9%	2	1.4%
Grand Total	1876	86.7%	24	1.1%	47	2.2%	19	0.9%	122	5.6%	63	2.9%

	SpEd		LEP		SED		Total in AP Subject
Subject area	# Stu	% of area	# Stu	% of area	# Stu	% of area	#
English	0	0.0%	0	0.0%	3	2.0%	149
Math	1	0.2%	4	0.7%	28	4.8%	578
Other	1	0.7%	0	0.0%	3	2.1%	144
Science	8	1.2%	6	0.9%	34	4.9%	691
Social Science	1	0.2%	1	0.2%	19	4.1%	462
World Lang	1	0.7%	9	6.5%	10	7.2%	139
Grand Total	12	0.6%	20	0.9%	97	4.5%	2163

AP Course Enrollment by Student Group Comparison Year: 2021-22

Subject Area	Asian		Hispanic/Latinx		White		Two or More Races		Total # Stu
	#	%	#	%	#	%	#	%	
AP English	86	87.76%	1	1.02%	8	8.16%	2	2.04%	98
AP Math	553	88.48%	12	1.92%	37	5.92%	18	2.88%	625
AP Other	135	91.84%	1	0.68%	10	6.80%	1	0.68%	147
AP Science	609	85.53%	13	1.83%	52	7.30%	27	3.79%	712
AP Soc Science	373	88.81%	5	1.19%	24	5.71%	13	3.10%	420
AP World Lang	108	85.04%	10	7.87%	6	4.72%	3	2.36%	127
Total	1864	87.55%	42	1.97%	137	6.43%	64	3.01%	2129

Subject Area	Students w/Disabil		English Learners		SED	
	#	%	#	%	#	%
AP English	0	0.00%	0	0.00%	7	7.14%
AP Math	7	1.12%	11	1.76%	36	5.76%
AP Other	2	1.36%	1	0.68%	9	6.12%
AP Science	5	0.70%	15	2.11%	49	6.88%
AP Soc Science	3	0.71%	4	0.95%	17	4.05%
AP World Lang	2	1.57%	6	4.72%	14	11.02%
Total	19	0.89%	37	1.74%	132	6.20%

College Board Equity and Excellence Score: 2019-2022

The College Board calculates an Equity and Excellence Score for each school

Academic Year	Equity and Excellence Percentage
2021-2022	72.7%
2020-2021	71.4%
2019-2020	71.5%
2018-2019	69.5%

School Site Commentary

- Increasing numbers of students have signed up for AP tests, with many tests being administered for classes we do not offer. This year, fewer students are taking more tests.
- Our AP classes remain 86% Asian, with the largest numbers of students taking an AP Math or AP Science course where there are multiple options. A student who is advanced in Math might have the opportunity to take AP Calculus, AP Comp Sci and AP Statistics. In Science, a student could take 2-3 AP classes, depending on their sophomore year choice. The highest percentage of students outside the Asian subgroup who take an AP Class do so in Science, where there are 5 different options.
- 490/565 seniors, or 87%, have taken an honors, AP, or Dual Enrollment class.
- Another way to look at our progress in terms of making sure all of our students have the opportunities to take advanced classes is that 62.3% of our Hispanic/Latino seniors, 93.7% of our Asian seniors, 78% of our African American seniors, 71% of our White seniors, and 80% of our seniors with Two or More Races took at least one honors, AP, or Dual Enrollment course. *The majority of all subgroups have taken courses that reach beyond college prep and into more rigorous or college level content.*
- An Equity and Excellence score of 72.7% shows that almost three-quarters of our Class of 2022 graduates took at least one AP test AND earned a score of 3 or better, showing that we have widespread enrollment in Advanced Placement classes and that the classes prepare students well for the exams.

Enrollment in Career Technical Education and Dual Enrollment classes

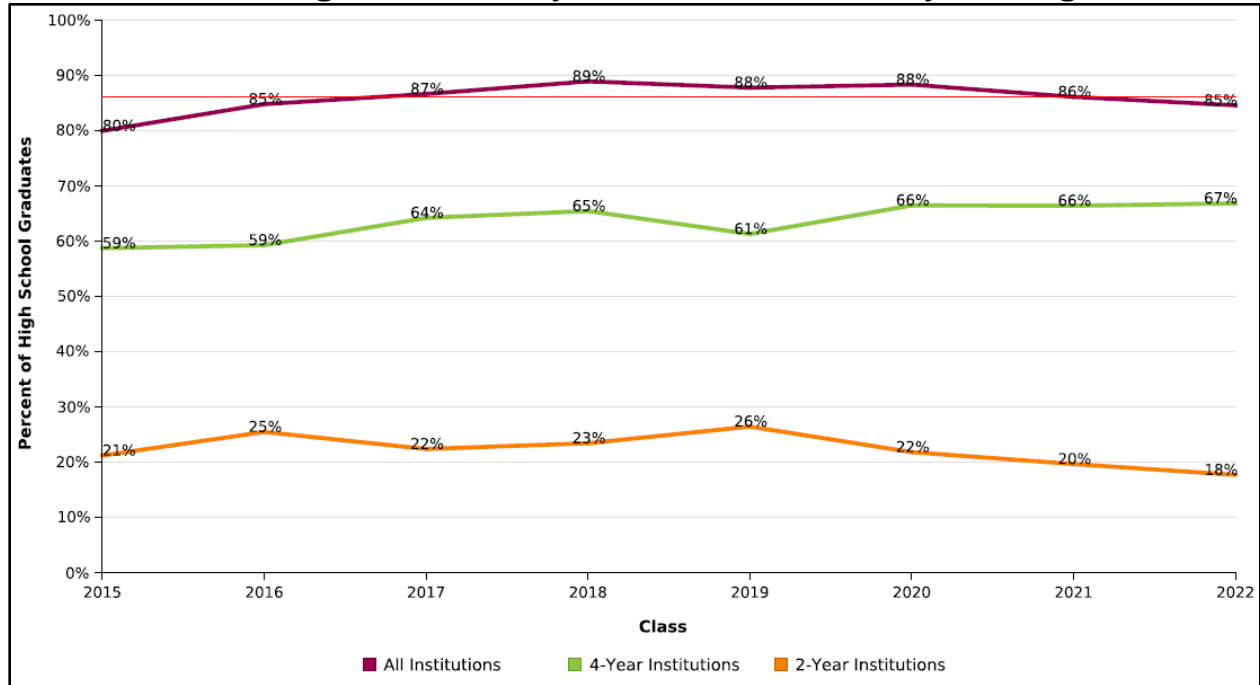
	# seniors	# taking CTE/DE	% taking CTE/DE#
2022-23	565	339	60%
2021-22	569	322	56.6%
2020-21	531	280	52.7%
2019-20	551	280	50.8%
2018-19	614	322	52.4%

These numbers do not include courses such as Java, Journalism, Yearbook, CAT, and AP Comp Sci, which are not technically CTE but do provide opportunities for students to develop career skills.

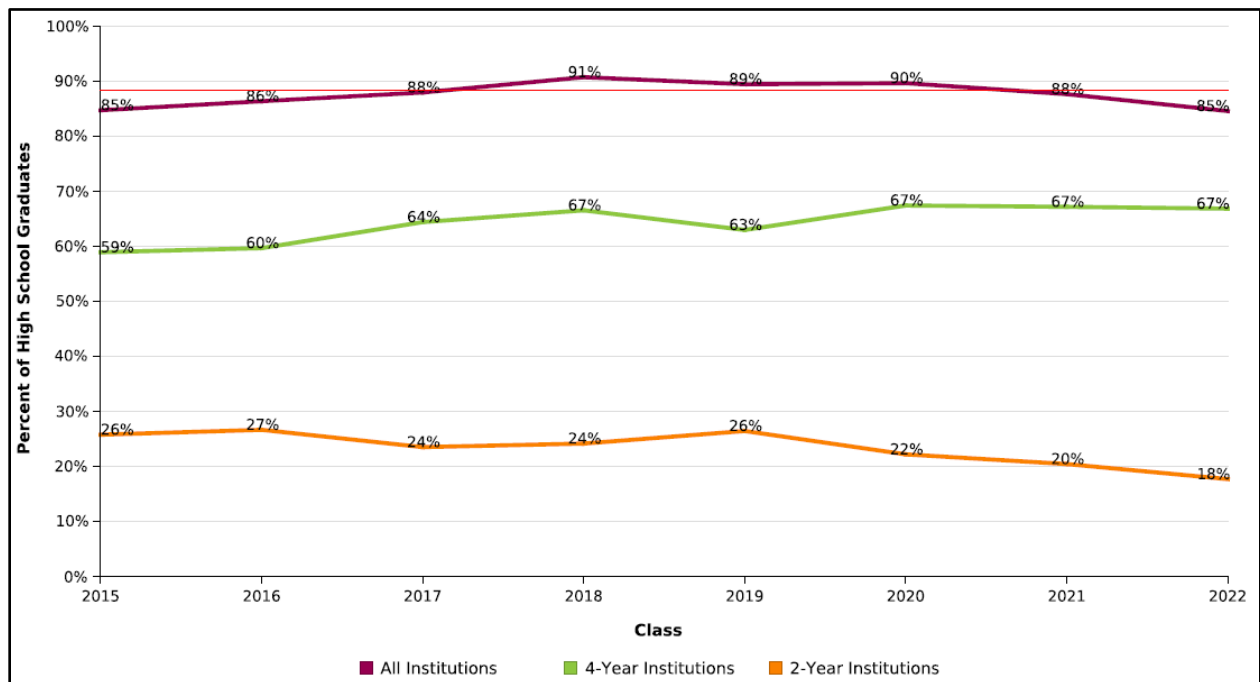
Post-secondary enrollment persistence, graduation

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

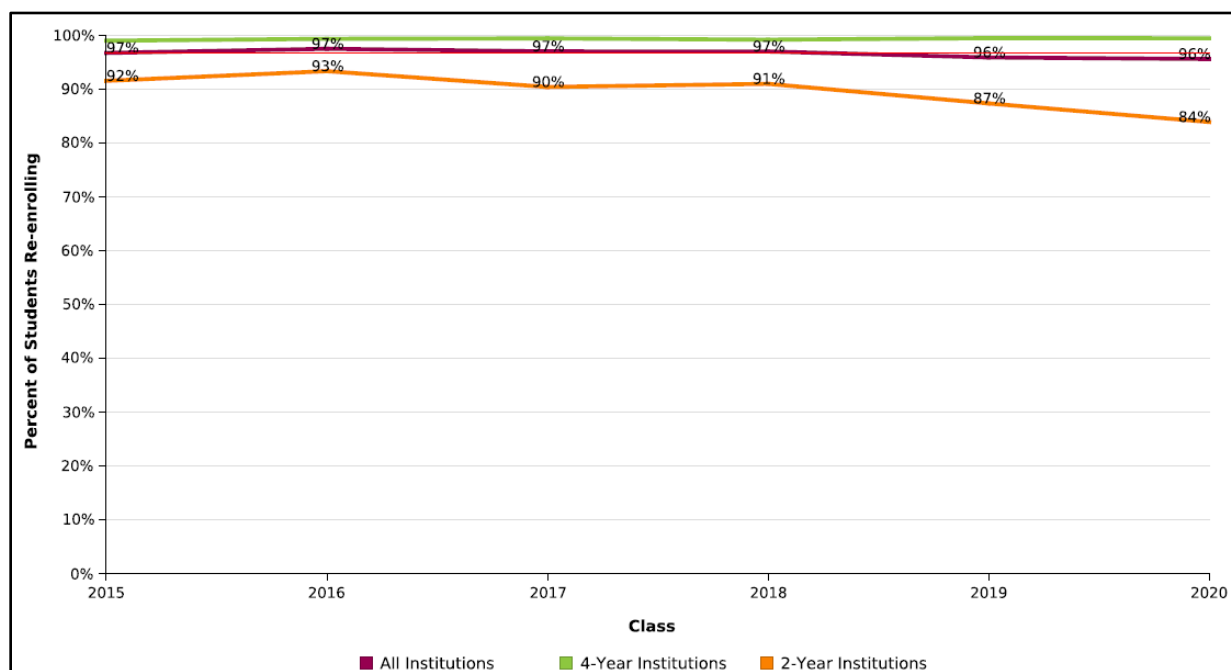
Post-secondary Enrollment and Graduation by Cohort
Students Entering Post-Secondary Institutions Immediately after High School



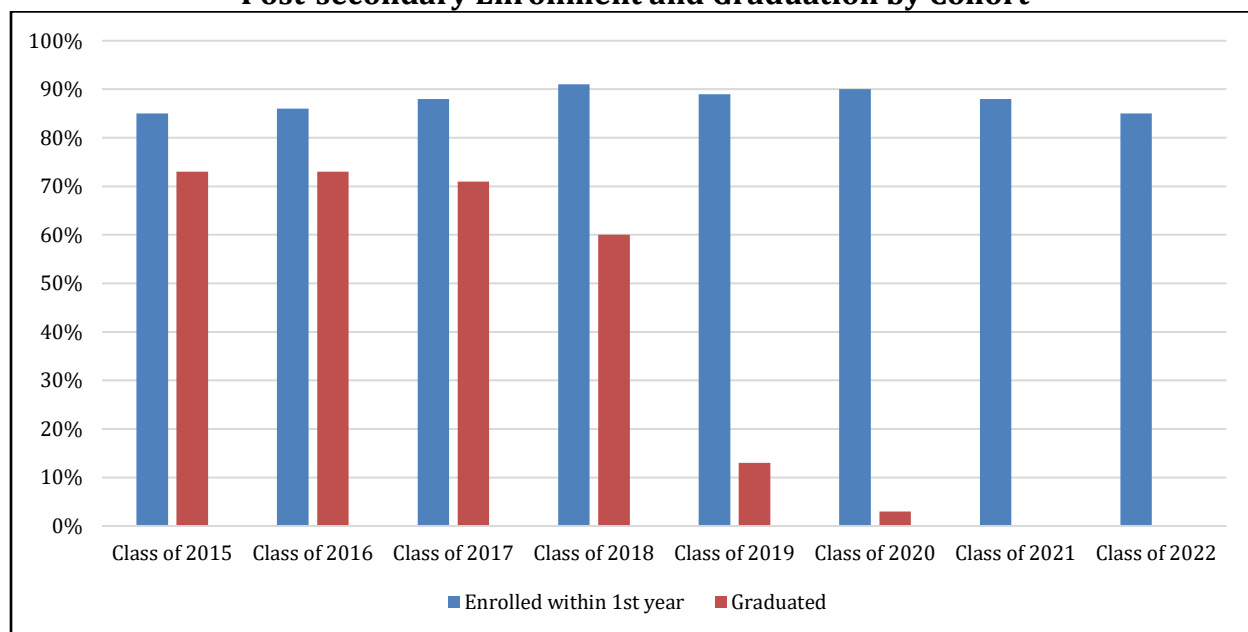
Students Entering Post-Secondary Institutions within 1 Year after High School



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



Post-secondary Enrollment and Graduation by Cohort



	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Enrolled within 1st year	85%	86%	88%	91%	89%	90%	88%	85%
Graduated	73%	73%	71%	60%	13%	3%	--	--

School Site Commentary

- The ratio between post-secondary enrollment and graduation rate remained relatively constant between the classes of 2015 and 2017. The college experience for those in the classes of 2018 forward have all been impacted by the pandemic. We will have to wait and see what the long-term effects on college graduation are.
- By adding dual enrollment courses, we have increased the percentage of our graduates who have taken classes with direct career preparation.

STATUS UPDATE OF WASC ACTION PLAN

<i>Growth Targets</i>	2022-23	Status
<i>Increase the percentage of students who will be able to self-identify and archive career skills.</i>	Take inventory of career skills and pathway identification in core classes.	Not done as of 2/10/23; postponed until Fall 2023.
	Conduct staff PD on the Standards for Career Ready Practice.	Not done, as of 2/10/23.
	Expand the annual Career Fair by including required education and skill background for each career featured.	Career Fair will be held on 3/17/23. Students will participate in 3 sessions.
<i>Increase partnerships with businesses, community colleges, and other FUHSD schools.</i>	Survey students and parents about their career interests.	Postponed until Fall 2023, in preparation for 2024 Career Fair.
	Offer dual enrollment classes in Health, Law, and accounting.	We have a cohort of students taking the Health pathway, 2 cohorts in dual enrollment law and Sociology, and one class of accounting.
	Implement the community college/careers /life skills pathway for seniors in partnership with De Anza.	Implemented a 3-course series for seniors that included career education, community college orientation, and financial skills.
<i>Students will participate in more culturally responsive learning experiences.</i>		
	Set and reflect on equity goals in each course-alike and job-alike team.	Course-alike teams have determined goals and completed a cycle of inquiry in the fall semester. Over the course of the semester, several teams shared their progress with the larger staff. All staff will participate in the share cycle on 2/10/23.
	Use the Cycle of inquiry format as a staff to learn from our pursuit of equity goals. SD coordinator to lead.	

Develop advisory evaluation questions for those advisories promoting ABAR content and add them to the expectation of each advisory implemented.	Move to 2023-24.
A team from CHS will participate in the development of a new Ethnic Studies class.	Three social studies teachers, our librarian, and one administrator are on teams to develop the new course. One of those teachers will teach the pilot sections in 2023-24.

Analysis of Progress

Metric	Current Reality	Commentary
Percentage of seniors who have taken at least one CTE or Dual Enrollment Class	60%	Up from 56% in the 2021-22 school year. Largely, this increase can be accounted for with our Senior Transition Pathway partnership with De Anza. Students in this pathway took 3 Dual Enrollment classes in career awareness, college preparation, and personal finance.
Percentage of seniors in each subgroup taking AP/ Honors/ Dual Enrollment	African American 78% Asian. 94% Latinx 62% 2+ Races 80% White 71%	The majority of all racial subgroups have taken courses that reach beyond college prep and into more rigorous or college level content.
Equity and Excellence Score	72.7%	Almost $\frac{3}{4}$ of students in Class of 2022 took at least one AP test and scored a 3 or better, showing that we have widespread enrollment in AP classes and that those students are being well-prepared. This score is up slightly from 71% in 2021.

FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school.

Cupertino High School WASC Goal	Increase and improve the social emotional competencies of our students.
Cupertino High School Targets <i>(as listed in the WASC Action Plan, 2022)</i>	Decrease the percentage of students highly stressed by schoolwork. Baseline: 29% Increase the percentage of students who have at least one adult they feel comfortable asking for help: Baseline: 75% Increase understanding of SEL vocabulary and skills among staff and students. Decrease percentage of suspensions in noted subgroups to match the subgroup's percentage enrollment in school. Improve the attendance of students in the Latinx and students with disabilities subgroups who are disproportionately represented in the chronic absentee rates.

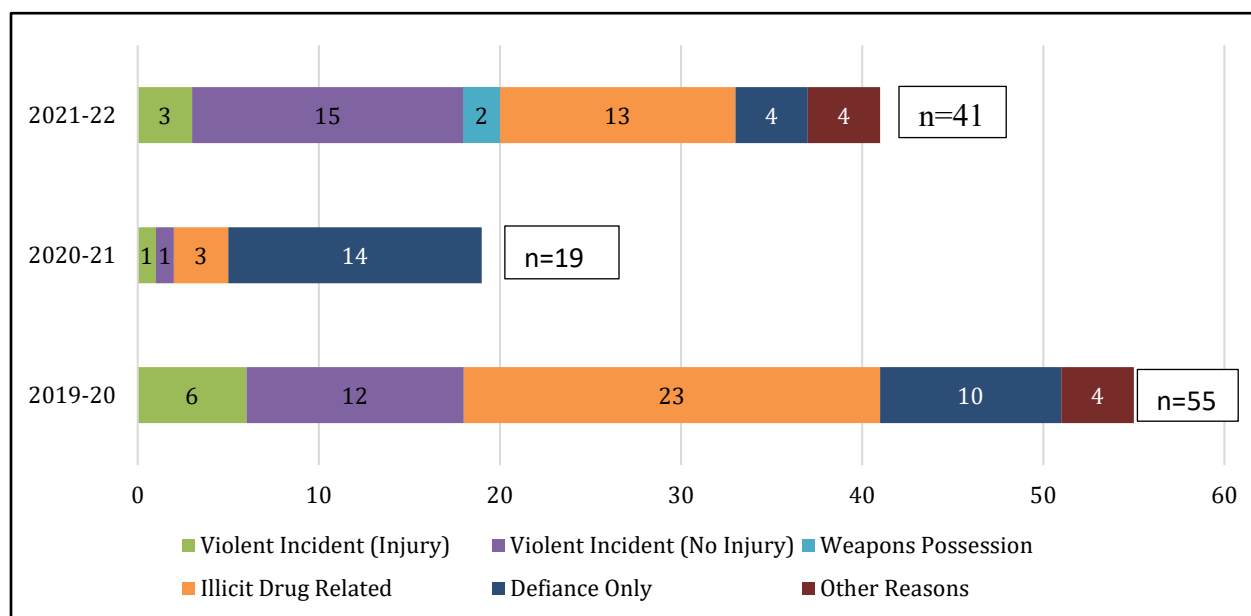
DATA PRESENTATION

Discipline and Absenteeism

Expulsions (multiple years)

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2019-20	2,278	0	0	0%	0.05%
2020-21	2,216	0	0	0%	0%
2021-22	2,148	2	2	0.09%	0.09%

Suspensions by Category Over 3 Years



Students Receiving One or More Suspensions: Multiple Years (by student group)

Student Groups	2019-20			2020-21			2021-22		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
African American	0	0%	21	1	4%	28	2	8%	24
Asian	16	1%	1,624	14	1%	1,534	11	1%	1,484
Filipino	0	0%	41	0	0%	38	1	2%	44
Hispanic/Latino	19	9%	220	0	0%	205	14	7%	216
White	4	2%	263	2	1%	240	1	1%	209
Two or More Races	4	3%	126	0	0%	130	2	2%	116
All Students	43	2%	2,318	17	1%	2,216	32	2%	2,148

CA School Dashboard Suspension Rate Indicator

Very Low (Highest Status)	Low 0.6% to 1.5% of Subgroup in Current Year	Medium 1.6% to 6.0% of Subgroup in Current Year	High 6.1% to 10.0% of Subgroup in Current Year	Very High (Lowest Status)
White	- All Students - Asian	- English Learners - Socio-economically Disadvantaged - Filipino - Two or More Races	- Students with Disabilities - Hispanic	n/a

School Site Commentary

• In the fall of 2022, there were 12 students suspended, 6 White, 2 Hispanic, and 2 Asian; in an additional cut, 6 of the students suspended were Students with Disabilities (3.3%). In terms of the percentage of each subgroup, we are on track to have 3% of White students suspended, 1% of Hispanic/Latino students suspended, and 1% of Asian students. Both the Hispanic/Latino and Asian subgroups will be in the very

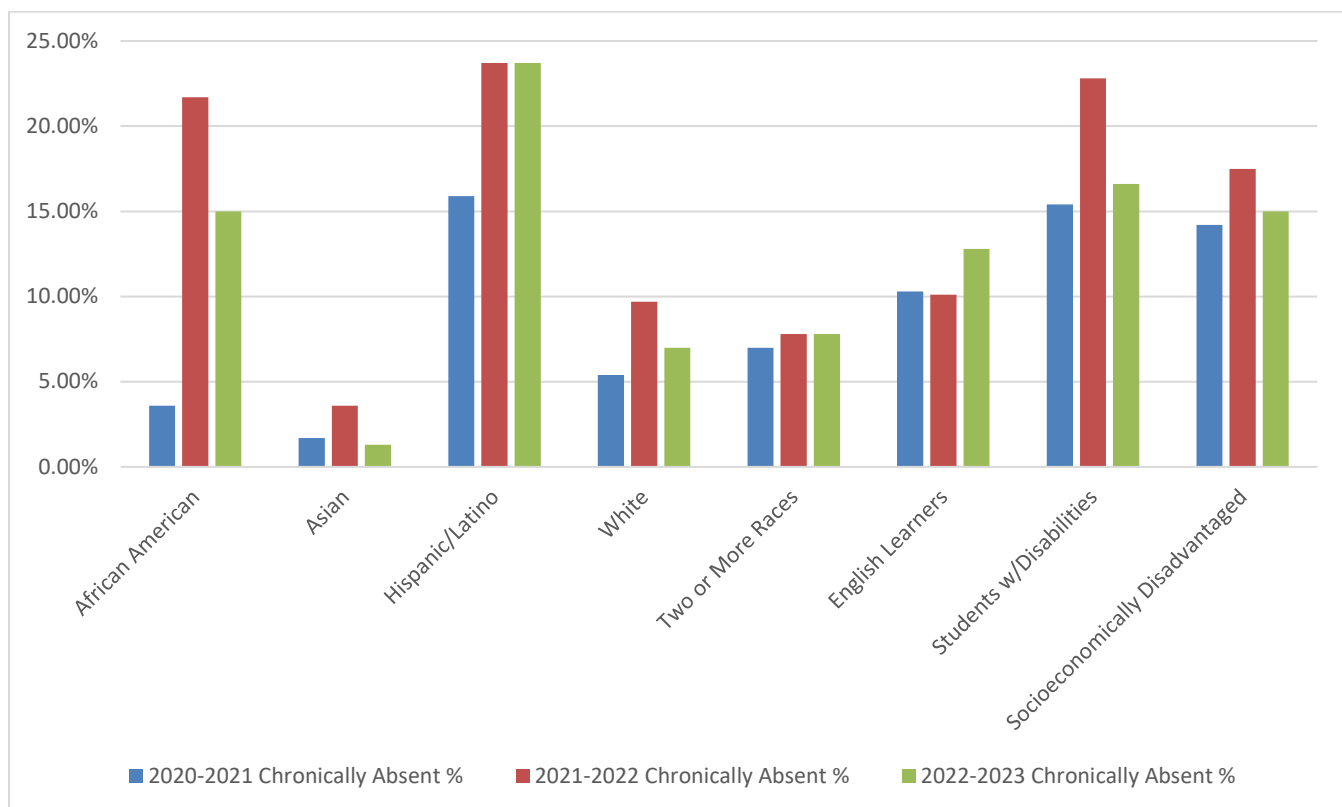
low category if things continue at this pace; the White subgroup and Students with Disabilities subgroup would be in the low status.

Chronic Absenteeism

The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar. Due to COVID-related closures for SY 2019-20 the California Department of Education deemed the chronic absenteeism data unreliable and didn't report the associated percentages for subgroup absenteeism.

Chronically Absent Students: Three Years (by student group)

Group	2020-21		2021-22		2023-23 (S1)	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	28	3.6%	23	21.7%	20	15%
Asian	1,529	1.7%	1,475	3.6%	1442	1.3%
Hispanic/Latino	201	15.9%	211	23.7%	194	23.7%
White	239	5.4%	207	9.7%	199	7%
Two or More Races	129	7.0%	116	7.8%	128	7.8%
English Learners	126	10.3%	129	10.1%	117	12.8%
Students w/Disabilities	228	15.4%	224	22.8%	180	16.6%
Socioeconomically Disadvantaged	246	14.2%	268	17.5%	260	15%
All Students	2,205	3.8%	2,131	6.6%	1991	4.7%



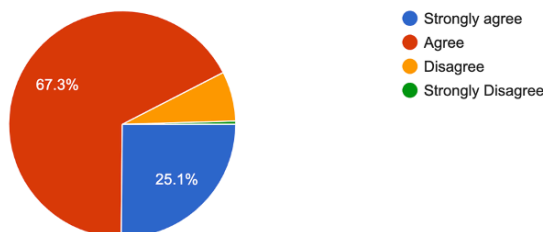
Student Engagement and Well-Being

Cupertino High School has administered a Student Engagement and Well-Being survey consistently over the past several years. The survey was administered during remote schooling, but was not administered in 2021-2022.

Teachers are easy to contact if I need to communicate with them.

Teachers are easy to contact if I need to communicate with them.

1,496 responses



Respondants	Strongly agree	Agree	Disagree	Strongly Disagree
Freshman	390	105 26.92%	262 67.18%	23 5.90%
Sophomore	404	102 25.25%	275 68.07%	25 6.19%
Junior	361	80 22.16%	251 69.53%	26 7.20%
Senior	342	90 26.32%	219 64.04%	32 9.36%
Grand Total	1497	377 25.18%	1007 67.27%	106 7.08%
2020/2021	1800	358 19.90%	1307 72.60%	123 6.80%
2019/2020	1920	74.50%		12 70.00%
2018/2019	-	-	-	-
2017/2018	-	-	-	-

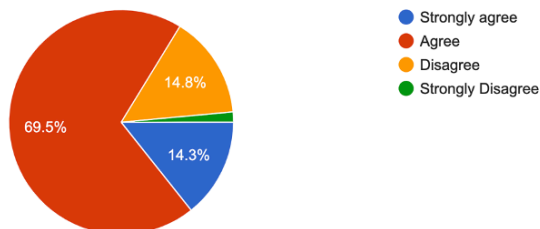
Neutral
-
21.20%

10 out of 62 narrative responses indicate the opinion that teachers are not easy to communicate with via email (no response, long response time, etc.)

Cupertino High addresses social and emotional topics with students.

Cupertino High addresses social and emotional topics with students.

1,496 responses



Respondants	Strongly agree	Agree	Disagree	Strongly Disagree
Freshman	390	55 14.10%	284 72.82%	50 12.82%
Sophomore	404	51 12.62%	286 70.79%	60 14.85%
Junior	361	53 14.68%	241 66.76%	64 17.73%
Senior	342	56 16.37%	228 66.67%	47 13.74%
Grand Total	1497	215 14.36%	1039 69.41%	221 14.76%
2020/2021	1800	264 14.70%	1273 70.30%	226 12.60%
2019/2020	-	-	-	-
2018/2019	-	-	-	-
2017/2018	-	-	-	-

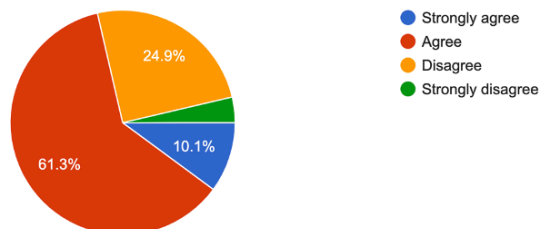
Neutral
-
2.10%

10 out of 65 narrative responses indicate the opinion that CHS only addresses surface level issues and not really the root causes of stress and anxiety.

My classes at CHS are interesting or enjoyable most of the time.

My classes at CHS are interesting or enjoyable most of the time.

1,496 responses



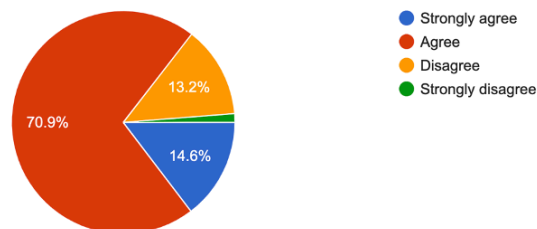
Respondants	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
Freshman	41 10.51%	246 63.08%	88 22.56%	15 3.85%	
Sophomore	49 12.13%	243 60.15%	94 23.27%	18 4.46%	
Junior	28 7.76%	223 61.77%	101 27.98%	9 2.49%	
Senior	34 9.94%	205 59.94%	90 26.32%	13 3.80%	
Grand Total	1497	152 10.15%	917 61.26%	373 24.92%	55 3.67%
2020/2021	1800	148 8.20%	1161 64.50%	434 24.10%	57 3.20%
2019/2020	1920	44.70%	17.00%		
2018/2019	1901	158 8.30%	725 38.10%	273 14.40%	75 3.90%
2017/2018	-	-	-	-	-
					670 35.2

7 out of 92 narrative responses indicate the opinion that stress takes away their interest in the class.

My classes at CHS cover important content most of the time.

My classes at CHS cover important content most of the time.

1,496 responses

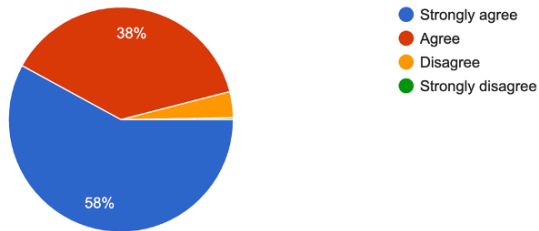


Respondants	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
Freshman	73 18.72%	269 68.97%	42 10.77%	6 1.54%	
Sophomore	62 15.35%	285 70.54%	53 13.12%	4 0.99%	
Junior	35 9.70%	271 75.07%	51 14.13%	4 1.11%	
Senior	50 14.62%	235 68.71%	52 15.20%	5 1.46%	
Grand Total	1497	220 14.70%	1060 70.81%	198 13.23%	19 1.27%
2020/2021	1800	230 12.80%	1320 73.30%	216 12.00%	34 1.90%
2019/2020	1920	58.20%	11.40%		
2018/2019	1901	178 9.40%	872 45.90%	190 10.00%	46 2.40%
2017/2018	1396	136 9.70%	725 51.90%	103 7.40%	23 1.60%
					615 32.40%
					409 29.30%

I complete most of my schoolwork.

I complete most of my schoolwork.

1,496 responses



Respondants	Strongly agree	Agree	Disagree	Strongly disagree	Neutral
Freshman	390	249 63.85%	130 33.33%	11 2.82%	0 0.00%
Sophomore	404	235 58.17%	147 36.39%	21 5.20%	1 0.25%
Junior	361	203 56.23%	150 41.55%	7 1.94%	1 0.28%
Senior	342	181 52.92%	142 41.52%	17 4.97%	2 0.58%
Grand Total	1497	868 57.98%	569 38.01%	56 3.74%	4 0.27%
2020/2021	1800	970 53.90%	728 40.40%	87 4.80%	15 0.80%
2019/2020	1920	87.50%	3.30%		
2018/2019	1901	1035 54.40%	664 34.90%	51 2.70%	0 0.00%
2017/2018	1396	776 55.60%	463 33.20%	30 2.10%	9 0.60%

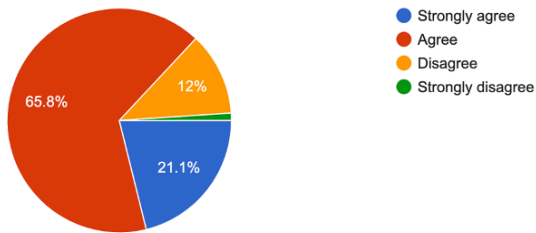
Full Engagement (Agreed or Strongly Agreed to previous three questions)

Respondants	Fully Engage	Percentage
Freshman	390	266 68.21%
Sophomore	404	259 64.27%
Junior	361	228 63.16%
Senior	342	213 62.28%
Grand Total	1497	966 64.57%

My teachers care about whether or not I am learning.

My teachers care about whether or not I am learning.

1,496 responses

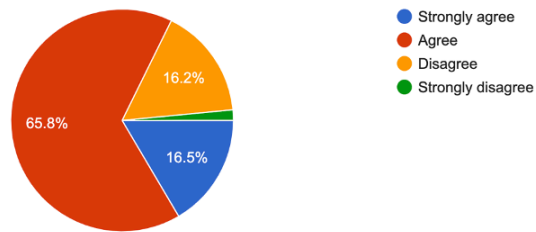


	Respondants	Strongly agree		Agree		Disagree		Strongly disagree		
Freshman	390	87	22.31%	263	67.44%	36	9.23%	4	1.03%	
Sophomore	404	93	23.02%	252	62.38%	55	13.61%	4	0.99%	
Junior	361	58	16.07%	256	70.91%	42	11.63%	5	1.39%	
Senior	342	79	23.10%	214	62.57%	46	13.45%	3	0.88%	
Grand Total	1497	317	21.18%	985	65.80%	179	11.96%	16	1.07%	
										Neutral
2020/2021	1800	452	25.10%	1199	66.60%	135	7.50%	14	0.80%	-
2019/2020	1920	72.60%				5.70%				21.70%
2018/2019	1901	370	19.50%	976	51.30%	86	4.50%	32	1.70%	437 23%
2017/2018	1396	244	17.50%	761	54.50%	64	4.60%	23	1.60%	304 21.80%

My teachers care about me as a person.

My teachers care about me as a person.

1,496 responses

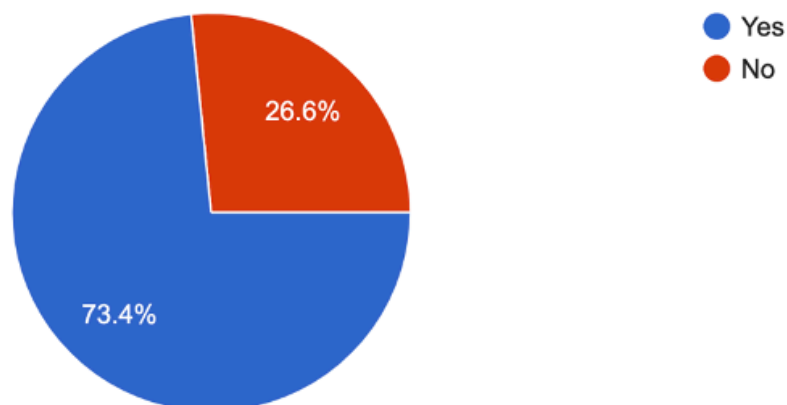


Respondants		Strongly agree		Agree		Disagree		Strongly disagree			
Freshman	390	58	14.87%	260	66.67%	66	16.92%	6	1.54%		
Sophomore	404	74	18.32%	261	64.60%	64	15.84%	5	1.24%		
Junior	361	50	13.85%	248	68.70%	56	15.51%	7	1.94%		
Senior	342	66	19.30%	215	62.87%	56	16.37%	5	1.46%		
Grand Total	1497	248	16.57%	984	65.73%	242	16.17%	23	1.54%		
										Neutral	
2020/2021	1800	312	17.30%	1246	69.20%	228	12.70%	14	0.80%	-	-
2019/2020	1920	65.30%				6.40%				28.30%	
2018/2019	1901	312	16.40%	864	45.40%	121	6.40%	36	1.90%	568	29.90%
2017/2018	1396	213	15.30%	688	49.30%	63	4.50%	21	1.50%	411	29.40%

There is at least one adult on campus that I could go to for help (even if I never have).

There is at least one adult on campus that I could go to for help (even if I never have).

1,496 responses



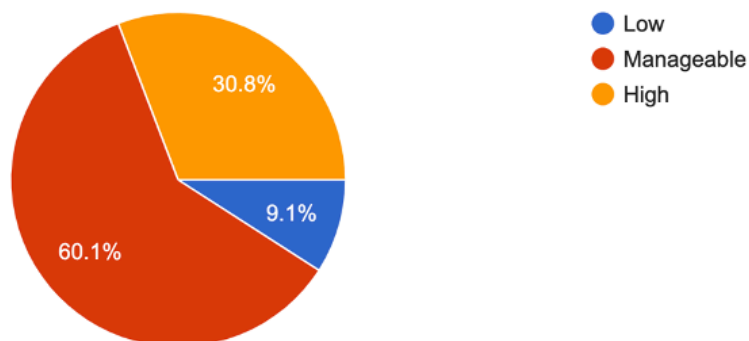
Respondants		Yes		No	
Freshman	390	267	68.46%	123	31.54%
Sophomore	404	301	74.50%	103	25.50%
Junior	361	264	73.13%	97	26.87%
Senior	342	267	78.07%	75	21.93%
Grand Total	1497	1099	73.41%	398	26.59%
2020/2021	1800	1350	75.00%	450	25.00%
2019/2020	1920	1336	69.60%	584	30.40%
2018/2019	1901	1308	68.80%	593	31.20%
2017/2018	1396	1025	73.40%	371	26.60%

168 out of 1099 (15.29%) respondents who have an adult on campus to go to identified their School Counselor. 91 respondents (8.28%) said that all of their teachers were people they could go to on campus.

I would describe my stress level at CHS as:

I would describe my stress level at CHS as

1,496 responses

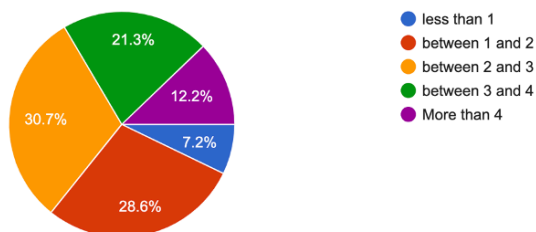


Respondants		High		Manageable		Low	
Freshman	390	74	18.97%	259	66.41%	57	14.62%
Sophomore	404	135	33.42%	248	61.39%	21	5.20%
Junior	361	140	38.78%	193	53.46%	28	7.76%
Senior	342	112	32.75%	200	58.48%	30	8.77%
Grand Total	1497	461	30.79%	900	60.12%	136	9.08%
2020/2021	1800	518	28.80%	1147	63.70%	135	7.50%
2019/2020	1920	555	28.90%	1154	60.10%	211	11.00%
2018/2019	1901	538	22.60%	934	49.10%	538	28.30%
2017/2018	1396	413	29.60%	831	59.50%	152	10.90%

I spend about _____ dedicated hours a day completing school-assigned homework.

I spend about _____ dedicated hours a day completing school-assigned homework.

1,496 responses

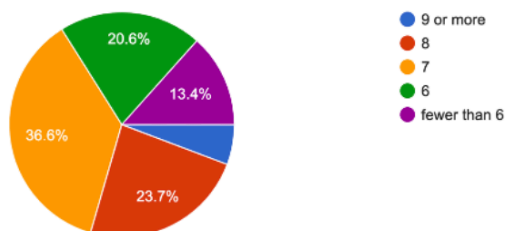


	Respondants	Fewer than 1		between 1 and 2		between 2 and 3		between 3 and 4		More than 4	
Freshman	390	30	7.69%	168	43.08%	115	29.49%	49	12.56%	28	7.18%
Sophomore	404	26	6.44%	100	24.75%	142	35.15%	94	23.27%	42	10.40%
Junior	361	25	6.93%	77	21.33%	106	29.36%	98	27.15%	55	15.24%
Senior	342	26	7.60%	83	24.27%	97	28.36%	78	22.81%	58	16.96%
Grand Total	1497	107	7.15%	428	28.59%	460	30.73%	319	21.31%	183	12.22%
2020/2021	1800	96	5.30%	513	28.50%	599	33.30%	391	21.70%	201	11.20%
2019/2020	1920			67.20%				18.50%		14.00%	
2018/2019	1901	171	9.00%	616	32.40%	557	29.30%	379	19.90%	178	9.40%
2017/2018	1396	137	9.80%	377	27.00%	442	31.70%	293	21.00%	147	10.50%

I usually get about _____ hours of sleep a night.

I usually get about _____ hours of sleep a night.

1,496 responses



Respondants		Fewer than 6		6		7		8		9 or more	
Freshman	390	27	6.92%	45	11.54%	133	34.10%	144	36.92%	41	10.51%
Sophomore	404	44	10.89%	86	21.29%	162	40.10%	90	22.28%	22	5.45%
Junior	361	70	19.39%	89	24.65%	131	36.29%	57	15.79%	14	3.88%
Senior	342	59	17.25%	88	25.73%	121	35.38%	64	18.71%	10	2.92%
Grand Total	1497	200	13.36%	308	20.57%	547	36.54%	355	23.71%	87	5.81%
2020/2021	1800	221	12.30%	435	24.20%	662	36.80%	395	21.90%	87	4.80%
2019/2020	1920	44.60%				33.10%		17.50%			
2018/2019	1901	286	15.10%	615	32.30%	623	32.80%	310	16.30%	66	3.50%
2017/2018	1396	207	14.80%	441	31.60%	469	33.60%	227	16.30%	51	3.70%

School Site Commentary

- Suspensions for 2021-2022 were lower than the pre-pandemic year, largely because of a drop in drug-related offenses.
- We logged 16 suspensions in Fall 2022 (12 students) in the following categories: harassment (4), possession of a knife (2), possession of controlled substance (3), threats (5), and property damage (2). If these trends continue, we anticipate having fewer total suspensions than 2021-2022.
- Of the 12 students who were suspended in Fall 2022, 6 were White, 2 were Hispanic, 4 were Asian. 6 were students with disabilities.
- On the Dashboard for 2021-2022, Students with Disabilities and our Hispanic subgroup were both in the “high” category for suspensions; this year’s trends suggest that we are making progress toward our goal of having fewer suspensions overall and fewer in our subgroups specifically. However, we are interested in reducing suspensions while also maintaining positive student behavior.
- Last year’s chronic absenteeism was higher in almost every category from the year before. However, school year 2020-21 was largely online, so students could be present for class even if they were ill. In 2021-2022, CHS had several outbreaks of COVID and the stress levels were high.
- 30.8% of our students report that they are highly stressed on the CHS Student Engagement and Well-Being Survey, given in January 2023. That percentage has remained relatively constant both before and during the pandemic. The highest stress levels are at the junior level.

STATUS UPDATE OF WASC ACTION PLAN

<i>Growth Targets</i>	2022-23	Status
<i>Improve attendance of students in noted subgroups.</i>	Reinforce building relationships as a key to improving student attendance.	Ongoing
	Follow up on absent students using the Chronic Absentee program and include the health/attendance component in the alpha intervention groups.	Continuing to provide interventions and support for attendance concerns.
<i>Decrease the percentage of students in noted subgroups who are getting suspended.</i>	Create consistent classroom practices in SPED especially so that students know what to expect and transition between classes more easily	Classroom observations and behavior data show that the procedures in SPED classrooms are more consistent
	Continue to use and create more alternatives to suspension for disciplinary offenses.	Have used detentions, educational experiences, in-house, apologies, and more.
	Use new therapy resources to create and run groups for students who are struggling with drug use and decision making.	Wellness Center not yet open due to staffing issues at the county
<i>Students in the noted subgroups will report an increased sense of belonging, safety, and fair treatment.</i>	When surveying students for wellness and engagement, make sure we can disaggregate the data by different aspects of identity.	We did not do this. Our wellness and engagement data cannot be disaggregated this year. Making note for next winter.
	Specifically invite students from BSU, LSU, GSA, MSU, Student Equity Task Force, WEA, SAHA, etc. to participate in the creation of an Intersectional Advisory Group.	We had an ad-hoc meeting in preparation for a possible advisory in December. These affinity groups are going well, but we have not built a consistent intersectional team yet.
	Continue to develop and promote “safe spaces” on campus, including the use of the wellness room.	We are in process of outfitting and staffing the new wellness center. Delays and staffing changes at the county have prevented us from opening sooner.
	Evaluate the current effectiveness of the Dusty Mascot and educate the community about the ways the mascot is perceived.	Student leadership team voted to continue with Pioneers and use Dusty sparingly.

Implement a schoolwide ban on the use of the n word in academic spaces.	This ban is in place in English and Social Studies classes; we have more work to do there.
Members of the ETF and admin will collaborate with FEA and the DO to improve the process of recruiting, supporting and maintaining a more demographically reflective work force.	Hiring Freeze.

Analysis of Progress

Metric	Current Reality	Commentary
Decrease the percentage of students highly stressed by schoolwork. Baseline: 29%	31%	Up slightly, which is not good.
Increase the percentage of students who have at least one adult they feel comfortable asking for help: Baseline: 75%	73.4%	Down slightly from 2021, with 78% of seniors indicating that they have at least one trusted adult. Most common answer: "my school counselor." Second most popular answer, "all my teachers."
Increase understanding of SEL vocabulary and skills among staff and students.	83.8%	In annual survey (n=1497), almost 84% of students said that CHS addressed social and emotional topics with students.
Decrease percentage of suspensions in noted subgroups to match the subgroup's percentage enrollment in school.	1% Latinx 1% Asian 3% White 3% Students with Disabilities	We had 12 total students suspended in fall 2023. The percentage of suspensions for our noted subgroups (Latinx and Students with Disabilities) has decreased.
Improve the attendance of students in the Latinx and students with disabilities subgroups who are disproportionately represented in the chronic absentee rates.	23.7% Latinx 16.6% SWD	The SWD subgroup percentage improved compared to last year; the Latinx subgroup percentage remained the same in first semester of 2022-23.
Increase percentage of students who get 7+ hours of sleep per night	66%	This is a huge improvement since 2021, the last time this metric was taken, when the % of students getting 7 or more hours of sleep was 50.6%. As this is the first year of the 8:30 am start time, we are pleased to see the improvement.

FUHSD LCAP GOAL #4 Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.

CHS High School WASC Goal	Same as LCAP Goal #4
CHS High School Target	Increased numbers of families in the noted subgroups will be involved in the life of the school.

DATA PRESENTATION

In a community survey conducted in January 2022, the FUHSD continues to be viewed favorably and rated positively by most, and the high schools' quality education and reputation remain the District's top attributes. Six in ten say the District is doing an "excellent" or "good" job in its handling of COVID-19.

School Site Commentary

- We are translating each week's Principal Message into Spanish prior to sending it out.
- We have an active PTSA who sponsors Telegram groups for each grade-level's parents for Q & A
- Collaborated with the PTSA to create a student/parent panel to help families make course selections using feedback from previous students
- Collaborated with community members to create and work with a Jewish Student Association to get it off the ground
- Parent nights for guidance, AVID, ELD, Special Education, Terra Nova, athletics, etc.
- Held evening presentations from the College and Career Advisor regarding financial aid, college prep
- Partnered with a local business to provide free SAT/ACT prep to interested students
- Partnered with band booster group to host Tournament of Bands, make decisions about program direction, and switch to a new level of competition
- Partnered with The Center for Respect to host parent and student assemblies around preventing sexual misconduct; attendees were surveyed to determine their perceptions of the event and what they learned.
- All students took the Healthy Kids survey and a site-based survey on their engagement and well-being.
- Hosted a New Parent Orientation evening in August, in partnership with PTSA
- Hosted a "State of the School" webinar in September in conjunction with Back to School Night video presentations
- Used social media platforms to keep community up-to-date with on-campus happenings
- Increased numbers of families in the noted subgroups will be involved in the life of the school.
- Consulted with SSC and parent members of WASC team to produce Action Plan.
- Collaborated with parent groups to recruit speakers for the annual Career Fair.
- Built relationships with Spanish-speaking families through parent group and office staff who serve as translators and advocates.

Analysis of Progress

Honestly, we need to figure out how to measure this. We do all the meetings, presentations, webinars, open houses. What we have not yet done is collect demographic data on those attending/participating in the events.