



FREMONT HIGH SCHOOL

2022-2023 SCHOOL PLAN

Mid-Year Update

Fremont High School

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

Established in 1923, Fremont High School offers a comprehensive program to students from Sunnyvale and Cupertino in the heart of Silicon Valley. Former Secretary of Education, Arne Duncan, who visited FHS in May of 2013 noted, "this school reflects, I think, the best of the United States. It's incredibly diverse, with many first-generation college-goers, many who are new to the country who are chasing the American Dream and a high-quality education."

Fremont's guidance program provides all students with academic planning, personal counseling, and postsecondary advising for college and career. Five school counselors and a College and Career Advisor engage with students, parents, and staff to deliver a comprehensive guidance program that personalizes the planning and counseling experience based on each student's needs and postsecondary goals.

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".

2022 - 2023 School Profile

Bryan Emmert, Principal
Assistant Principals
Brooke Chan (A-G)
Chris Moore (H-O)
Andy Walczak (P-Z)
Dean of Students
Connor Smith (A-Ln)
Paula Mockler (Lo-Z)
School Counselors
Sandy Woosley/Sherry Fazzio (A-Da)
Sarah Johnson (Db-J)
Ana Franco (K-N)
Dan Amezcua (O-S)
Eric Medeiros (T-Z)
College/Career Advisor
Adriana Magallon-Loredo
Registrar
Laine Sazon

Class of 2023 by the Numbers

574

students

8

National Merit
Semi-finalists

TBA

National Merit
Commended

Unique features of FHS include the following:

- An AVID program that serves about ten percent of our student body;
- Career Technical Education (CTE) programs including engineering, automotive technology, and culinary careers;
- An award-winning robotics team;
- Outstanding visual and performing arts programs, including an award winning Marching Band, Color Guard, and Concert Band; three choirs; a drama program; and art classes in Ceramics and 3D-Design;
- An athletic program with 20 sports teams, a cheer team, and a dance team;
- Over 30 student clubs and significant participation by students in Link Crew
- Students complete thousands of hours of service to the community each year even though volunteer work is not required for graduation;
- A partnership with Stanford University Professional Development School and membership with the Stanford Teacher Education Program Partnership Council.

GPA Distribution for Class of 2023

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

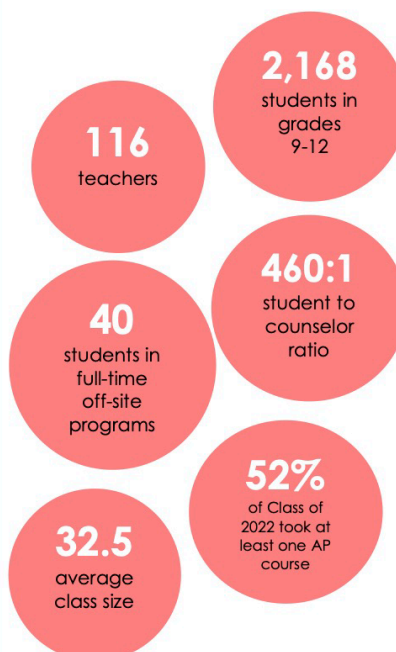
4.0	25 (4.4%)
3.5 – 3.99	192 (33.4%)
3.0 – 3.49	121 (21.0%)
2.5 – 2.99	82 (14.3%)
2.0 – 2.49	67 (11.7%)
< 2.0	74 (12.9%)

Data as of 09/01/2021

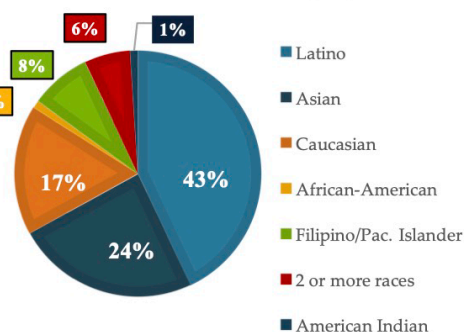
GPA and Related Procedures

- 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). Final semester grade marks include letter grades only and no +/- scale options. Honors and AP classes are not given additional point values.
- Cumulative GPA is all coursework from grade 9 to current. University GPA is college-prep academic courses only.
- Coursework earning P (Pass), NM (No Mark), I (Incomplete), W (Withdraw) is not calculated into the GPA.
- Coursework for non-accredited or out-of-country schools are transferred as Pass/Fail.

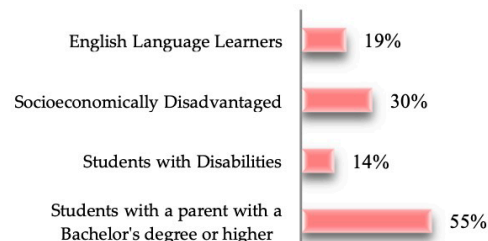
FHS by the Numbers



Student Racial Demographics



Additional Student Demographics



Graduation Requirements

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

School and District Policies

Students typically take 6 courses each year. Students enrolled in AVID, ASB Leadership, Academic Foundations, Learning Skills, or specialized programs including Dual Enrollment, music, and some Career Technical Education pathways may take 7 courses. Due to budgetary constraints, students are generally limited to one course per subject area per year. In addition to their coursework at FHS, some students chose to take courses through concurrent enrollment at one of the five local community colleges. This coursework is typically not included on the FUHSD transcript.

AP/Honors at FHS

English

American Lit Honors
AP English Language & Composition
AP English Literature

Mathematics

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

Science

Chemistry Honors
Physics Honors
AP Biology, AP Chemistry, AP Physics C
AP Environmental Science

Social Sciences

AP Microeconomics
AP US Government
AP US History

Visual & Performing Arts

AP Studio Art 2D
Advanced Drama Honors

World Languages

Honors and AP - Chinese, French, Japanese
AP Spanish (no honors since 21-22)

Accredited by Western Association of Schools

Assessment Snapshot

SAT
179 students
620 (R) / 634 (M)
1254 mean composite

ACT
84 students
29 (Math) / 27.9 (Science)
30.2 (English) / 29.8 (Read) / 8.7 (Writing) / 28.9 (ELA)
29.3 mean composite

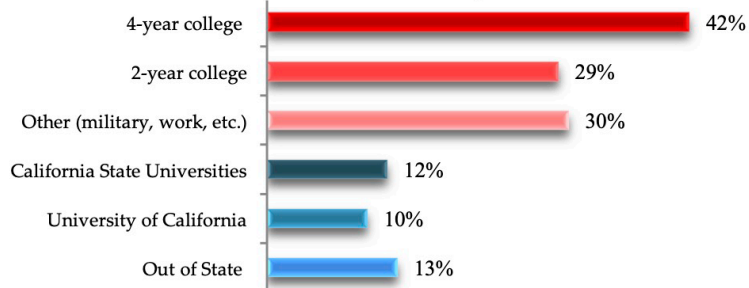
Advanced Placement

588 students took 998 exams
81% scores of 3 or higher

CAASPP

64% ELA Standard Met or Exceeded
41% Math Standard Met or Exceeded

Class of 2022 Postsecondary Destinations



Recent FHS Graduates (Class of 2018-2022) have matriculated at the following postsecondary institutions:

Arizona State University	Purdue University
American University	Rochester Institute of Tech
Austin College	Rutgers University
Azusa Pacific	Saint Mary's College
Biola University	Santa Clara University
Boise State University	Stanford University
Boston University	Texas A & M University
Brown University	Tufts University
BYU	Tuskegee University
California Institute of Technology	Wake Forest
Many of schools of the CSU system	Yale University
Carnegie Mellon University	All of the schools of the UC system
Chapman University	University of Arizona
Colorado State University	University of Victoria
Columbia University	University of Colorado Boulder
Cornell University	University of Florida
Dartmouth College	University of Hawaii at Manoa
George Mason University	University of Illinois at Urbana-Champaign
Georgetown University	University of Michigan
Georgia Tech	University of Nevada - Reno
Gonzaga University	University of Notre Dame
Hawaii Pacific University	University of Oregon
Harvard University	University of Washington
Howard University	University of San Diego
Iowa State University	University of San Francisco
Lewis and Clark College	University of Southern California
Loyola Marymount University	University of the Pacific
Marquette University	Cabrillo College
Massachusetts Institute of Technology	Chabot College
Michigan State University	De Anza College
New York University	Evergreen Valley College
Northeastern University	Foothill College
Oregon State University	Menlo College
Penn State	Mission College
Pepperdine University	San Jose City College
Pitzer College	Skyline College
Princeton University	West Valley College

School Site Participation in District Initiatives

Title	Description	Site Participation
<i>Letting Go of Literary Whiteness</i> Book Club	<p>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.</p>	1
Asian American Pacific Islander (AAPI) Literature Professional Development Group	<p>By the end of this three-session course, participants will have:</p> <ul style="list-style-type: none"> • 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. • 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 	2

	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 (Cancelled)</u> <u>Physics</u> 4 <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> 2 <u>Physics</u> 4 <u>Biology</u> 0
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> 1 <u>Physics</u> 4 <u>Biology</u> 4

<p><i>Building Thinking Classrooms</i> book club</p>	<p>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.</p> <p>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.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • An understanding of high-leverage teaching practices to move toward a thinking classroom • Experiments in the classroom via “mini” action research projects 	<p>4</p>
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Statistics and Probability	<p>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.</p> <p>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.</p> <p>Statistics and Probability PD Outcomes:</p> <ol style="list-style-type: none"> 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 	<p><u>Wealth Distribution</u> 1</p> <p><u>Zip Codes & Test Scores</u> 1</p> <p><u>False Positives</u> 1</p> <p><u>Sampling Disaster</u> 1</p>
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.	2
Coaching Skills for Leaders	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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></p> <p>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.</p>	2
Equity in Action! (EiA!)	<p>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:</p> <ul style="list-style-type: none"> • 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. • Strategically share their work with stakeholders: staff, admin, parents, students, and others! 	3
Ethnic Studies Release Days	<p><u>Curriculum Development team</u></p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p><u>Advisory Team</u></p> <p>The advisory team will meet for one full-release day in February in order to:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Curriculum Development</u> 3</p> <p><u>Advisory</u> 2</p>

Onward	<p><u>Onward</u> 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.</p>	2
Sheltered/ Integrated ELD	<p>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:</p> <ul style="list-style-type: none"> • Experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening). • 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. <p><u>English Language Arts</u>- During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> • 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? <p><u>Math</u>- Sheltered Math teachers will meet multiple times during the year (probably release time during the work day) to ask and work on these questions:</p> <ul style="list-style-type: none"> • 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? <p><u>Science</u>- During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> • 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? 	<p><u>English Language Arts</u> 3 <u>Math (Alg 1)</u> 1 <u>Science</u> 1 <u>Social Studies</u> 5</p>

	<ul style="list-style-type: none"> How might teachers support EL students to listen/ comprehend audio texts in science? <p><u>Social Studies-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> 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. <p>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.</p>	1

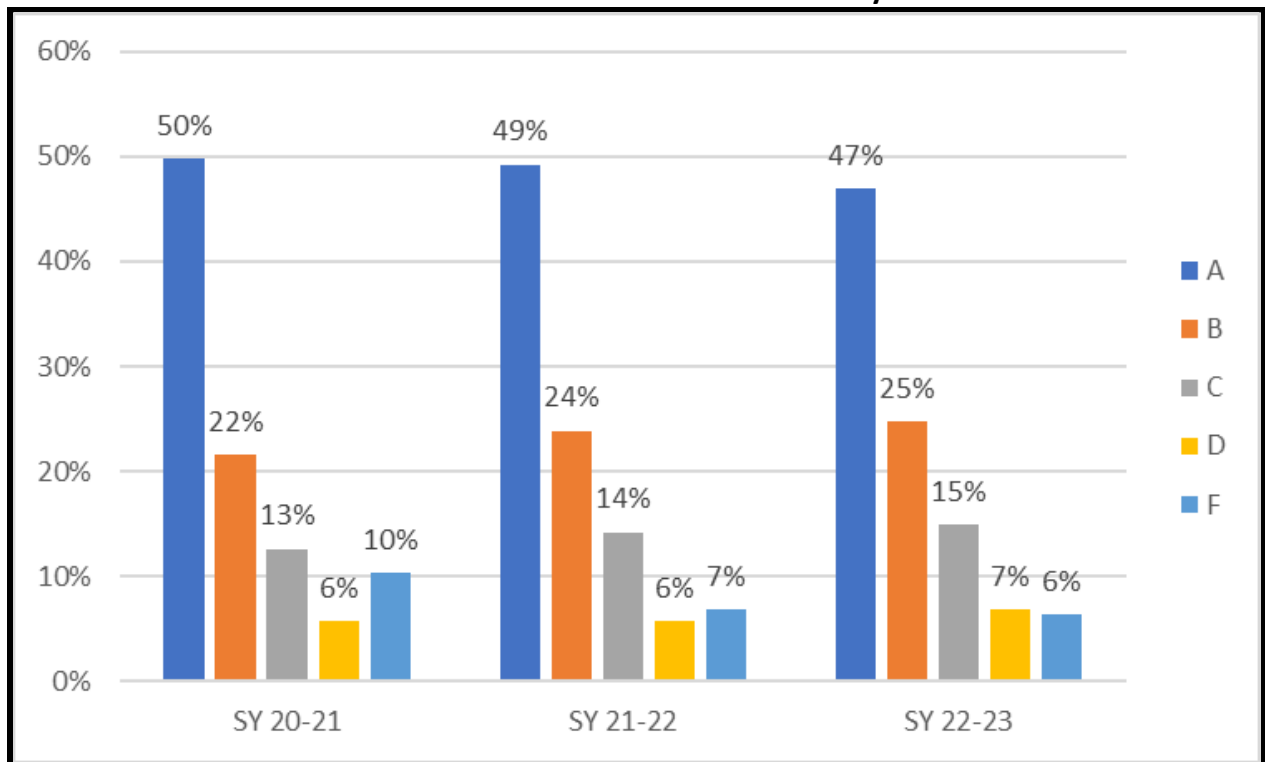
FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

Fremont High School WASC Goal	<ul style="list-style-type: none"> • Goal 4: Increase diversity and access in advanced academic courses • Goal 5: Measure and Report Progress toward ELOs (Essential Learning Outcomes) & Schoolwide Learner Outcomes (SLOs)
Fremont High School Target	<ul style="list-style-type: none"> • Decrease the percentage of students earning one or more grades below a “C” on their semester report cards. • Increase special education and EL student performance on the CAASPP from Very Low to Low (or higher) on ELA and math. • Increase English Learner reclassification rate to 5%. • Increase participation on the ELA and math sections of the CAASPP to 95% (or higher) for all subgroups and for the school.

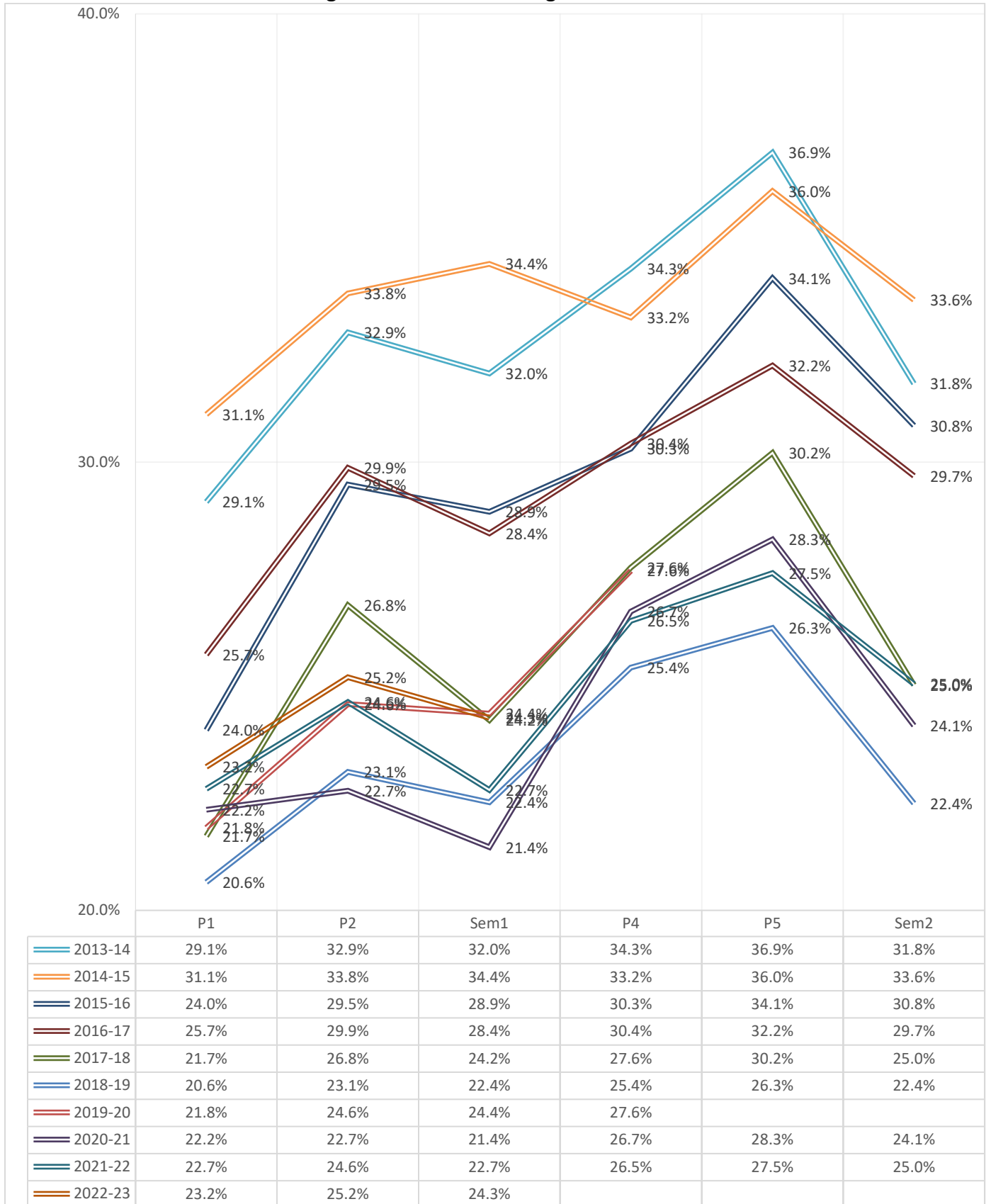
DATA PRESENTATION

High School Achievement and Outcomes

3-Year Academic Grade Term 1 Distribution by Percent



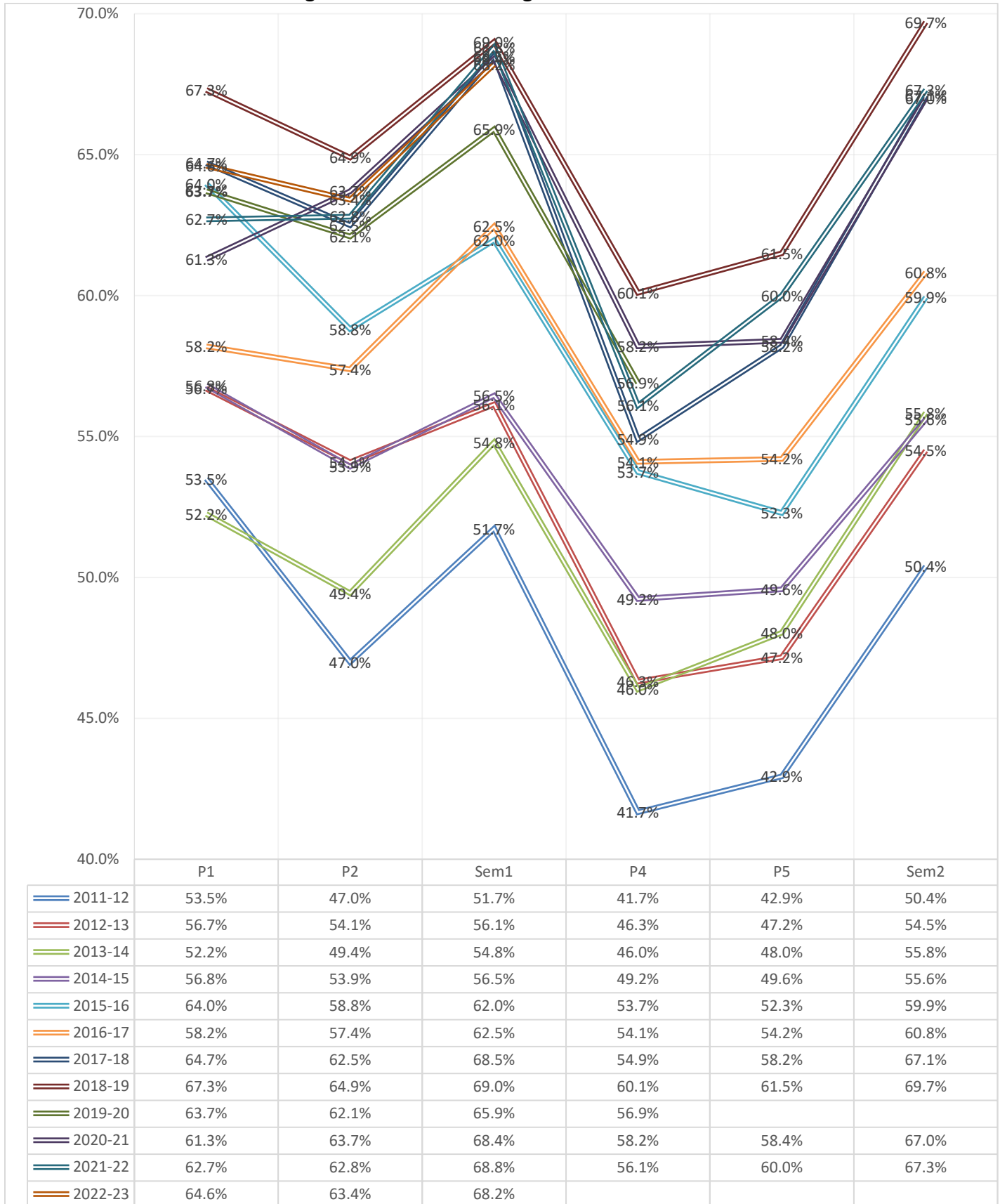
Percentage of Students Receiving One or More D Grade



Percentage of Students Receiving One or More F Grade



Percentage of Students Receiving All Grades of C or Above



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.

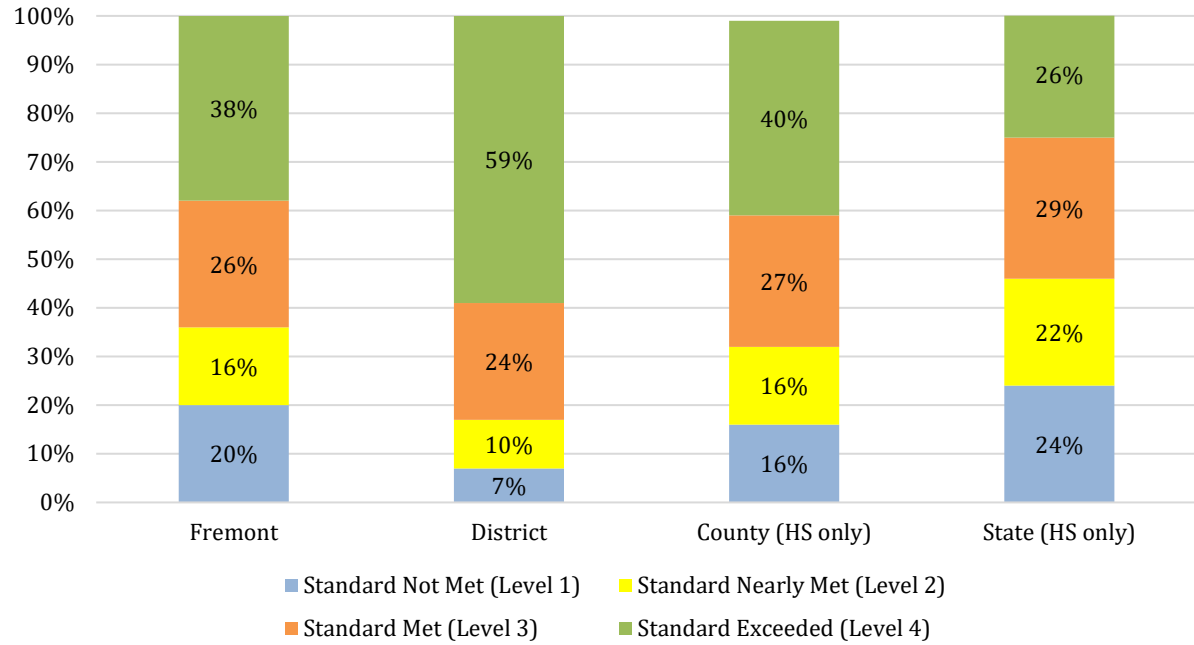
The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of Education. The 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).

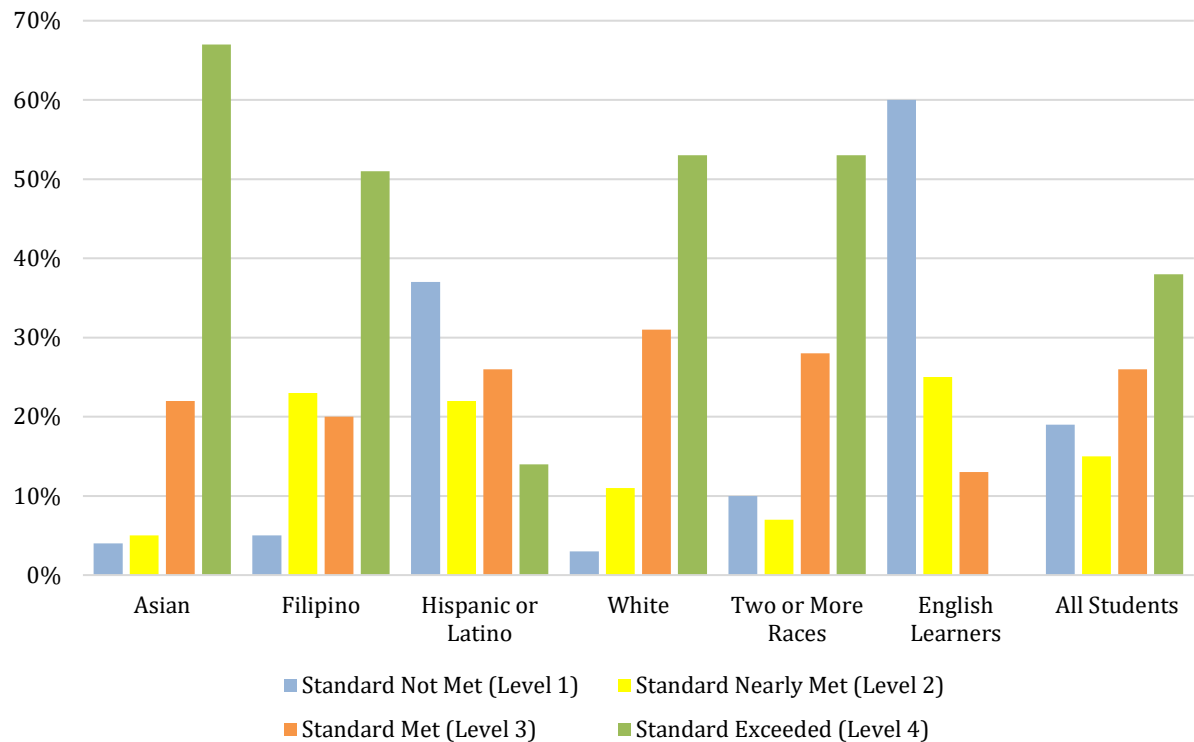
CAASPP 2022 Results by Achievement Level: School, District, County, State

Achievement Level	Fremont		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	38%	28%	59%	60%	40%	30%	26%	12%
Standard Met (Level 3)	26%	14%	24%	15%	27%	17%	29%	15%
Standard Nearly Met (Level 2)	16%	17%	10%	10%	16%	17%	22%	21%
Standard Not Met (Level 1)	20%	41%	7%	16%	16%	36%	24%	52%

FHS ELA CAASPP SY 2022 Comparison

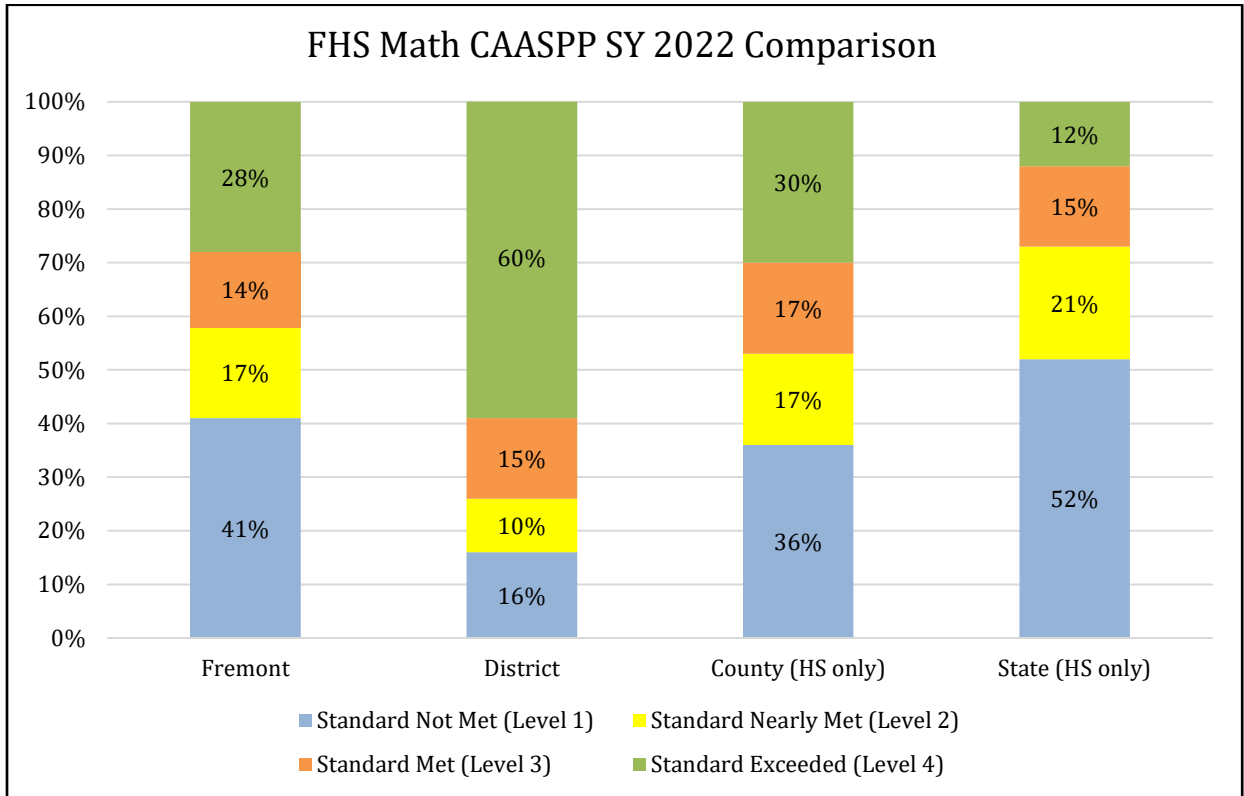


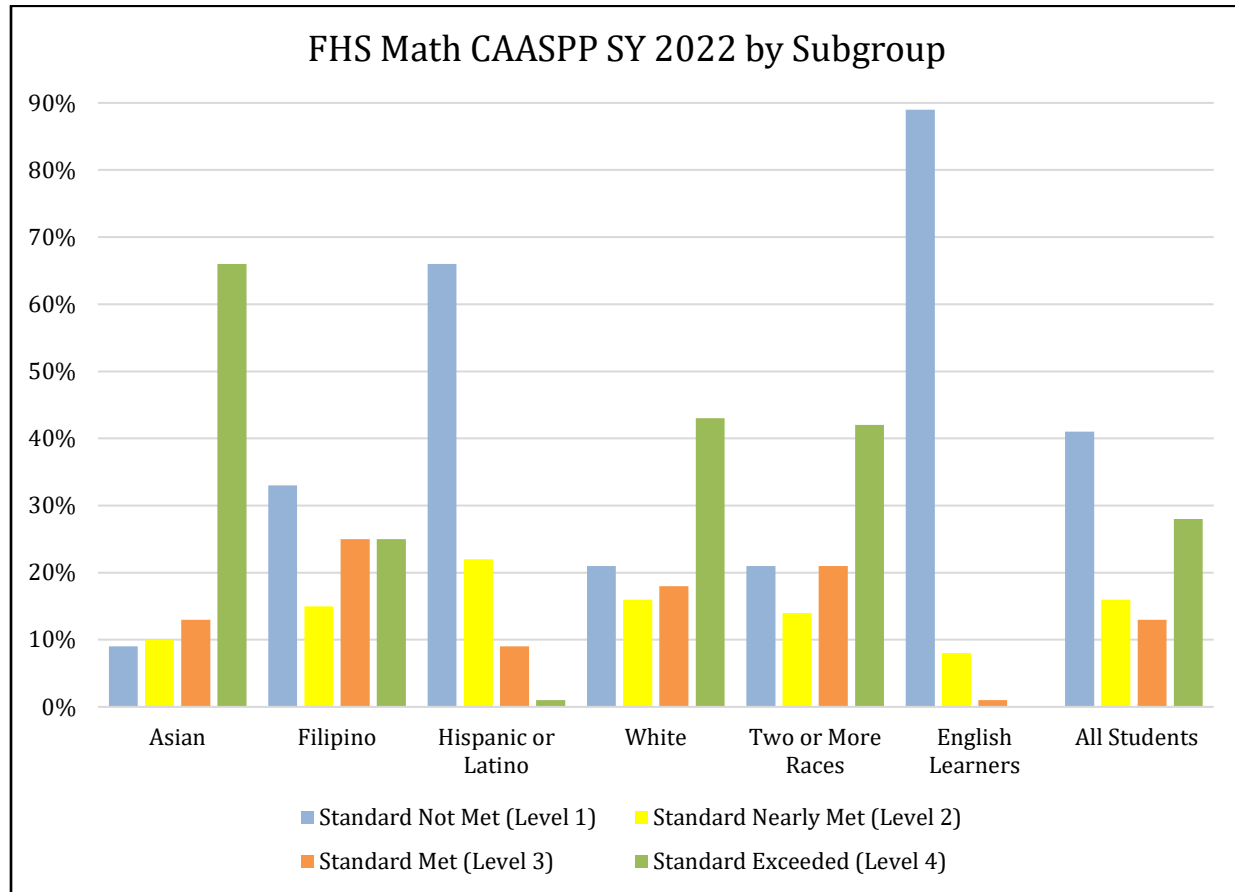
FHS ELA CAASPP SY 2022 by Subgroup



CA School Dashboard English Language Arts Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
<ul style="list-style-type: none"> Asian 	<ul style="list-style-type: none"> All Students Filipino White Two or More Races 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged Hispanic 	<ul style="list-style-type: none"> English Learners Students with Disabilities





CA School Dashboard Mathematics Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
<ul style="list-style-type: none"> Asian 	<ul style="list-style-type: none"> White 	<ul style="list-style-type: none"> All Students Filipino Two or More Races 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged 	<ul style="list-style-type: none"> English Learners Students with Disabilities Hispanic

ELA CAASPP Status Levels

Group	Current Status Level	DFS with LOSS	DFS Before Loss	Status Level Before LOSS	# of Students Assigned LOSS Score
White	High	73	101.2	Very High	7
Two or More Races	High	48.4	96.6	Very High	4

Math CAASPP Status Levels

Group	Current Status Level	DFS with LOSS	DFS Before Loss	Status Level Before LOSS	# of Students Assigned LOSS Score
White	High	21.9	46.8	Very High	8
Two or More Races	Medium	-0.6	35.8	Very High	4

School Site Commentary:

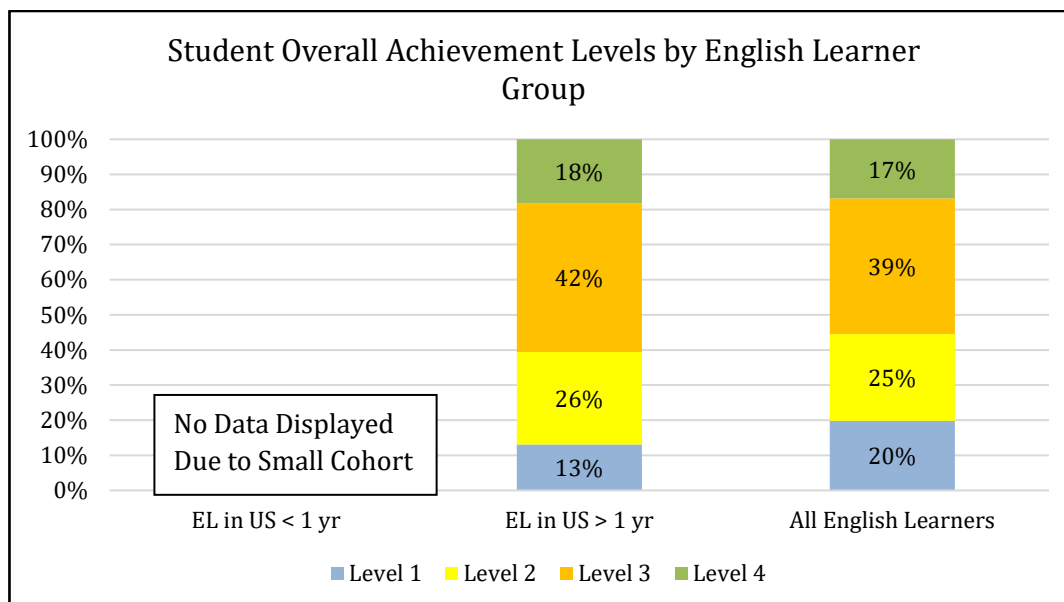
As we track the grade performance of students over the years, we see that for the first semester grades, over the past three years, the percentage of students earning all C's or better has been higher than most of the previous 9 years. Despite the impacts of COVID, the past three years we have had 68.4% (20-21), 68.8% (21-22) and 68.2% (22-23) earn all C's or better for their first semester grades. Along with that, with the exception of the 20-21 school year, we have seen a decrease in students earning at least one F grade - 24% (20-21), 20.5% (21-22) and 19.3% (22-23). During this time, we have also seen an uptick in students earning at least on D grade - 21.4% (20-21), 22.7% (21-22) and 24.3% (22-23). We have found that while the percentage of students who are receiving at least one F grade remains mostly positive, the number of F's those students each receive has been higher during/since remote learning than it was before.

For CAASPP testing, we continue to work on getting all 11th graders to take the tests and take them seriously. Last year, staff pulled students from classes well after the testing week was over to try to reach our 95% participation target. While we came close in most areas, we also know that many of the students who were pulled out of class to test did not give their optimal effort. While the district, county, and state percentages of meeting standard or above for both ELA and math remained similar for the 2022 and the pre-pandemic 2019 testing years, FHS saw drops of 6% for ELA and 8% for math. FHS remains above the state in both areas, but we are below the county averages. Within our subgroups, EL students, students with disabilities, socioeconomically disadvantaged and Hispanic students continue to underperform other FHS subgroups.

ELPAC Results ELPAC Summative Assessment

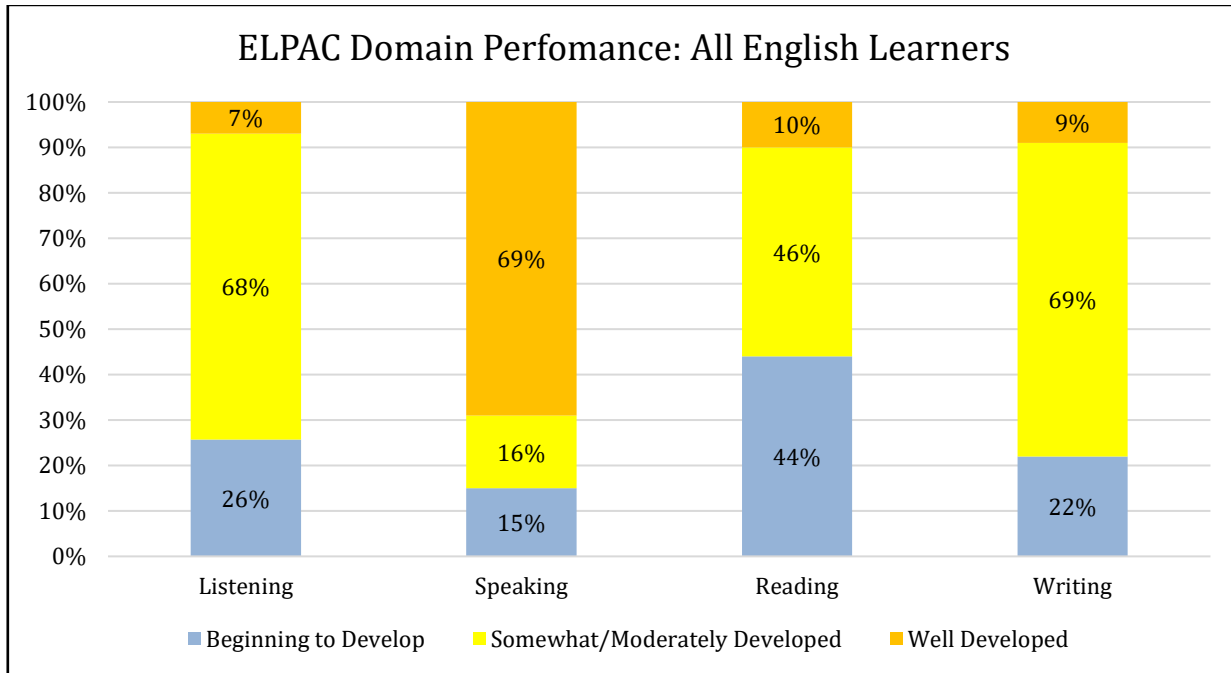
English Learner Performance

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 assessment is designed to measure student progress toward meeting California's new ELD standards in the four domains: Reading, Writing, Listening, and Speaking. Overall results are reported in four achievement levels, and domain results are reported as three levels.



Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	*	*	*	*	33
EL in US > 1 yr	13%	26%	42%	18%	309
All English Learners	20%	25%	39%	17%	348

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



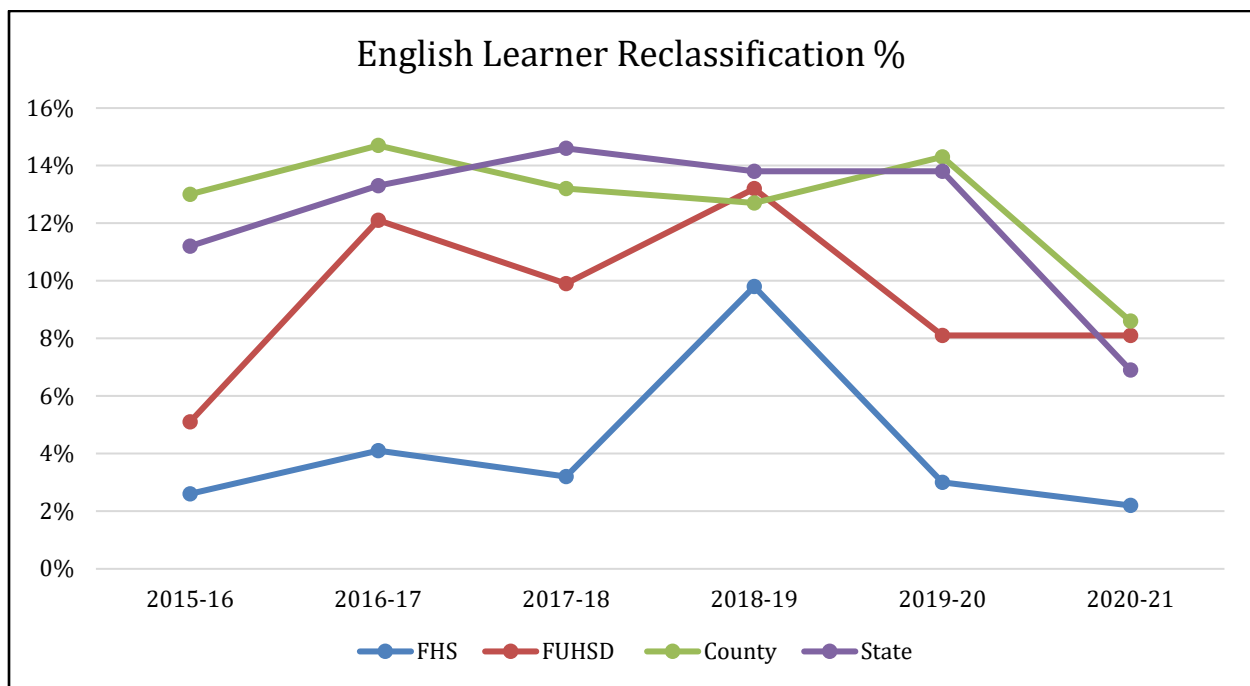
Reclassification of English Learners

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 McGinitie 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.

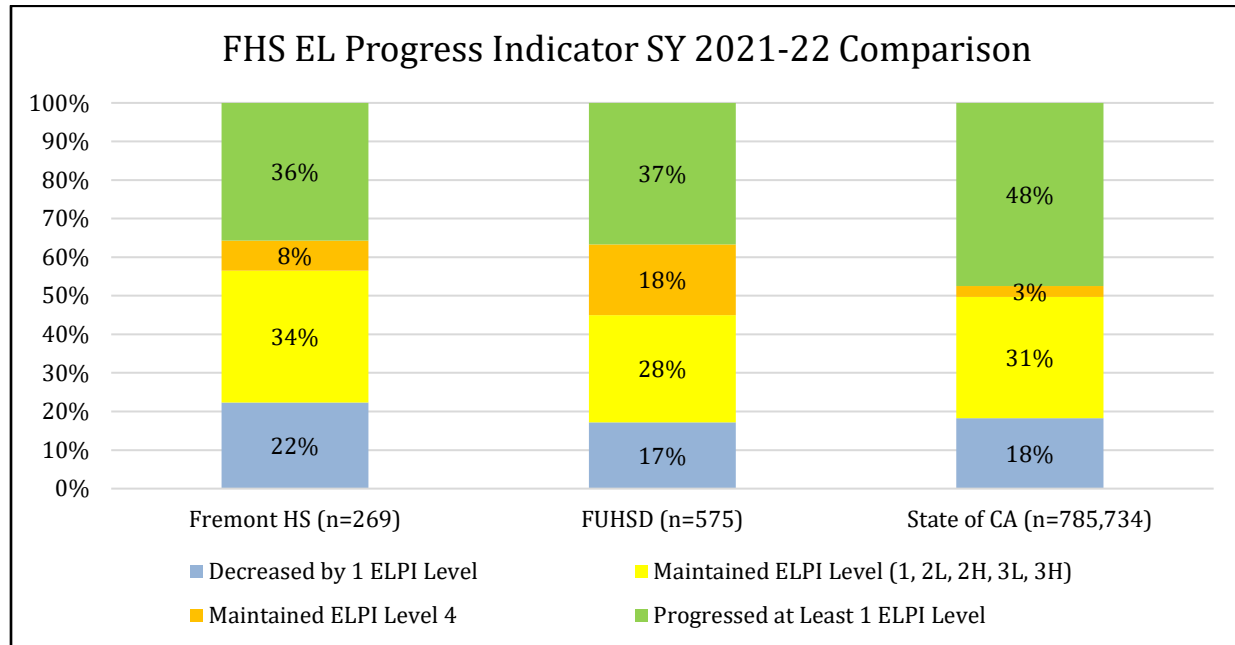
English Learner Reclassification Rate (%)

School Year	Students Reclassification (# RFEP'ed/Total EL)	Total EL Students (# EL/Total Students)
2015-16	2.6% (9)	16.2% (318)
2016-17	4.1% (13)	15.6% (315)
2017-18	3.2% (10)	15.4% (328)
2018-19	9.8% (32)	14.4% (300)
2019-20	3.0% (9)	16.6% (361)
2020-21	2.2% (8)	18.6% (417)

*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. Fremont HS earned a status level of “low” for ELPI on the CA School Dashboard for SY 2021-22.



School Site Commentary:

One of our biggest challenges over the past few years has been the influx of English Learner (EL) students. While we have dedicated staff supporting a rich program of supports, our system has been overwhelmed by the number of students who entered Fremont after the start of each school year. Many of these students are coming with very little educational experience in their home countries. We have tried to address these challenges through the addition of staff – both certificated and classified – but it has been difficult to find teachers to pick up additional sections after school has started.

The EL team meets monthly as a whole PLC and many of the teachers meet regularly each week as well to strategize the best ways to support the needs of the EL students enrolled in their classes. Heading into next year, we have sent out emails to the FHS staff and to the larger district certificated staff looking for people with a passion to teach our English language learners. We have been receiving support from district office staff as well as from FEA to rethink the staffing ratios for our EL and sheltered classes so that teachers are better able to support the individual needs.

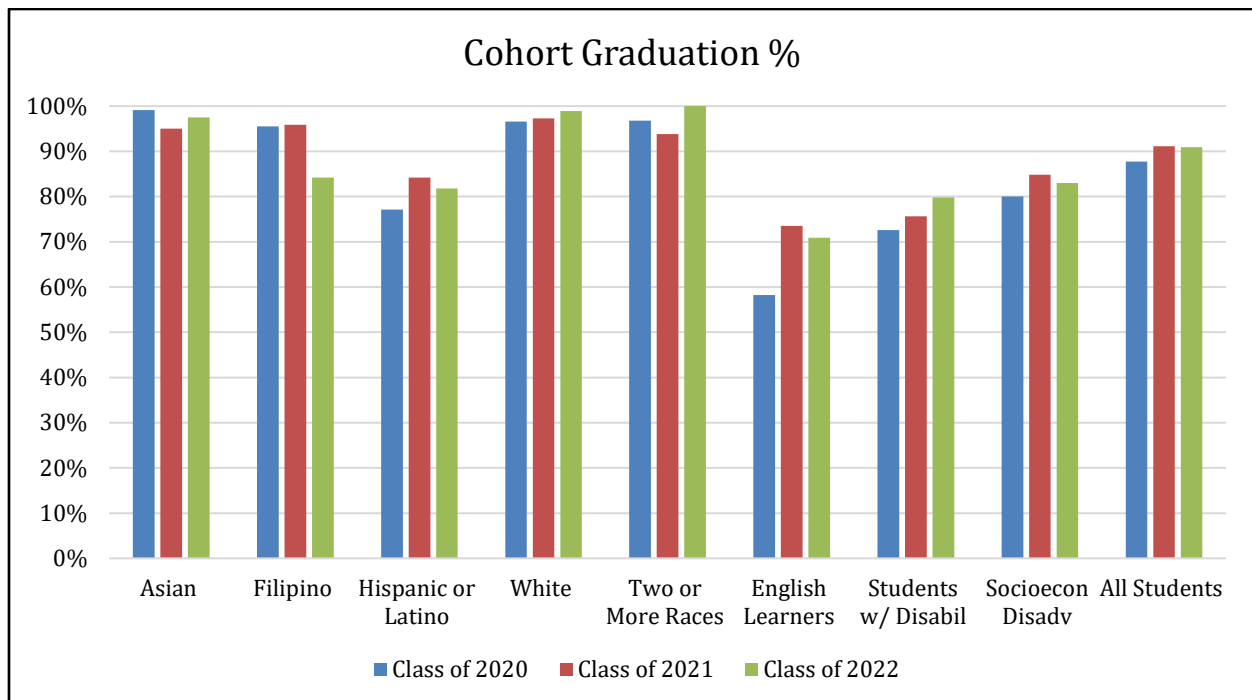
Given the change in our EL demographics and performance over the past few years, our new target for EL reclassification is at least 5% annually. In 2018-2019, we had a big year with almost 10% of EL students being reclassified. Outside of that year however, our highest rate has been only 4.1%, with the past two years being only 3.0% and 2.2%.

Cohort Graduation Rates

Cohort Graduation Rates

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

Student Group	Class of 2020		Class of 2021		Class of 2022	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	110	99.1%	141	95.0%	157	97.5%
Filipino	44	95.5%	49	95.9%	38	84.2%
Hispanic or Latino	227	77.1%	234	84.2%	192	81.8%
White	87	96.6%	110	97.3%	93	98.9%
Two or More Races	31	96.8%	32	93.8%	25	100.0%
English Learners	79	58.2%	102	73.5%	103	70.9%
Students w/ Disabilities	73	72.6%	86	75.6%	84	79.8%
Socioecon Disadv	270	80.0%	257	84.8%	230	83.0%
All Students	511	87.7%	574	91.1%	525	90.9%



CA School Dashboard Graduation Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
<ul style="list-style-type: none"> Asian White 	<ul style="list-style-type: none"> All Students 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged Students with Disabilities Filipino Hispanic 	<ul style="list-style-type: none"> English Learners 	<ul style="list-style-type: none"> n/a

School Site Commentary:

FHS saw a slight decrease in the graduation rate during for the Class of 2022 compared to the class of 2021, but the rate of 90.9% was higher than previous four years before that. Our English learners continue to be our subgroup with the lowest graduation rates. Because many of our EL students are coming to us without any credits to apply towards graduation, they often will not be able to complete

the credits requisite for graduation during their time here. However, site EL staff continue to work with these students to explore options after the end of their 12th grade year. For some, staying with us an additional year is an option. Others will transition to Adult Education and/or one of our local community colleges.

This year, the FHS guidance team has been advocating for a resolution to allow for students who have met all of their core graduation requirements to graduate with 180 instead of 220 credits. Our team found many students who due to the impacts and struggles from remote learning, will be unable to complete all of their elective credit requirements. If approved, this will help the impacted students complete high school without negatively impacting the core of their learning. It should also help with our graduation percentage.

College Readiness

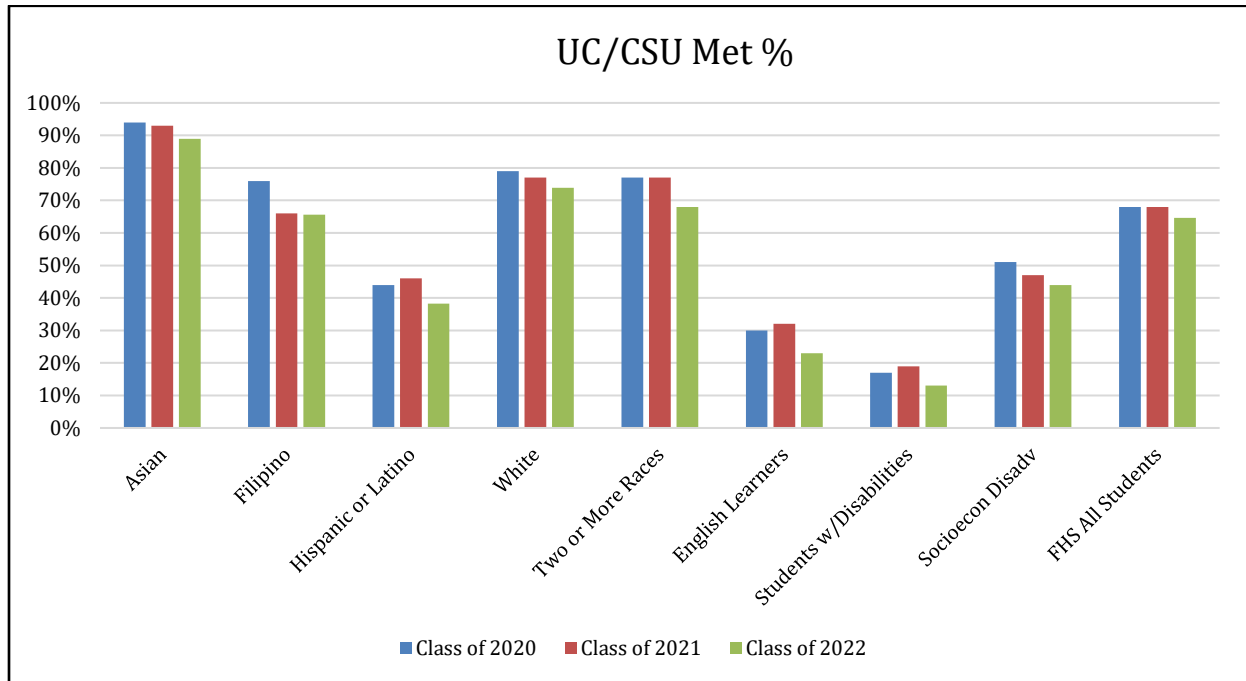
California School Dashboard: College and Career Readiness Indicator

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 and is expected to resume reporting for Class of 2023.

Graduates Meeting UC/CSU A-G Course Requirements

Students must complete at least 15 courses in seven 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	110	94%	141	93%	157	89%
Filipino	44	76%	49	66%	38	66%
Hispanic or Latino	227	44%	234	46%	192	38%
White	87	79%	110	77%	93	74%
Two or More Races	31	77%	32	77%	25	68%
English Learners	79	30%	102	32%	103	23%
Students w/Disabilities	73	17%	86	19%	84	13%
Socioecon Disadv	270	51%	257	47%	230	44%
FHS All Students	511	68%	574	68%	525	65%



School Site Commentary:

As was the case with the graduation rates, FHS students in the class of 2022 had a lower percentage of meeting the UC/CSU requirements than the class of 2021 (and 2020 in this case), but it was higher than the three years prior. The FHS guidance team continues to work to counsel students to consider courses to maintain their eligibility for UCs and CSUs. Our students with disabilities continues to be the subgroup with the lowest percentage of meeting these requirements. The guidance and special education teams continue to look for opportunities to offer inclusion classes, which will give special education students the possibility of earning non-modified grades. Through these efforts, more of our special education students might be able to complete coursework that will make them eligible for UC/CSU admission directly from high school.

STATUS UPDATE OF WASC ACTION PLAN

Goal 4: Increase diversity and access in advanced academic courses

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 4.1: Investigate and report the reasons students choose courses and what makes students stretch to take more challenging courses in each department.	<ul style="list-style-type: none"> Develop a method to gather evidence about student course selections by department. Develop a method to gather information about what makes students "stretch" Report the results to the school. 	<ul style="list-style-type: none"> Document that details the data to be gathered and the method for gathering it. Document that explains what makes students stretch in each department. Staff meeting held with departments presenting the findings. 	<ul style="list-style-type: none"> Surveys of students and teachers about the accuracy and confidence of the results. Existence of the documents. 	<ul style="list-style-type: none"> Department Leads and PLC Leads manage the documents and discussions. Administration to plan the schoolwide share outs and manage the documents and reports in Google Drive. 	<p>Year 1:</p> <ul style="list-style-type: none"> Develop survey Distribute survey to sample year (all 10th grade) <p>Year 2:</p> <ul style="list-style-type: none"> Identify and interview students from sample year (10th) who have shown an inclination to "stretch" themselves academically. compile data for sample year

					<ul style="list-style-type: none"> Distribute survey to current 10th & 11th grade students. Year 3: <ul style="list-style-type: none"> Report data to school of the changes to the number of students in the sample group who have “stretched” themselves academically. Distribute surveys to grades 10-12 to keep updating the data.
2022-2023 Updates: Still to be developed					
Task 4.2: Implement practices that accommodate students with a larger range of skills in courses that do not already reflect the diversity of the school.	<ul style="list-style-type: none"> Conduct a focus group study of students by department to gather suggestions about how best to accommodate a larger range of student skills in advanced courses. Teachers in each department discuss and document ways that honors and AP courses can accommodate a larger range of student skills in advanced courses. Examine practices in our intervention courses as possible ways to support more students. Synthesize results and select areas to change. Create a plan for implementing the changes. 	<ul style="list-style-type: none"> Creation of a document with questions to start the conversation with students. Creation of student focus group and selection of members. Student focus group meetings held. Teacher Meetings scheduled. Ideas from both meetings documented Document of synthesized results and plan for changing specific courses. 	<ul style="list-style-type: none"> Increase in range of AP/Honors enrollment (checked by department) Continuous survey check-ins with students to gauge their interest in taking particular AP/ Honors courses 	<ul style="list-style-type: none"> PLC/ Department Leads 	Year 2 End of Year: <ul style="list-style-type: none"> Conduct focus groups by departments Year 3 Beginning of Year: <ul style="list-style-type: none"> Share results with departments Year 3 <ul style="list-style-type: none"> Decide on ways to support more students in advanced courses. Use the results in the student course selection process. Year 4-6: <ul style="list-style-type: none"> Implement changes in courses to support varying student needs.
2022-2023 Updates: Still to be developed					
Task 4.3: Encourage diversity in students taking advanced courses.	<ul style="list-style-type: none"> During course selection meetings explain to students the supports as well as the challenges in Advanced courses. Clarify what student/ teacher 	<ul style="list-style-type: none"> Increase 1-1 discussions with students/ staff who may be uncertain of what course to select. Help them understand what supports are 	<ul style="list-style-type: none"> Course teachers collect data on students who have been spoken with. <ul style="list-style-type: none"> Teachers share w/PLC lead their specific language 	<ul style="list-style-type: none"> PLC team leads. Teachers update live Drive Doc w/ opportunities (students can view) PLC Team leads, report to admin the team plan for upcoming year. 	Year 1: <ul style="list-style-type: none"> PLC leads discuss w/ team ways to hold conversations Core academic discussions framework created (including supports)

	<p>conversations might look like.</p> <ul style="list-style-type: none"> Build time into PLC meetings to deliberately discuss diversity within our courses. 	<p>available to them so they can make a more informed decision.</p> <ul style="list-style-type: none"> Review messaging/ language in how teachers discuss w/ students Scheduled 1-1 discussions in the classroom between student/teacher. Schedule PLC dates at school level. 	<ul style="list-style-type: none"> Schedule targeted instruction opportunities. <ul style="list-style-type: none"> SFS Course Department Provide time in teacher workdays prior to the start of school to discuss. Revisit in January w/ PLC teams. 		<p>Year 2:</p> <ul style="list-style-type: none"> Hold discussions w/ students using framework created in year 1 PLC meetings focus discussion on student diversity <p>Year 3:</p> <ul style="list-style-type: none"> Compiling data from years 1 and 2 and see if discussions have increased enrollment
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2022-2023 Updates:

During the end of January, teachers held info meetings to share details about expectations and supports for honors and AP classes. These meetings were scheduled to minimize conflicts and allow students to attend any for classes they are interested in possibly taking next year.

Goal 5: Measure and Report Progress toward ELOs (Essential Learning Outcomes) & Schoolwide Learner Outcomes (SLOs)

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 5.1: Reconfirm/ revise and decide how to measure the SLOs.	<ul style="list-style-type: none"> Bring SLOs to GCL (Guided Coalition for Learning, the Academic Leadership team) to determine if they still reflect the goals of the school or if any changes are needed. Reconcile with new school values. Determine how to measure progress toward the SLOs. GCL reps get feedback from their departments/ PLCs about the SLOs and how to measure them. GCL reviews feedback and adjusts SLOs as necessary. Share SLO progress with the school. 	<ul style="list-style-type: none"> Finalized list of SLOs Measurement criteria for SLOs 	<ul style="list-style-type: none"> Report and discuss with the GCL at the end of the school year 	<ul style="list-style-type: none"> GCL Administrators 	<p>Year 1 Fall:</p> <ul style="list-style-type: none"> Confirm/ Revise SLOs and how to measure progress. <p>Year 1 Spring:</p> <ul style="list-style-type: none"> Share with departments and PLCs and get feedback on the SLOs and their measurements <p>Year 1 – End of Year:</p> <ul style="list-style-type: none"> First share out of progress toward SLOs <p>Year 2-6 – End of Year:</p> <ul style="list-style-type: none"> Share Out of progress toward SLOs

2022-2023 Updates:

The focus of the GCL work this year has been to reset the expectations for PLC work (SMART goals, using the cycle of inquiry, reviewing student work, etc.). Additionally, several meetings have been dedicated to helping department leads and PLC leads understand the scheduling process and helping them to consider practices to implement when building the department schedules that will focus on student requests as well as equitable assignments to teaching classes and periods. As we finalize this work, we will begin to dive more deeply into the SLOs and their connection to each PLC/department.

Task 5.2: Communicate progress toward ELOs (Essential Learning Outcomes) from PLCs to all staff	<ul style="list-style-type: none"> Formalize a schoolwide process for sharing progress toward ELOs Share the process with all staff including the connection of site work with district LCAP. Start conducting share outs 	<ul style="list-style-type: none"> Agreement across departments/ PLCs on share out process 	<ul style="list-style-type: none"> Share with the school 	<ul style="list-style-type: none"> PLC / GCL Leads Administrators 	<p>Each Year in January</p> <ul style="list-style-type: none"> Document progress and report out in January for update of SPSA. <p>May of each Year</p> <ul style="list-style-type: none"> GCL share out at the end of the year for department/ PLC achievements towards goals.
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2022-2023 Updates:

Still to be developed

Task 5.3: Standardize Grading Practices	<ul style="list-style-type: none"> Staff Leadership Team (SLT) work around grading practices. <ul style="list-style-type: none"> SLT leads discussions with full staff to decide on philosophy and how to create more equity. 	<ul style="list-style-type: none"> Staff identification of some key components of grading practices. Alignment of grading practices within departments Clear articulation of grading practices and rationale available for students and parents. 		<ul style="list-style-type: none"> SLT GCL Administrators 	<p>Year 1:</p> <ul style="list-style-type: none"> SLT planning and initial large group meetings to surface issues <p>Year 2:</p> <ul style="list-style-type: none"> Department implementation of grading practices based upon schoolwide agreements. <p>Year 3-6:</p> <ul style="list-style-type: none"> Continued monitoring and revision of aligned practices.
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2022-2023 Updates:

Grading practices have been the focus of the SLT's work with the staff this year. During the initial staff meeting in August, the plan for the year was shared. To help with the work, staff were surveyed about their grading practices. They were asked to respond to such questions as (responses in parentheses):

- In my current grading practices, I...
 - put a zero in the gradebook if a student doesn't turn in an assignment. (66%)
 - use a traditional grading structure (100-90 = A; 89-80 = B; 79-70 = C; etc.). (56%)
 - don't give D grades (only A, B, C or F) in some of my classes. (19%)
 - regularly assign homework that is graded. (41%)
 - do not allow students to turn in late work. (2%)
 - make tutorial (previously Flex) appointments for struggling students. (83%)
- I allow students to retake or redo _____ of the assignments/work/assessments. (all-49.4%, some – 46.1% or none 4.5%)
- Compared to previous years, this year, my grading practices will... be the same (60%) or are changing (40%).
- The main purpose of grading in my class is...

For the second meeting with staff, the SLT narrowed the work to three focal points to guide the conversations and activities:

Assessment for Growth

- Formative or summative assessment that incorporate personal reflection.

Mastery & Engagement

- Varied ways of demonstrating mastery and centering classroom engagement.

Individualized Remediation

- Ideas for one-to-one support that begin with the students' assets and goals.

Using these focal points, we had some teachers present their practices around the following topics:

- How do you provide feedback one-on-one, in person?
- How do you take less time grading (focus in on fewer, more important thing)?
- How to help kids know what to do with the feedback? When do you give feedback to make it useful?
- How to build revision into your teaching and curriculum (without calling the initial attempt a fail)?

For the remainder of the year, the staff will be looking at work in their own spaces and how it connects to the three focal points from earlier in the year. Staff were divided into small groups and each group addressed one of the questions below.

1. how do you use formative & summative assessments to get there?
Some things to consider: the use of rubrics; circulating around the classroom to monitor progress & provide support; ways in which feedback is provided (one-on-one, in person, in writing, etc.); focusing in on fewer, more important things
2. how do classroom activities & varied forms of mastery help you get there?
Some things to consider: circulating around the classroom to monitor progress & provide support; how are the students working together?; is there productive student collaboration?
3. how are you supporting students who are not meeting them?
Some things to consider: how are revisions/re-dos/make-ups used in the class?, How to build revision into your teaching and curriculum (without calling the initial attempt a fail)?; When providing feedback, how to help kids know what to do with the feedback?; When do you give feedback to make it useful?

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

Fremont High School WASC Goals	<ul style="list-style-type: none"> • Goal 1: Create more awareness and help students plan for non-university education/careers • Goal 3: Increase the success of intervention programs to help students better access General Ed classes
Fremont High School Target	<ul style="list-style-type: none"> • 100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school and district administrators. (Educator Effectiveness Funds) (Baseline 2016) • Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff and student/parent requests. • Increase the number of FUHSD courses that result in credit from a post-secondary program.

DATA PRESENTATION

Access to College and Career Readiness Curriculum

Scholastic Achievement Test (SAT) Results

	FHS			FUHSD			Nation		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Number of students tested	273	141	179	1,822	1,434	1,670	2,198,460	1,509,133	1,737,678
Math Average	609	685	634	697	724	712	523	528	521
Evidence-based Reading and Writing Average	585	653	620	657	675	667	528	533	529

School Site Commentary:

The performance of FHS students on the SAT remains significantly higher than that of the nationwide scores for both math and reading/writing. The 2022 scores for FHS decreased in both from 2021, but they are both higher (by an average of 36 points for the English portion and 25 points for math). As colleges and universities change their practices around standardized tests, it will be interesting to see what the future participation on these tests will be. The 179 students who tested last year is down from the high of 273 testers in 2020 and even from the pre-pandemic low of 201 testers in 2017.

Advanced Placement (AP) Results

AP Tests	2019-20	2020-21	2021-22
# of AP Test Takers	480	467	454
Total # of Exams Taken	1,022	1,059	954
% of Scores 3 or Greater	86%	79%	81%

*Many students take exams in more than one subject. The average at this school for the 2021-22 school year was 2.1 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	89	53.3%	11	6.6%	14	8.4%		0.0%	36	21.6%	12	7.2%
Math	159	55.8%	16	5.6%	19	6.7%		0.0%	69	24.2%	22	7.7%
Other	44	57.1%		0.0%	6	7.8%	1	1.3%	21	27.3%	5	6.5%
Science	114	52.8%	10	4.6%	20	9.3%		0.0%	54	25.0%	16	7.4%
Social Science	158	38.3%	35	8.5%	80	19.4%	6	1.5%	101	24.5%	28	6.8%
World Lang	29	45.3%	1	1.6%	24	37.5%		0.0%	8	12.5%	2	3.1%
Grand Total	593	48.6%	73	6.0%	163	13.3%	7	0.6%	289	23.7%	85	7.0%

	Students w/Disabil		English Learners		SED		Total # Stu
Subject area	# Stu	% of area	# Stu	% of area	# Stu	% of area	
English	2	1.20%		0.00%	15	8.98%	167
Math	4	1.40%	2	0.70%	25	8.77%	285
Other	1	1.30%	3	3.90%	6	7.79%	77
Science	4	1.85%	2	0.93%	16	7.41%	216
Social Science	7	1.70%	11	2.67%	73	17.72%	412
World Lang		0.00%	2	3.13%	13	20.31%	64
Grand Total	18	1.47%	20	1.64%	148	12.12%	1221

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

Subject Area	Asian		Filipino		Hispanic		White		Two or More Races		Total # Stu
	#	%	#	%	#	%	#	%	#	%	
AP English	75	59.06%	9	7.09%	10	7.87%	28	22.05%	4	3.15%	127
AP Math	168	59.79%	8	2.85%	12	4.27%	73	25.98%	18	6.41%	281
AP Other	50	64.94%	3	3.90%	5	6.49%	14	18.18%	5	6.49%	77
AP Science	104	52.53%	10	5.05%	20	10.10%	47	23.74%	14	7.07%	198
AP Soc Science	155	50.00%	14	4.52%	39	12.58%	78	25.16%	19	6.13%	310
AP World Lang	34	48.57%	0	0.00%	22	31.43%	9	12.86%	3	4.29%	70
Total	586	55.13%	44	4.14%	108	10.16%	249	23.42%	63	5.93%	1063

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses. "AP Other" includes Music Theory, Studio Art, and Computer Science courses.)

Subject Area	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%

and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. student taking multiple AP courses. "AP Other" includes Music Theory, Studio Art, and Computer Science courses)

School Site Commentary:

The past three years, FHS has had an increase of AP test takers compare to the three years before that. Last year, we had a decrease both in test takers (-13) and tests taken (-105) from the previous year. There was a slight increase in the percentage of students earning a score of 3 or higher, however, given the changes in the College Board's administration of the AP tests over the past few years, it is hard to determine whether the scores have changed to reflect student performance or if this is merely a reflection of the different formats that have been implemented.

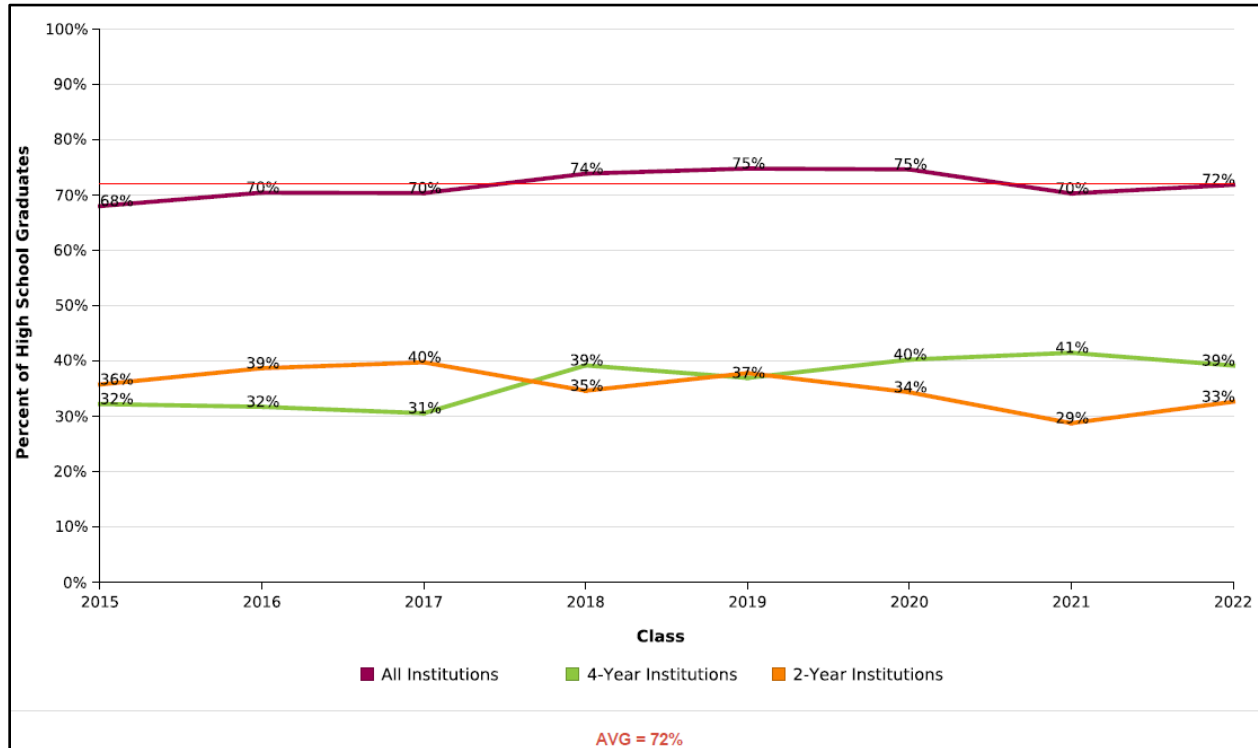
In terms of course enrollment, we did see an increase of 158 more students taking AP courses this year compared to last. What is most interesting about this increase is that we saw a greater percentage of Filipino, Hispanic, White, multi-race, Students with Disabilities, and socio-economically disadvantaged students taking AP courses than last year. With the exception of the SPED students, this meant an increase in the total number enrolled as well. To help students make decisions about taking honors or AP classes instead of college prep, teachers continue to refine their course presentations in the spring before course selections begin. Teachers want students to know the expectations for these classes and, more and more often, the teachers are also able to talk about the supports for students in those classes rather than framing the work as being all on the individual students.

Post-secondary enrollment persistence, graduation

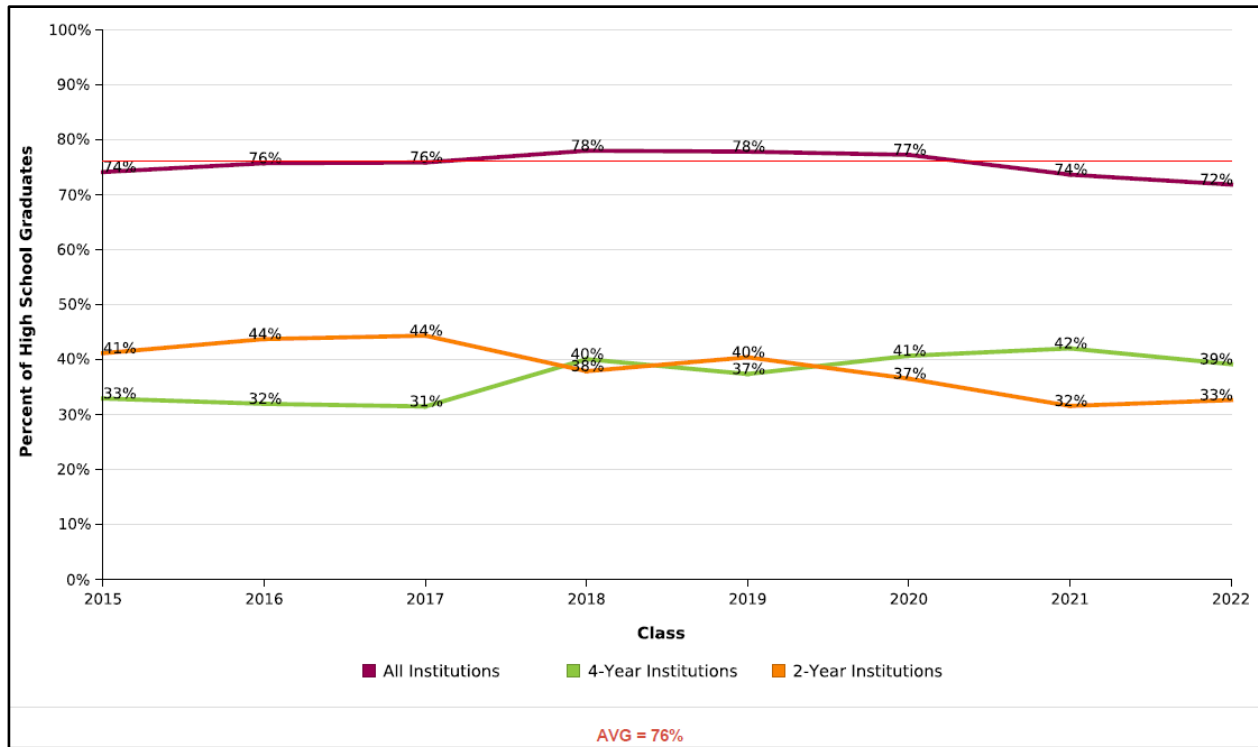
Post-secondary program data is made available to us through a number of different sources, including the National Student Clearinghouse (NSC). For this resource, our graduate data is matched against enrollment records of participating post-secondary institutions. Participation in this service is by subscription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

Post-secondary Enrollment and Graduation by Cohort

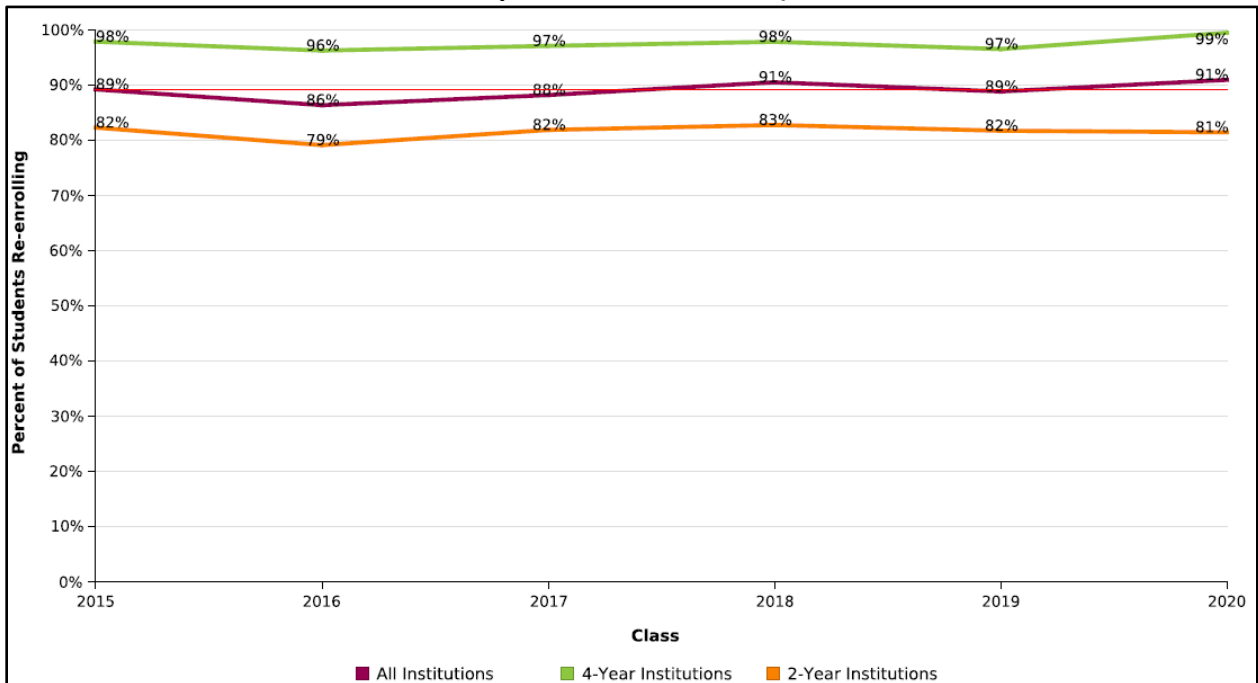
Students Entering Post-Secondary Institutions Immediately after High School



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	74%	76%	76%	78%	78%	77%	74%	72%
Graduated	45%	38%	39%	34%	12%	4%	--	--

School Site Commentary:

Although the post-secondary enrollment data continues to remain relatively stable for FHS, one can see some small changes. FHS saw a small decrease in the percentage of students enrolling in a 4-year institution right after high school or 1 year after high school. For both groups though, we also saw small increases of the percentage of students enrolling in 2-year institutions. Looking at the trends, we can also see that the percentage of students enrolling in a post-secondary program has decreased each year since the high of 78% for the Classes of 2018 and 2019. Each since then has seen a decrease, which could be the impact of COVID both on education and the larger world.

STATUS UPDATE OF WASC ACTION PLAN**Goal 1: Create more awareness and help students plan for non-university education/careers**

Specific Task	Steps	Milestones / Benchmarks	How will progress/success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 1.1: Create more ongoing opportunities to learn about and be exposed to	<ul style="list-style-type: none"> Survey Staff/Students: <ul style="list-style-type: none"> Survey to staff: what can you share with students about how you came 	<ul style="list-style-type: none"> Write Survey <ul style="list-style-type: none"> Staff <ul style="list-style-type: none"> Path towards career(s) Create database w/ 	<ul style="list-style-type: none"> Completion of Survey <ul style="list-style-type: none"> Staff Student Lessons Created <ul style="list-style-type: none"> Implemented 	<ul style="list-style-type: none"> College and Career Counselor CTE Teachers Guidance Counselors AP as Organizer Staff Surveys 	Year 1: <ul style="list-style-type: none"> Document Template complete, 25 students have met with a counselor and filled out a personal plan,

<p>non-university education/ careers (outside of CTE courses)</p>	<p>into your career, or previous career. Show the steps to get to your career (volunteer, to receptionist, to tech, to vet).</p> <ul style="list-style-type: none"> ○ Student Interest in: College/ CTE/AA • Ask teachers to include a mini-lesson on how their content/course can lead to future careers/what careers their content applies to (why is learning this important?) • Add visuals within the College & Career Center to represent <ul style="list-style-type: none"> ○ School demographics indicating current grad student paths • Expand Guidance opportunities/ discussions for CTE/AA <ul style="list-style-type: none"> ○ Expand Career Day (clusters of careers, trades, etc.) ○ Intentionally include more careers at Career Day that do not require university degrees ○ Have students currently in CTE programs at CCs come in and talk about what their classes are like, etc. • Reach out to industries/ local businesses with entry level jobs <ul style="list-style-type: none"> ○ Create partnerships • Tutorial/Lunch Opportunities <ul style="list-style-type: none"> ○ Partner w/ local Community Colleges to help students explore their CTE programs. 	<p>staff career path info</p> <ul style="list-style-type: none"> ○ Student <ul style="list-style-type: none"> ▪ If you are not college bound what are you interested in? ▪ Can we guide you to a certificate program? • Teachers create mini-lesson individually <ul style="list-style-type: none"> ○ Use provided template • Visuals <ul style="list-style-type: none"> ○ Look at graduate data from 12th exit survey ○ Create/ Procure • Career Day & Monthly CTE Focus Presentations <ul style="list-style-type: none"> ○ Cluster by month ○ Focus on additional CTE ○ Guidance includes CTE pathways plans in all schoolwide and parent presentations. ○ Expand career curriculum into 9-12th grade guidance presentations. Curriculum career mapping – scope and sequence. • Partnerships <ul style="list-style-type: none"> ○ City of Sunnyvale to recruit speakers ○ Solicit staff connections w/ businesses/ speakers • Create schedule of opportunities <ul style="list-style-type: none"> ○ Community College Liaison as resource for information ○ Continue to offer workshops ○ Update data with an annual student survey • Partner with PTSA to determine logistics and shadow opportunities 	<ul style="list-style-type: none"> • Visuals Added <ul style="list-style-type: none"> ○ Data previewed • Let students know the next steps. “You have taken XYZ course, now you can continue at De Anza or beyond.” • Completion of CTE Pathways • Student enrollment in our CTE courses and at other schools in the district • Give a survey every year, to measure career growth. • Naviance senior exit survey, question regarding job shadowing and internships, increase every year 	<ul style="list-style-type: none"> • Guidance interns (student teachers reaching out for resources) • AP of Career Day Monthly career chats during Tutorial (specifically Non college opportunities) 	<p>investigate businesses to approach and start relationships, Talk to city of Sunnyvale about current opportunities</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Career day for CTE and HS diploma entry-level jobs. • Send an email to 5-year alumni in the future to see if this was successful, did you go to college, what career are you in, are you looking to change careers, if so, what?
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	<ul style="list-style-type: none"> ○ Workshop for Certificate Programs/AA ○ Target students to invite to Tutorial using previous survey cluster data ● PTSA organize a job shadow day (21-22 → 3/14) 				
<p>2022-2023 Updates:</p> <p>Much of this item is still to be developed. However, there were a couple of pieces to note. Career Day returned to campus this year for the first time since January 2020. We had over 60 presenters from a range of career fields. The group of speakers included a range of different career options from those which require 4-year degrees or more to those that need certification classes to those which students could do right out of high school without additional schooling. This year, we opted to do one session for students to attend but in future years, we would like to return to allowing students to attend two different presentations.</p> <p>The PTSA was able to host a Job Shadow Day event last school year. They attempted to offer it again this year, but they had difficulty securing enough job sites that were willing to host students. They plan to try to bring this back next year if they are able to do so.</p>					
<p>Task 1.2: Increase awareness of existing CTE pathways and opportunities</p>	<ul style="list-style-type: none"> ● Poll students on CTE areas of interest based on possibilities at local colleges (build from the Advisory training) <ul style="list-style-type: none"> ○ Started this Oct 2021 ● CTE teachers: bring guest speakers within their classes specific to people in the industry. Or show videos/ Zoom ● Create a (periodic) CTE PLC, with an AP as organizer ● Identify what we already have within CTE pathways: <ul style="list-style-type: none"> ○ Document current CTE courses and pathways ○ All FUHSD Pathways ● Include the CTE pathway plan in guidance presentations and meetings with students. <ul style="list-style-type: none"> ○ Make students aware of concurrent enrollment for cross-campus within FUHSD 	<ul style="list-style-type: none"> ● List of CTE possibilities to pursue ● List of current Community College certificates - Job training - pathways available at our local colleges ● Memorandum of understanding with Sunnyvale Outreach Center ● Establish a connection with the District for support. ● Publish a list of Internships for students <ul style="list-style-type: none"> ○ Publish and market known internships. ● Have someone talk about Sunnyvale Explorers program in Sunnyvale, PAL. ● Increase the number of classes available with a partnership with De Anza or Foothill. Ask students what pathways they are interested in. ● Timeline for Course Approval Process ● New Course Proposal - Roles 	<ul style="list-style-type: none"> ● CTE Workshop attendance numbers ● Track the number of students taking a CTE pathway plan and the number graduating 	<ul style="list-style-type: none"> ● AP in charge of Guidance ● Associate Superintendent, Teaching and Learning ● Partnerships with community colleges. 	<p>Year 1:</p> <ul style="list-style-type: none"> ● Create and administer poll for students <p>Year 2:</p> <ul style="list-style-type: none"> ● Identify all of the possible certifications we can offer for our students <p>Year 3:</p> <ul style="list-style-type: none"> ● Add a certification pathway.

		<ul style="list-style-type: none"> • CTE Guiding Principles • Develop a graduation plan template for individual students that guides them through CTE pathways (under Applied Academics) (Or add this to the current A-G requirement docs), (have CTE teachers develop and promote the pathway within their courses) 			
2022-2023 Updates: Still to be developed					
Task 1.3 - Increase the number of CTE pathways and opportunities (within the reality that district enrollment is shrinking over the next few years).	<ul style="list-style-type: none"> • Expand existing pathways within existing sections. <ul style="list-style-type: none"> ◦ Business working to have a formal CTE pathway <ul style="list-style-type: none"> ■ Principles of Business ■ Law ■ Community College Course (Dual-Enrollment) • Expand current courses into pathways within existing sections <ul style="list-style-type: none"> ◦ Stagecraft from one course into a pathway. • Expanding certification opportunities within CTE classes (i.e., safe serve). <ul style="list-style-type: none"> ◦ Determine what possible certifications exist within CTE pathways & how they would benefit students (skills or hire-ability) <ul style="list-style-type: none"> ■ Safe Serve in Culinary 2 ■ Ladder Safety & OSHA 10 for Advanced Stagecraft, starting in spring 2022 	<ul style="list-style-type: none"> • Timeline for Course Approval Process • New Course Proposal - Roles • CTE Guiding Principles • Fremont Firebird Academy (FFA) – opportunity for current freshmen to start dual enrollment classes as sophomores and pursue a career pathway in digital marketing, child development, geospatial technology, or music technology. 	<ul style="list-style-type: none"> • Track the number of CTE pathways and sections each year in the school report. • Gather data from FFA class of 2025 (dual enrollment credits completed, college and career plans) 	<ul style="list-style-type: none"> • Admin overseeing CTE • Associate Superintendent, Teaching and Learning • CTE teachers 	Year 1: <ul style="list-style-type: none"> • Add the CTE sections to the school report. Year 2: <ul style="list-style-type: none"> • Review student interest based on Task 2 Year 3: <ul style="list-style-type: none"> • Add a new course, increase sections, or add a new pathway Year 4-6: <ul style="list-style-type: none"> • Monitor CTE sections and student interest to adjust school course offerings

	<ul style="list-style-type: none"> o Begin to implement in courses or have as options for students. 				
<p>2022-2023 Updates: Fremont and district staff continue to work with De Anza and Foothill Colleges to explore course offerings that would allow us to augment some of our CTE course offerings.</p> <p>This year finally saw the beginning of the Firebird Academy, our early college, dual enrollment program. Current 10th grade students are enrolled in a series of counseling classes taught by Foothill staff and supported by an FHS teacher. These classes allow the students to experience some college classes with additional supports. Work is underway to encourage this year's cohort to continue with the program into 11th grade next year. At the same time, recruitment efforts are underway to compile a new group of 10th graders to begin the program next year. Though the students are taking dual credit classes, a mantra of the program is that it is career focused and college incentivized. Because the program can allow students some career prep before they graduate from high school, some may choose to go directly into the working world for a higher level of pay than they would have normally been able to do right out of high school.</p>					

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

Specific Task	Steps	Milestones / Benchmarks	How will progress/success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 3.1: Document the purpose of these intervention programs: ELD, AF, GOALS, AVID	<ul style="list-style-type: none"> • Identify intervention programs offered 	<ul style="list-style-type: none"> • Coordinators provide for each intervention program offered <ul style="list-style-type: none"> o Descriptions o Purpose o Intended students 	<ul style="list-style-type: none"> • Descriptions & purpose provided & presented to staff. 	<ul style="list-style-type: none"> • Coordinators & teachers 	Year 1: <ul style="list-style-type: none"> • Establish clear descriptions of all intervention programs.
<p><i>ELD = English Language Development; AF = Academic Foundations; GOALS = Growing our Academic Language Skills; AVID = Advancement Via Individual Determination</i></p>					
<p>2022-2023 Updates: To begin in Spring 2023</p>					
Task 3.2: Measure the success of the intervention programs and support mechanisms	<ul style="list-style-type: none"> • Identify the criteria for success for each intervention programs offered • Apply criteria (#1) to student outcomes in intervention programs <ul style="list-style-type: none"> o Evaluation Order: <ul style="list-style-type: none"> ■ ELD ■ AF ■ GOALS ■ AVID 	<ul style="list-style-type: none"> • Establish a team to define criteria for success in intervention programs. ELD, AF, GOALS, AVID • Create a list of criteria for success such as grade reports and student surveys. 	<ul style="list-style-type: none"> • Creation of team. Ongoing involvement of team members. • Document of criteria. • Document with graphs showing number of students by various demographics meeting (and not meeting) the criteria of success 	<ul style="list-style-type: none"> • Program Leads: ELD, AF, GOALS, AVID • Admin Liaisons: ELD, AF, GOALS, AVID 	Year 1: <ul style="list-style-type: none"> • Establish Team - Identify criteria for the first two intervention programs Year 2: <ul style="list-style-type: none"> • Identify criteria for third/ fourth intervention programs. • Measure the success of the first two intervention programs. Year 3: <ul style="list-style-type: none"> • Finalize criteria for all intervention programs.

					<ul style="list-style-type: none"> Measure the success of the final 2 intervention programs. Establish a calendar for frequency of measurements. Year 4: <ul style="list-style-type: none"> Measure criteria for all intervention programs 1-2 times per year.
2022-2023 Updates: To begin in Spring 2023					
Task 3.3: Adjust, improve and remove intervention programs depending on achievement against criteria for success	<ul style="list-style-type: none"> Identify adjustments needed to intervention programs Make adjustments needed to intervention programs Explore removal/replacement of an intervention program 	<ul style="list-style-type: none"> Document the adjustments that we will make and the changes as they happen. Build school course schedule based on efficacy of intervention programs 	<ul style="list-style-type: none"> Intervention Program Team Members from Task 2 Updated/change master schedule course offering. 	<ul style="list-style-type: none"> Program Leads: ELD, AF, GOALS, AVID Admin Liaisons: ELD, AF, GOALS, AVID 	Year 3: <ul style="list-style-type: none"> Determine and make adjustments to ELD and AF Year 4: <ul style="list-style-type: none"> Determine and make adjustments, if necessary, to GOALS and AVID
2022-2023 Updates: To begin after tasks 3.1 & 3.2					
Task 3.4: Increase the number of special education inclusion classes	<ul style="list-style-type: none"> Determine the teachers for the Year I inclusion courses. Provide training for staff participating in inclusion work. The District has committed funds for training related to various Inclusion models for General Education, Special Education teachers and para-educators 	<ul style="list-style-type: none"> Currently working to map out Inclusion for next four years. Ideally a four-year process that builds upon itself each subsequent year For 2022-2023, Inclusion will continue in Geometry and Biology. It has been proposed to add Lit/Writ and Algebra 1. Staff is working to find the right pairings to make this happen. Determining the best type of inclusion for each course: <ul style="list-style-type: none"> Para support: para-educators support students with IEPs in general education setting, students are further supported in 	<ul style="list-style-type: none"> Increase in number of inclusion classes available Have at least two different inclusion courses in each of the 4 core departments (English, Math, Science, Social Studies) Increase enrollment of students in inclusion classes Decrease in number of students enrolled in resource/modified classes. Increase in number of inclusion students receiving regular (not modified) grades of C or higher? 	<ul style="list-style-type: none"> Lead Resource Specialist AP of Interventions Director of Educational & Special Services 	Year 1: <ul style="list-style-type: none"> Geometry, Algebra 1, Biology, English Year 2: <ul style="list-style-type: none"> Add 10th grade courses Year 3: <ul style="list-style-type: none"> Add 11th grade courses Year 4: <ul style="list-style-type: none"> Add 12th grade courses.

		<p>Learning Skills classes with those specific paras. Special Ed teacher supports in Learning Skills, case management, and modifications to the curriculum as needed.</p> <ul style="list-style-type: none"> ○ Push-In: Special Ed teacher and para supporting students with IEPs in the general education setting across two academic classes during the same block. Example: SpEd Teacher A and Para A would support 10 students with IEPs across two general education Lit/Writ classes with two different teachers (5 students/class). This may include proposing modifications to the curriculum as needed. ○ Co-teaching: general Ed and Special Ed teachers sharing the role of teaching in the general education setting, possible para support. Modifications to curriculum as needed. 			
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2022-2023 Updates:

This year, FHS is offering inclusion classes in the following subjects: Biology, Geometry, Algebra 1, Lit/Writing. Last year, after some mid-year changes, we were only offering Geometry, so this year was a big increase in options for our special education students. These classes all have a general education teacher working with a special education teacher. The material is presented at the mainstream level by both teachers and the special education teacher provides modifications for the special education students who need the additional supports. Running these classes versus only the modified versions of the courses exposes the special education students to the mainstream content. For those who can do it with the additional accommodations, they will receive A-G credit with their grades. For those who need more support, they will still receive grades that support graduation along with the exposure to the core content.

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

Fremont High School WASC Goal	<ul style="list-style-type: none"> Goal 2: Develop support plans to meet the social emotional learning (SEL) needs for all students
Fremont High School Target	<ul style="list-style-type: none"> Continue to decrease the expulsion and suspension rates and monitor that no student subgroups are over-represented among expelled students Decrease the suspension rate by 9% or approximately 10 fewer special education students.

DATA PRESENTATION

Discipline and Absenteeism

Expulsions (multiple years)

Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2019-20	2,252	3	3	0.13%	0.05%
2020-21	2,283	0	0	0%	0.00%
2021-22	2,296	5	5	0.2%	0.09%

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

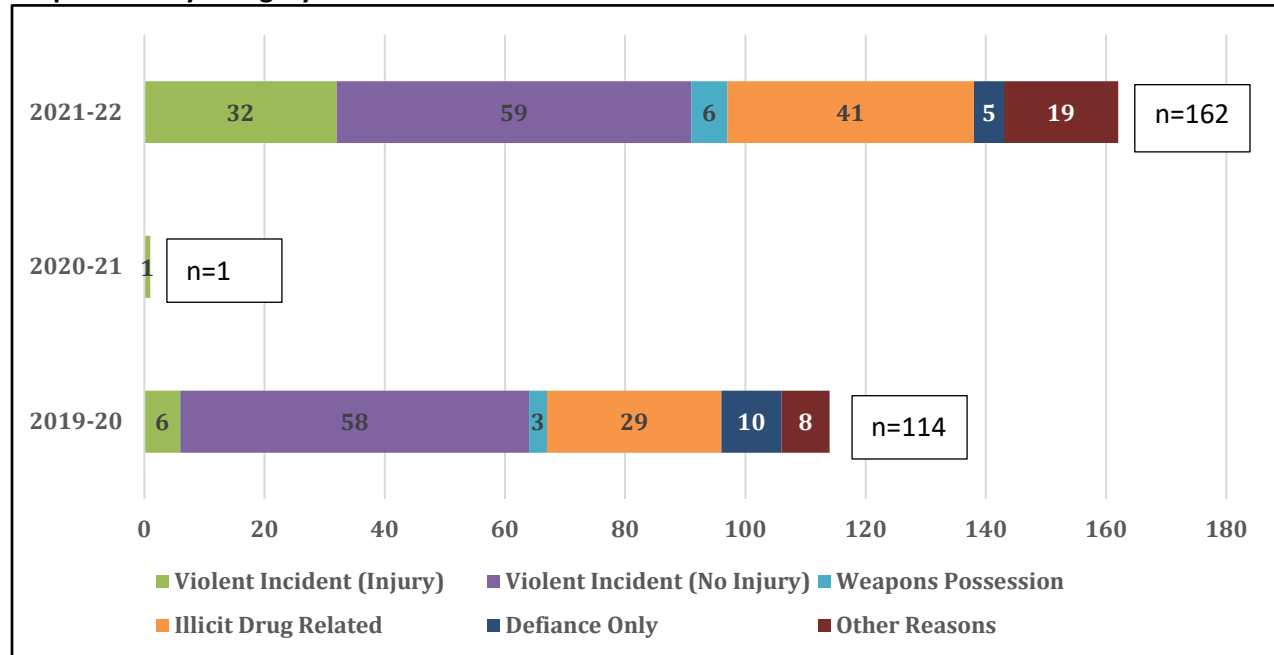
Student Groups	2019-20			2020-21			2021-22		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
African American	2	6.1%	33	0	0%	28	2	5%	38
Asian	6	1.1%	540	0	0%	561	10	2%	557
Filipino	3	1.6%	182	0	0%	173	7	4%	168
Hispanic/Latino	61	6.5%	936	1	0.1%	921	77	8%	934
Pacific Islander	0	0.0%	13	0	0%	15	3	15%	20
White	3	0.7%	407	0	0%	433	8	2%	414
Two or More Races	2	1.5%	133	0	0%	131	3	2%	134
All Students	77	3.4%	2,252	1	0%	2,283	111	5%	2,296

students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate. The CDE hasn't published accurate disaggregated subgroup data for suspension since 18-19 for ELL, SWD, and SPED.

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)
<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> All Students African American Asian Filipino White Two or More Races 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged Hispanic 	<ul style="list-style-type: none"> English Learners Students with Disabilities

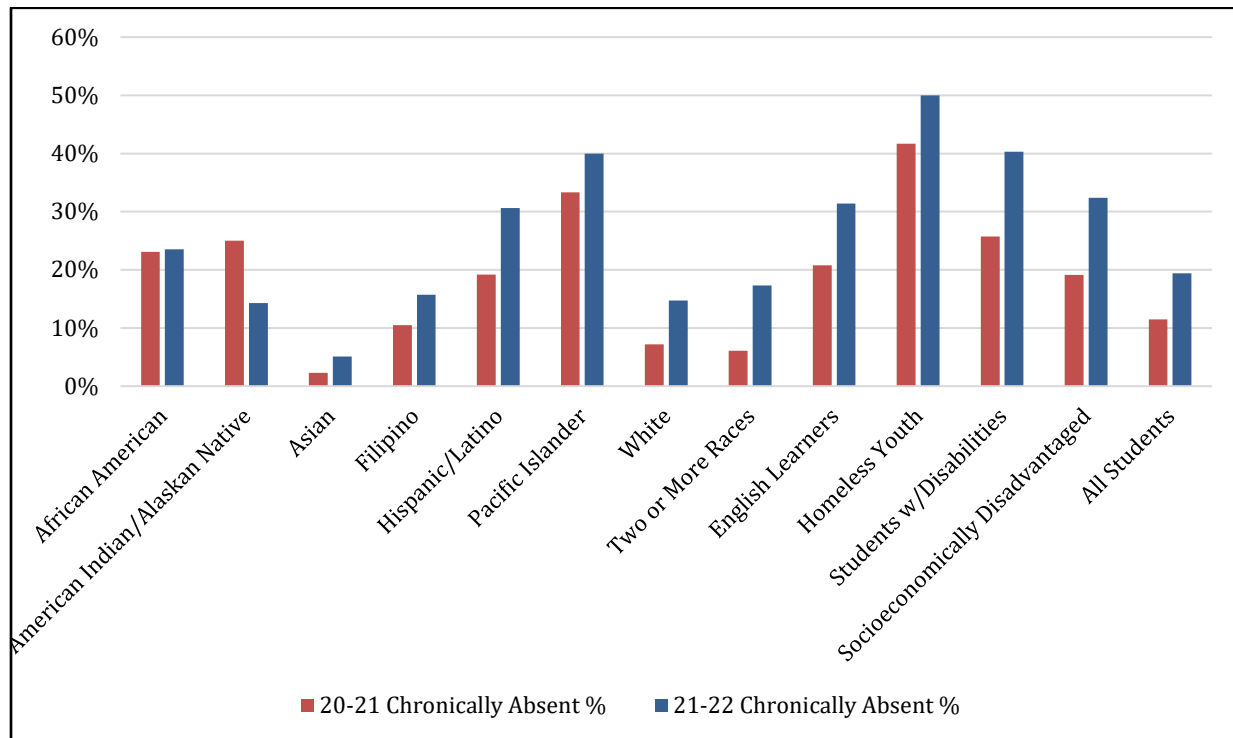
Suspensions by Category Over 3 Years



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 did not report the associated percentages for subgroup absenteeism.

Group	20-21		21-22	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	26	23.1%	34	23.5%
American Indian/ Alaskan Native	12	25.0%	14	14.3%
Asian	557	2.3%	551	5.1%
Filipino	171	10.5%	166	15.7%
Hispanic/Latino	910	19.2%	914	30.6%
Pacific Islander	15	33.3%	20	40.0%
White	431	7.2%	407	14.7%
Two or More Races	131	6.1%	133	17.3%
English Learners	427	20.8%	459	31.4%
Homeless Youth	12	41.7%	16	50.0%
Students w/Disabilities	350	25.7%	355	40.3%
Socioeconomically Disadvantaged	775	19.1%	778	32.4%
All Students	2,262	11.5%	2,256	19.4%



School Site Commentary:

The suspension counts for FHS students decreased during 2019-20 when school was closed for part of the year. When we were doing remote learning during the 2020-21 school year, we only had one student suspended, which is not surprising since the majority of the school days were remote for all students and when we returned to campus for the last 6-weeks of the school year, we had very few students. When things on campus returned more normally for the 2021-22 school year, our suspension rate returned to the pre-pandemic counts as well. We continue to try to use alternatives to suspension (detentions, Saturday school, counseling classes, etc.) but for the more egregious violations and for repeat offenders, suspension is still a tool that we are using.

To help address our chronically absent students, the climate office and admin team called in students to have conversations with them about their attendance. There were some students who have reached the truancy threshold due to being out with COVID during the 1st semester. As the number of school days increases, these absences will have less impact on their attendance/absence percentages. For those students whose absences were not COVID related, staff worked with them to strategize ways to improve their attendance and avoid being flagged as truant. As a school, we have seen an increase of 4.4% for students with chronic absences. One way we are working to address this is by increasing accountability for attendance during tutorial. Site data show several hundred students who are marked absent during each tutorial period but who are present for their other classes. Though this number won't totally change our chronic absentees, we still wanted to reduce it. Starting at the beginning of the second semester, students who are present for their other classes but absent from tutorial receive a detention. By implementing this practice, we realized a 70% positive change in student attendance for tutorials.

To help with both SEL supports and with improving behavior and attendance, FHS is continuing its partnership with the Seneca Family of Agencies to implement Unconditional Education. Through the grant we receive, Seneca staff works with the FHS admin, Intervention Specialist, Student Assistance

Team (SAT), and Mental Health Team. This targeted support is aimed at helping ensure that those students most in need have additional tiers of support in place. There are 4 staff members from Seneca working on our campus this year.

STATUS UPDATE OF WASC ACTION PLAN

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

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 2.1: Increase access to SEL support, language, and services for all students.	<ul style="list-style-type: none"> Destigmatize and provide more information about school SEL supports. Embed SEL in classrooms - Include SEL lessons within the schoolwide advisory topics (during select Tutorials). Expand SEL lessons delivered by guidance team (push into more classes) More internal staff development on SEL examples/activities in classes in alignment with the FUHSD District 	<ul style="list-style-type: none"> Define common language in regard to SEL across the full curriculum/ classes with support of the district School Based Therapist curriculum Lead. SEL Tutorial lessons are multi-step and interactive Tutorial/ Campus time to practice mental and emotional wellness Completion of a set of community building activities - PD on how to use them. SEL basic strategies for the classroom (ex. Mindfulness Minute) Community classes and resources for parents around supporting their students' mental health 	<ul style="list-style-type: none"> Student surveys Number of students visiting counselors and/ or school-based therapists Number of classes with SEL time embedded Staff include SEL at least once a grading period for 15 minutes Continued engagement with School Linked Services, Seneca or other outside service agencies to provide student and family support Number of families and parents accessing resources for supporting students' mental health 	<ul style="list-style-type: none"> Deans Psychologists School Based Therapists Advisory Team (Dean & Outside Resources) Guidance Counselors Classroom Teachers (embedding SEL) 	Year 1: <ul style="list-style-type: none"> Build connections, reconnect Educate staff about how to incorporate SEL into lessons. Year 2: <ul style="list-style-type: none"> Staff include SEL at least once a grading period for 15 minutes
2022-2023 Updates: Still to be developed					
Task 2.2: Continue and deepen discussions about Essential Learnings in all courses to make space for SEL in the classroom.	<ul style="list-style-type: none"> Determine how to ensure deep learning on core curriculum without adding too much Define the importance and use of homework, including: <ul style="list-style-type: none"> Value in learning Caps in amount given/ workload Impact on grades 	<ul style="list-style-type: none"> Non-academic "Starters" or "engagement activities" in classes that increase opportunity for student engagement & participation (peer to peer, student to teacher, and student to self) with a roll-out at a staff meeting for 	<ul style="list-style-type: none"> Shared resource bank of "Starters" and "engagement activities" activities available in Schoology with norming of how it's being used Student and community surveys 	<ul style="list-style-type: none"> Administrators Department Leads PLC Leads Mental Health Team Classroom teachers Schoology lead and/ or FHS Website Lead 	Year 1: <ul style="list-style-type: none"> Review essential learnings and brainstorm connections to SEL Year 2: <ul style="list-style-type: none"> Formalize incorporation of SEL into lessons. End of Year starting Year 2: <ul style="list-style-type: none"> Teachers share their lessons with all staff about how SEL was

	<ul style="list-style-type: none"> o work over summer or school breaks • Determine how to build positive classroom communities so that students feel valued and connected. • Prioritize relationship building and collaboration and self-reflection in the classroom • Enhance conversations around balance, stress, time management during course selection process • Be more intentional with how the 7-period day is utilized 	<p>norming of how it is being used</p> <ul style="list-style-type: none"> • Building in explicit time for PLCs to talk about course specific essential learnings. • Staffwide conversations and/or commitments regarding balance, time management, & stress topics with a goal of a reduction of work assigned over official school breaks (summer, winter/ February/ spring break) • Implementation of new bell schedule in 2022-2023 			incorporated into their lessons.
2022-2023 Updates: Still to be developed					
Task 2.3: Build more campus connections for students	<ul style="list-style-type: none"> • Create a team of student ambassadors for new students that come in after school starts. • Improve info distribution of existing clubs to enhance access/ exposure • Getting Information about fall sports/ activities/ etc. out to the middle school feeders more efficiently. • Create a part of our school website for Freshmen to get connected with the school 	<ul style="list-style-type: none"> • Expansion of clubs for other student interests • Support and promotion of student clubs • Make sports/teams more welcoming for more students <ul style="list-style-type: none"> o Make athletic information more accessible INCLUDING the no-cut sports, which sports are in which season, how to get a physical • Develop intramural activities for lunchtime • Live Music during lunch • Redesign the website so students can find activities information easier 	<ul style="list-style-type: none"> • An increasing percentage of students are connected to at least one group/activity on campus outside of classes. • Raise the number of students who actively participate in at least one activity on campus to increase connectedness to school community • Higher number of community-based campus events. 	<ul style="list-style-type: none"> • ASB Teacher & Students • Coaches & Club Advisors • FHS Website Lead 	Year 1: <ul style="list-style-type: none"> • ASB teacher establishes a process in their class for creating a team of student ambassadors Year 2: <ul style="list-style-type: none"> • Closed Tutorial to share information about school clubs
2022-2023 Updates: Still to be developed					

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.

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

DATA PRESENTATION

In a community survey conducted in January 2022, the District 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 continuing our work with the North Sunnyvale community, FHS partnered with School Linked Services, the Columbia Neighborhood Center, and Sunnyvale Community Services to create a Family Engagement Collaborative. The purpose of the School Linked Services Family Engagement Collaborative is to foster a stronger connection between school site and community service providers. With this partnership, the SLS collaborative aims to improve access to resources families need in order to fully engage in their student's health and academic well-being. The school-community connection will be strengthened through family engagement activities and shared knowledge of community resources.

We continue to try to hire Spanish speaking staff to help respond and to reach out to families. In the main office, this year we have five people (3 AP secretaries, executive assistant and the front-desk senior clerical) who speak fluent Spanish and can help students and families.

English Language Advisory Committee (ELAC) & District ELAC (DELAC) meetings are in place to help families of English learners better understand the school and district to help their own students. Los Padres meetings continue to support the needs of our Spanish speaking families

The FHS guidance team has continued to offer presentations in both English and Spanish for our families. These presentations help families to learn ways to support their students on their path to graduation and post-secondary endeavors. Having them available in Spanish as well, makes them accessible for more of our families.

We continue to send out a monthly newsletter to all families. It is emailed and then posted (in English and Spanish) on the school website. We have been providing consistent monthly updates (general school information, guidance, school climate office, staff highlight, etc.). Our hope is that this will help parents get to know more about different areas of the school.

For several years now ASB has used Instagram (firebirdfelipe), YouTube (Fremont High School ASB) & Twitter (@firebirdfelipe) to share information with the school community. In the past couple of years, we have also added an account Fremont High (Sunnyvale) School Athletics (@FHS_Sunnyvale) to highlight our athletics endeavors and history.