



HOMESTEAD HIGH SCHOOL

2022-23 SCHOOL PLAN

Mid-Year Update

Homestead High School

21370 Homestead Rd, Cupertino, CA 95014 • www.hhs.fuhisd.org • 408.522.2500 • CEEB:053462



Homestead High School offers extensive academic and extracurricular experiences to ensure high levels of learning for all students. Homestead's ability to offer such opportunities is supported in large part by the Homestead staff and community. Located in the heart of Silicon Valley, Homestead High School serves over 2,300 students from Sunnyvale, Cupertino, and Los Altos.

The community's diversity is reflected by HHS's student population through a blend of ethnicities, cultures, and socioeconomic backgrounds. Homestead's diversity offers staff the opportunity to enlist rigorous and varied curriculum to prepare all students for postsecondary opportunities. Homestead offers 16 Advanced Placement courses, 8 Honors courses and a host of courses for special education students and English language learners. Additionally, Homestead is also proud to host 15 Career Technical Education (CTE) courses, and more than 60 elective courses. Nearly all of Homestead's course offerings allow students the opportunity to fulfill the University of California A-G admission requirements. Due to budgetary constraints, Fremont Union High School District (FUHSD) students are limited to one course per subject area per year. Students have open access to all honors and AP classes.

* 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

Greg Giglio, Principal
Assistant Principals
Brian Dong
Terri Hannigan
Susan Rocha
Maria Trejo, Dean of Students
Anthony Nguyen, Dean of Students
Guidance Counselors
Marisa Amezcuita (A-E)
Raquel De Jesus (F-La)
Wilma Wu (Le-Ph)
Derek Chan (Pi-Va)
Eric Mederios (Ve-Z)
College/Career Advisor
Shay Bellamy
Registrar
Annabelle Alderette

Class of 2023 by the Numbers

586
Students

33
National Merit
Semi-finalists

78
National Merit
Commended

GPA Distribution for Class of 2023

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

4.0	64 (10.9%)
3.5 -- 3.99	308 (52.6%)
3.0 -- 3.49	102 (17.4%)
2.5 -- 2.99	41 (7%)
2.0 -- 2.49	37 (6.3%)
< 2.0	23 (4%)

Data as of 09/06/2022

GPA and Related Procedures

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

HHS by the Numbers

2,316
Students
Grades 9-12

106
Teachers

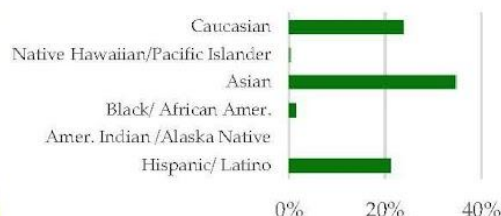
514:1
Student to
counselor
ratio

25
Students in
full-time off-
site programs

77%
of Class of
2022 took at
least one AP
course/exam

32.5
Average
class size

Student Racial Demographics



Additional Student Demographics



Spring 2022 Assessment Snapshot

SAT*
386 students
657(R) / 696(M)
1353 mean composite
*data from Spring 2022

ACT*
78 students
29(R) / 31(M) / 29(S)
29.8 mean composite
*data from Spring 2022

CAASPP/Smarter Balanced*
81% EAP College-Ready (ELA)
72% EAP College-Ready (Math)
Spring 2022

Advanced Placement

919 students took 2150 exams
87% scores of 3 or higher
44% scores of 5

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

AP/Honors at HHS

English

American Lit Honors
AP English Literature

Mathematics

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

Science

Chemistry Honors
AP Physics 1; AP Physics C
AP Biology; AP Chemistry
AP Environmental Science

Social Sciences

AP US Government
AP US History

Visual & Performing Arts

AP Studio Art 2D
AP Music Theory
Adv. Drama Honors

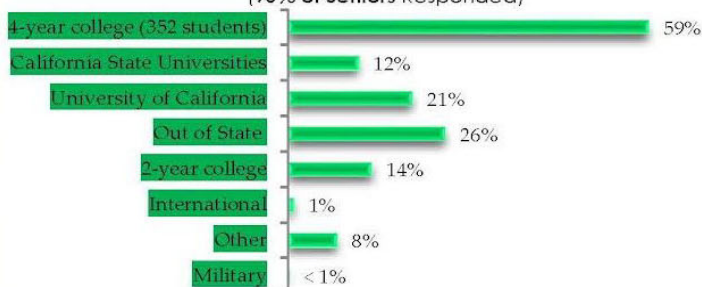
World Languages

Honors 4 and AP Chinese, French, Japanese, Spanish

Other

AP Computer Science
Accredited by
Western Association of Schools and Colleges

Class of 2022 Postsecondary Destinations
(based on survey data and final transcript requests of 593 students)
(96% of Seniors Responded)



In addition to University of California and California State Universities, recent HHS Graduates (Classes 2021 – 2022) have matriculated at the following postsecondary institutions:

American University	Rensselaer Polytechnic Institute
Arizona State University	Rhode Island School of Design
Art Center College of Design	Rice University
Baylor University	Rose-Hulman Institute of Technology
Biola University	Rutgers University-New Brunswick
Boston College	Saint Mary's College of California
Boston University	Santa Clara University
Brown University	Seattle University
Carnegie Mellon University	Stanford University
Case Western Reserve University	Swarthmore College
Chapman University	Syracuse University
Columbia University	Texas A&M University
Cornell University	The George Washington University
Culinary Institute of America	The University of Arizona
Dartmouth College	The University of Texas, Austin
De Anza College	Trinity University
Drexel University	Tufts University
Duke University	University of British Columbia
Emory University	University of Chicago
Foothill College	University of Colorado at Boulder
Georgetown University	University of Hawaii at Manoa
Georgia Institute of Technology	University of Illinois at Urbana-Champaign
Harvard University	University of Maryland, College Park
Harvey Mudd College	University of Massachusetts, Amherst
Hofstra University	University of Miami
Indiana University at Bloomington	University of Michigan
Johns Hopkins University	University of Minnesota, Twin Cities
Loyola Marymount University	University of Nevada, Reno
Massachusetts Institute of Technology	University of Oregon
Middlebury College	University of Pennsylvania
Montana State University, Bozeman	University of Pittsburgh
New York University	University of Puget Sound
Northeastern University	University of San Francisco
Northwestern University	University of Southern California
Occidental College	University of the Pacific
Oregon State University	University of Washington
Otis College of Art and Design	University of Wisconsin, Madison
Pennsylvania State University	Vanderbilt University
Pitzer College	Washington University in St. Louis
Pomona College	West Valley College
Purdue University	Willamette University
Reed 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 	2

	<p>English teachers when teaching literature of diverse mediums.</p> <ul style="list-style-type: none"> • 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 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	<p>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.</p>	<p><u>Chemistry</u> (Canceled)</p> <p><u>Physics</u> 0</p> <p><u>Biology</u> 0</p>
NGSS Design Studio-- Fall 2022	<p>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.</p>	<p><u>Chemistry</u> 4</p> <p><u>Physics</u> 2</p> <p><u>Biology</u> 5</p>

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> 2 <u>Biology</u> 3
<i>Building Thinking Classrooms</i> book club	<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 	4

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</u></p> <p><u>Distribution</u></p> <p>3</p> <p><u>Zip Codes &</u></p> <p><u>Test Scores</u></p> <p>3</p> <p><u>False Positives</u></p> <p>1</p> <p><u>Sampling Disaster</u></p> <p>4</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.	1

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) 	5
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! 	0
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></p> <p>1</p> <p><u>Advisory</u></p> <p>2</p>

<i>Onward</i>	<u><i>Onward</i></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.	4
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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> 5</p> <p><u>Math (Algebra 1)</u> 1</p> <p><u>Science</u> 4</p> <p><u>Social Studies</u> 2</p>
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	<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

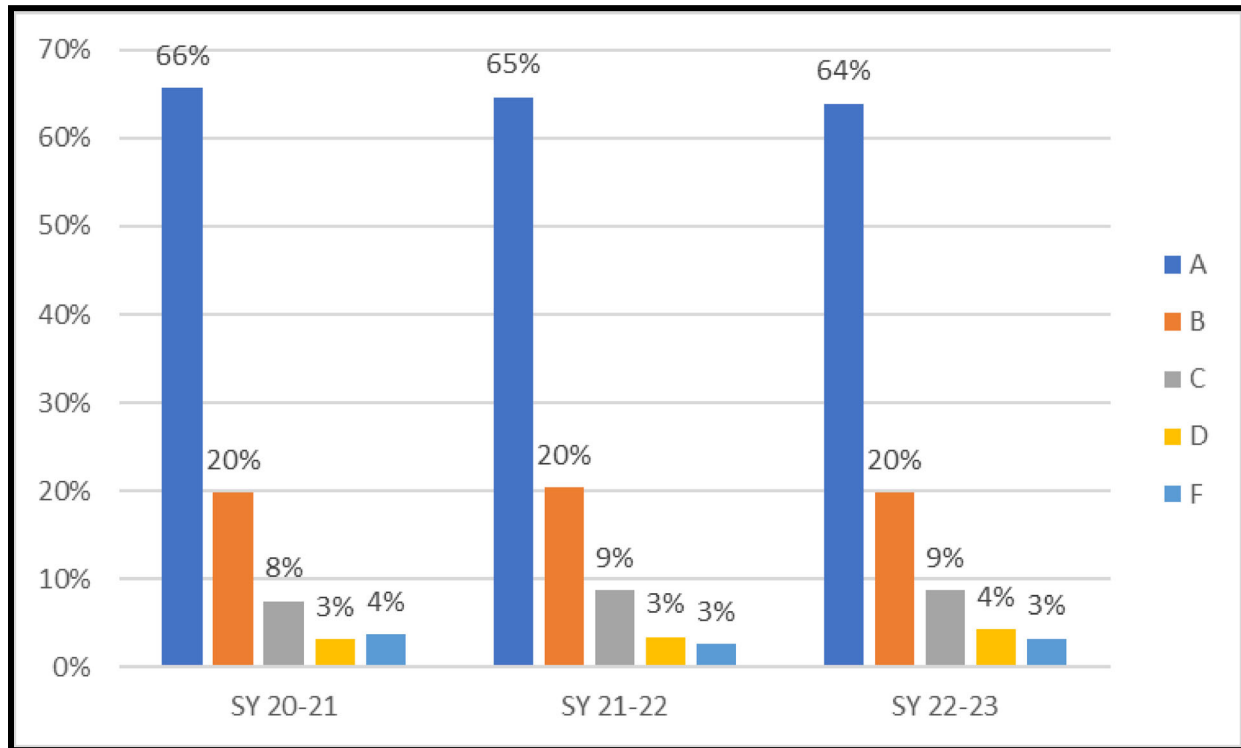
FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

Homestead High School WASC Goal	Sustain high student performance while ensuring high levels of learning from every student.
Homestead High School Target <i>(as listed in the site 2021-22 school plan presented in February 2022)</i>	<ul style="list-style-type: none"> • Admin/Counselor teams will review student performance every three weeks to implement additional supports and programs • 100% staff usage of Schoology for posting assignments, information/announcements and grades • With the goal of becoming an Antiracist school, staff are examining policies, procedures and practices to develop a more inclusive and equitable school program

DATA PRESENTATION

High School Achievement and Outcomes

3-Year Academic Grade Term 1 Distribution by Percent



CAASPP Smarter Balanced Assessment Results

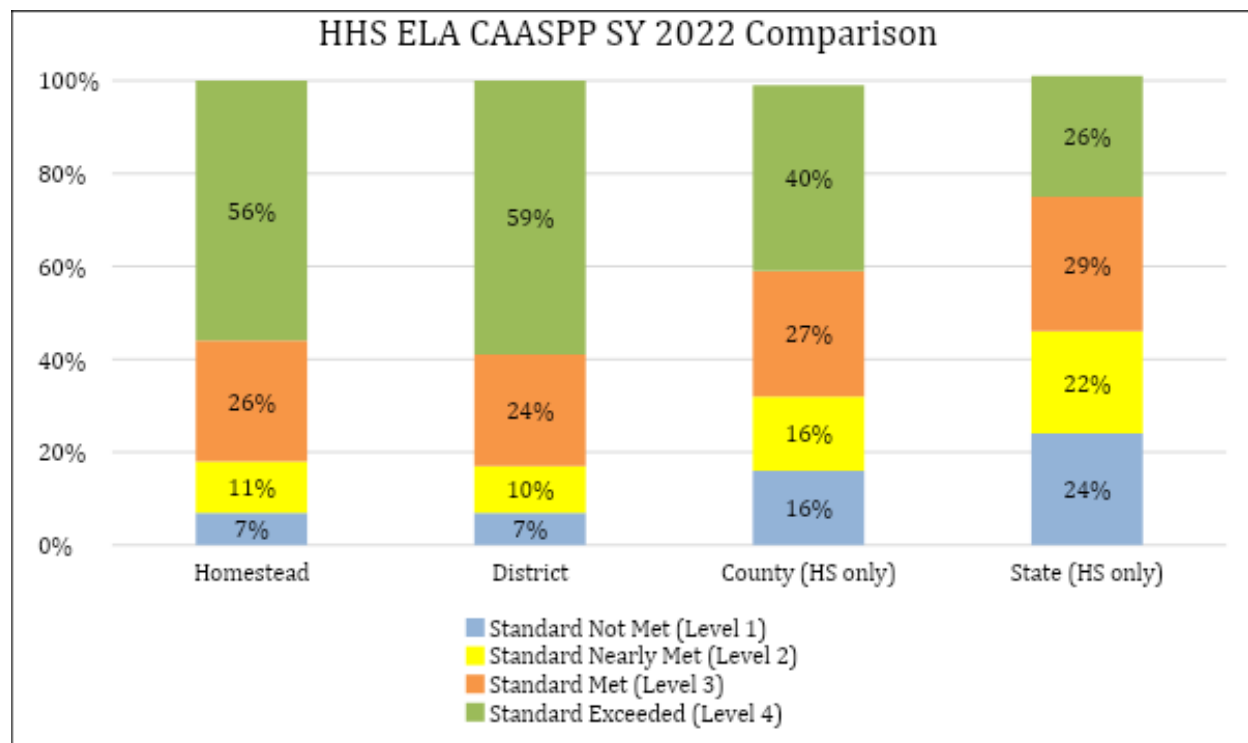
The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school,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

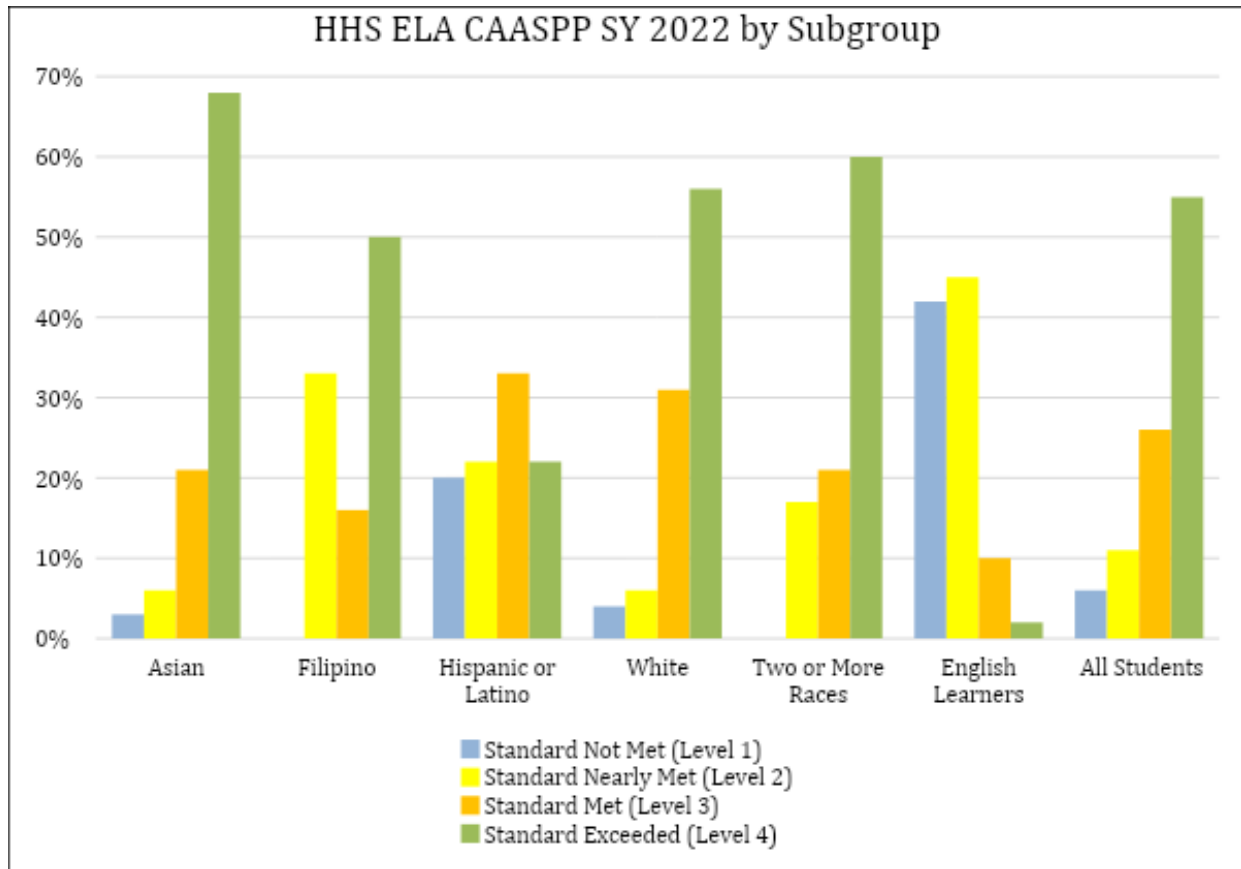
The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCCO), and the California Department of Education. The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

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

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

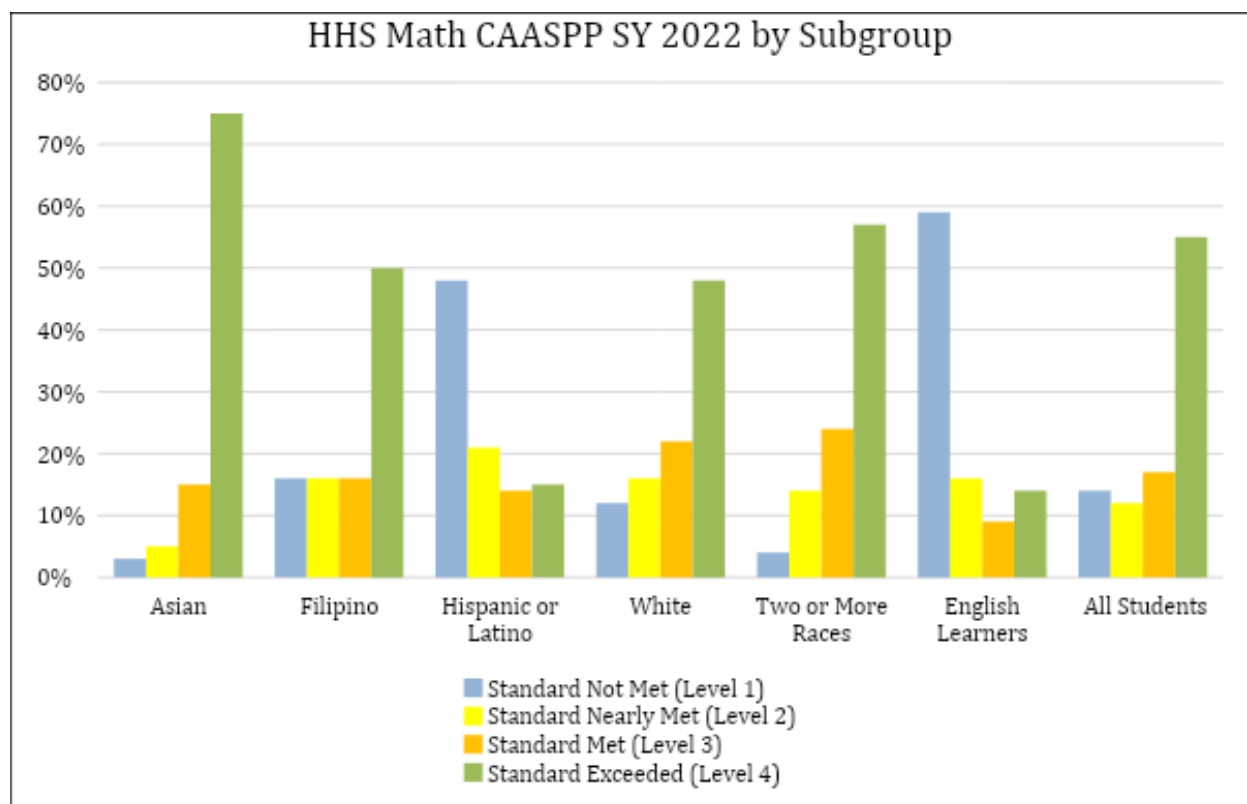
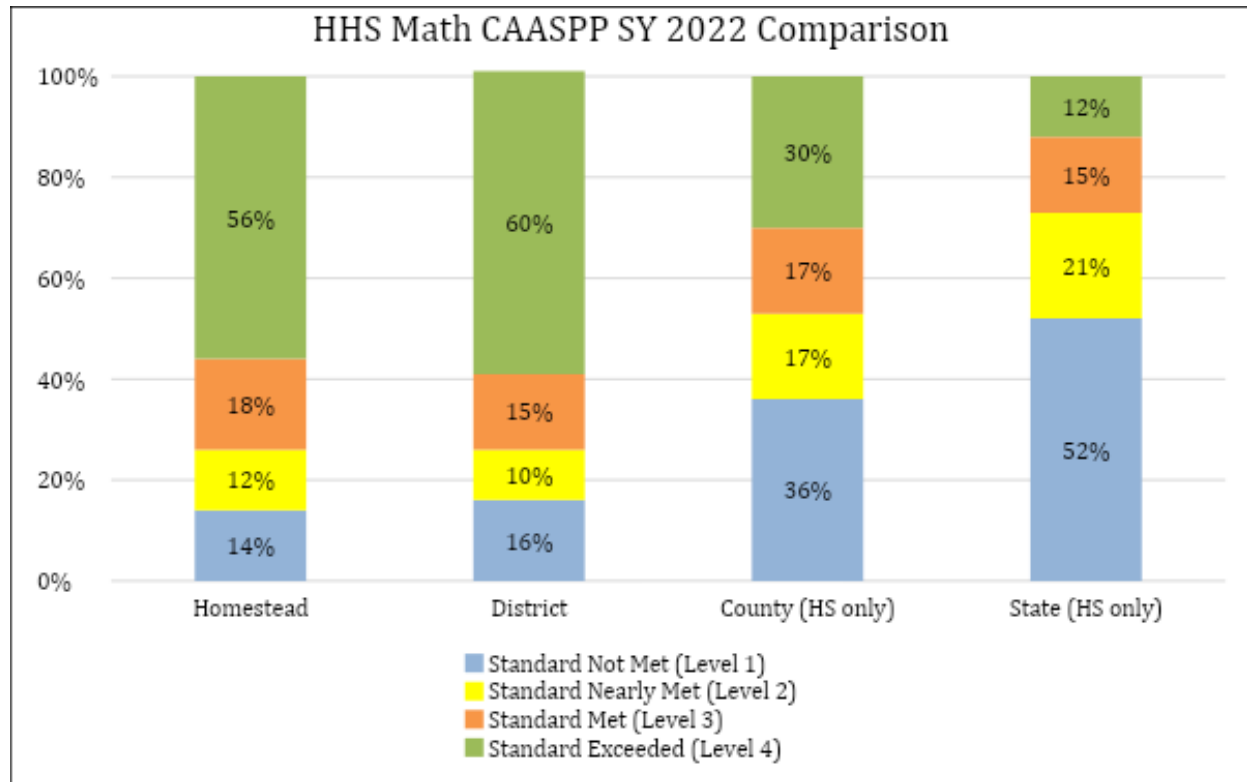
Achievement Level	Homestead		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	56%	56%	59%	60%	40%	30%	26%	12%
Standard Met (Level 3)	26%	18%	24%	15%	27%	17%	29%	15%
Standard Nearly Met (Level 2)	11%	12%	10%	10%	16%	17%	22%	21%
Standard Not Met (Level 1)	7%	14%	7%	16%	16%	36%	24%	52%





CA School Dashboard English Language Arts Indicator

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



School Site Commentary: Now that we have fully come out of the pandemic in regard to school closures, adjustments or suspensions of state and mandatory testing; Homestead High School is very pleased with our data in regards to maintaining and, in some cases, increasing academic excellence. First and foremost, the chart comparing the past three years of Grade Distribution data shows that even with adjustments and interruptions, our students and staff continue to perform at virtually the same levels. This is owed in part to the commitment to providing a rigorous and relevant curriculum even when we were in lockdown to ensure that students continued to learn and progress through high school. These numbers are supported by the CAASPP scores that show an overall improvement in our scores as well as scores matching the district results. For instance, Homestead had 82% and 74% of students exceeding or meeting standards in ELA and Math respectively compared to the district averages of 83% and 75%. Homestead and District scores continue to far outpace those of the county and state as well (67% and 47% for county and 55% and 27% for state). The Homestead CAASPP numbers also reflect slight penalties for not meeting the requisite participation rates of 95%, missing by only a handful of students, which means our scores could have been a little higher. The majority of students missing the test was due primarily to families opting out as per their rights. These results do continue to show the continued need for our staff to focus on our underserved populations of Hispanic/Latino, English Learner, Students with Disabilities, and Socio-Economically Disadvantaged students as their numbers continue to be lower than other groups and the school as a whole.

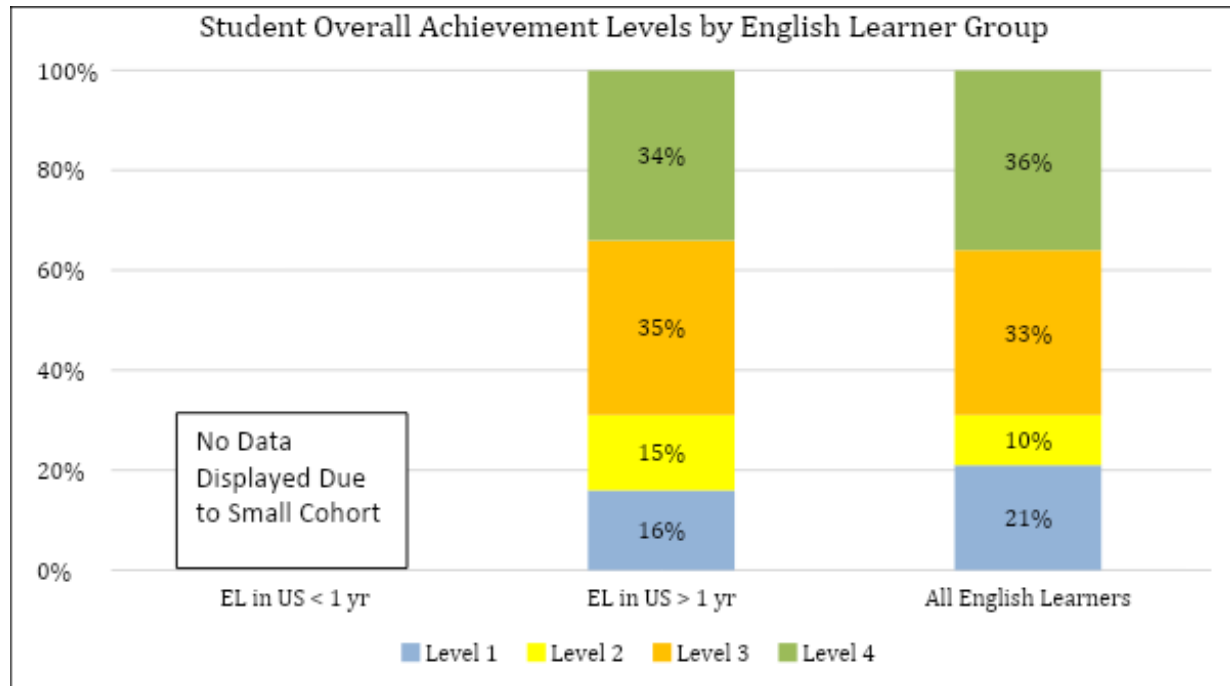
CA School Dashboard Mathematics Indicator

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

ELPAC Results ELPAC Summative Assessment

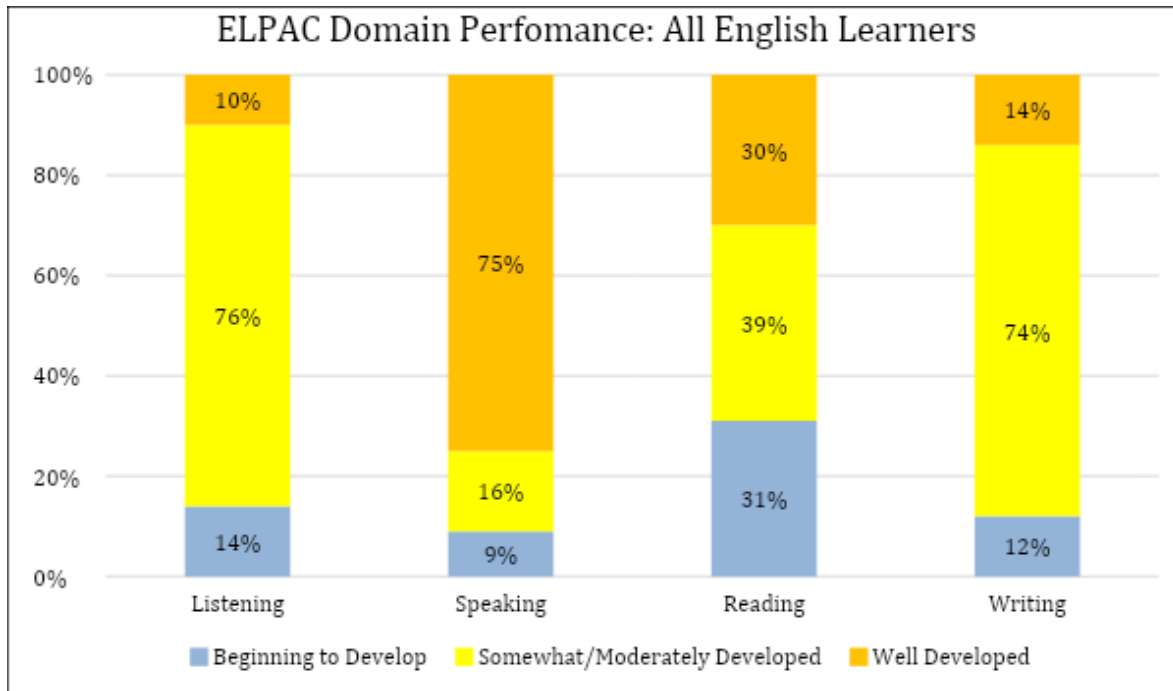
English Learner Performance

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	*	*	*	*	25
EL in US > 1 yr	16%	15%	35%	34%	138
All English Learners	21%	10%	33%	36%	163

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



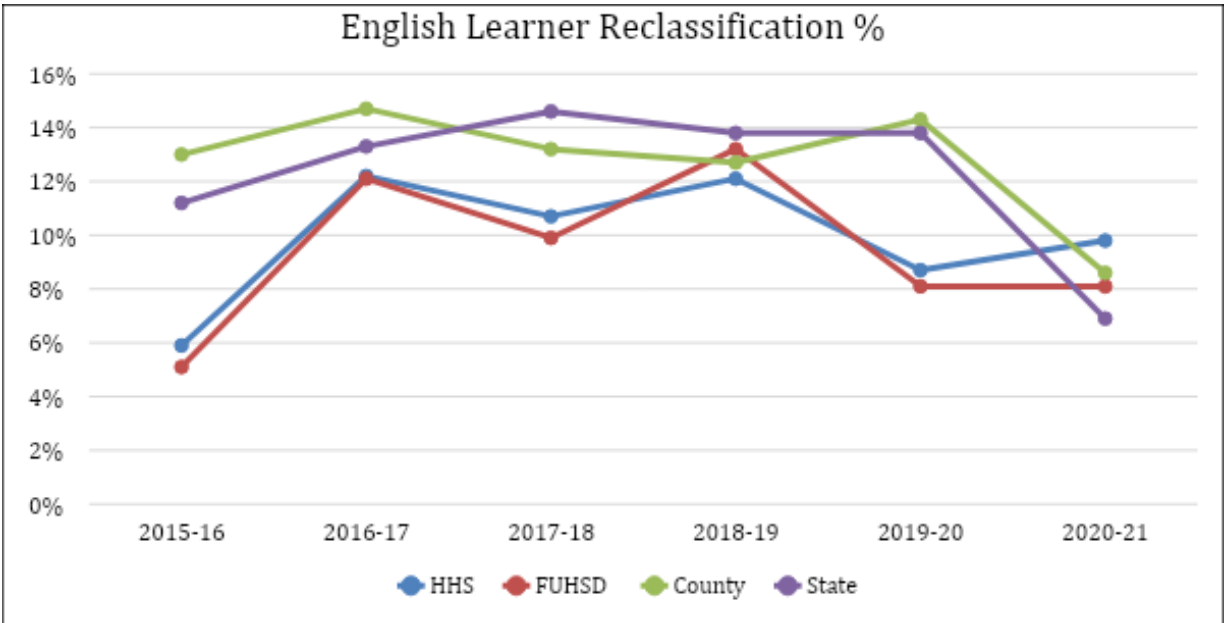
Reclassification of English Learners

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

English Learning Reclassification Rate (%)

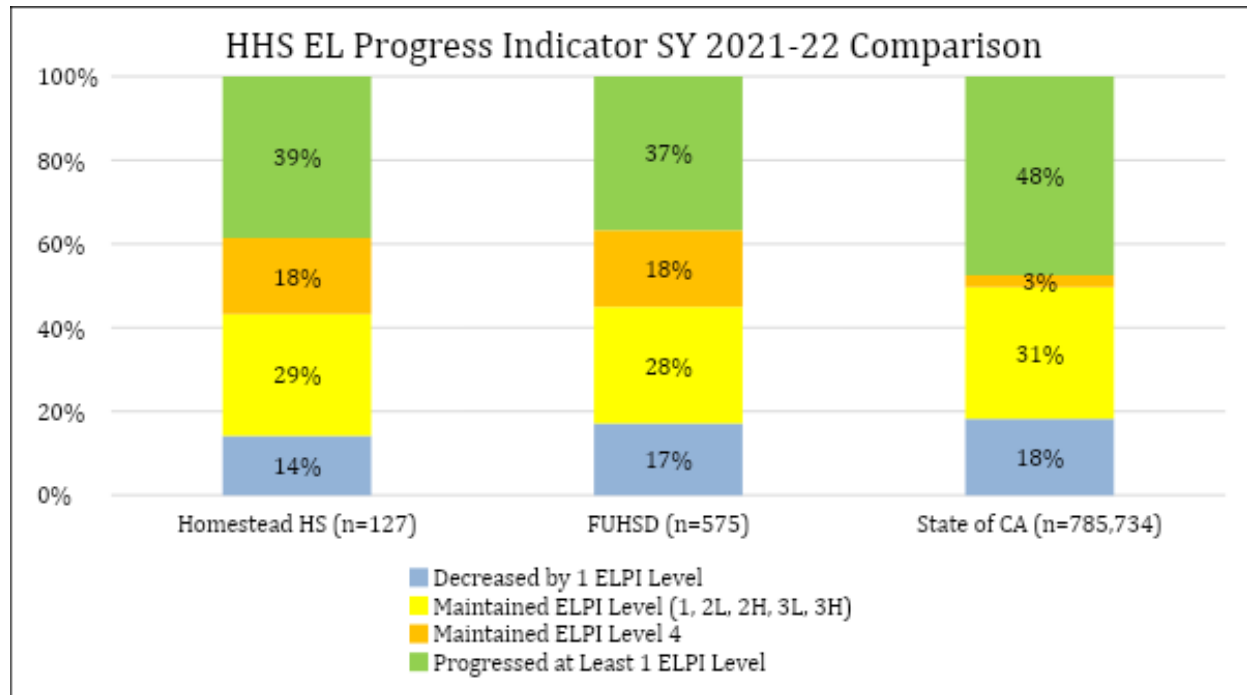
School Year	Students Reclassification (# RFEP'ed/Total EL)	Total EL Students (# EL/Total Students)
2015-16	5.9% (11)	7.6% (181)
2016-17	12.2% (22)	8.6% (205)
2017-18	10.7% (22)	8.4% (207)
2018-19	12.1% (25)	7.6% (184)
2019-20	8.7% (16)	7.6% (184)
2020-21	9.8% (18)	7.4% (176)

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



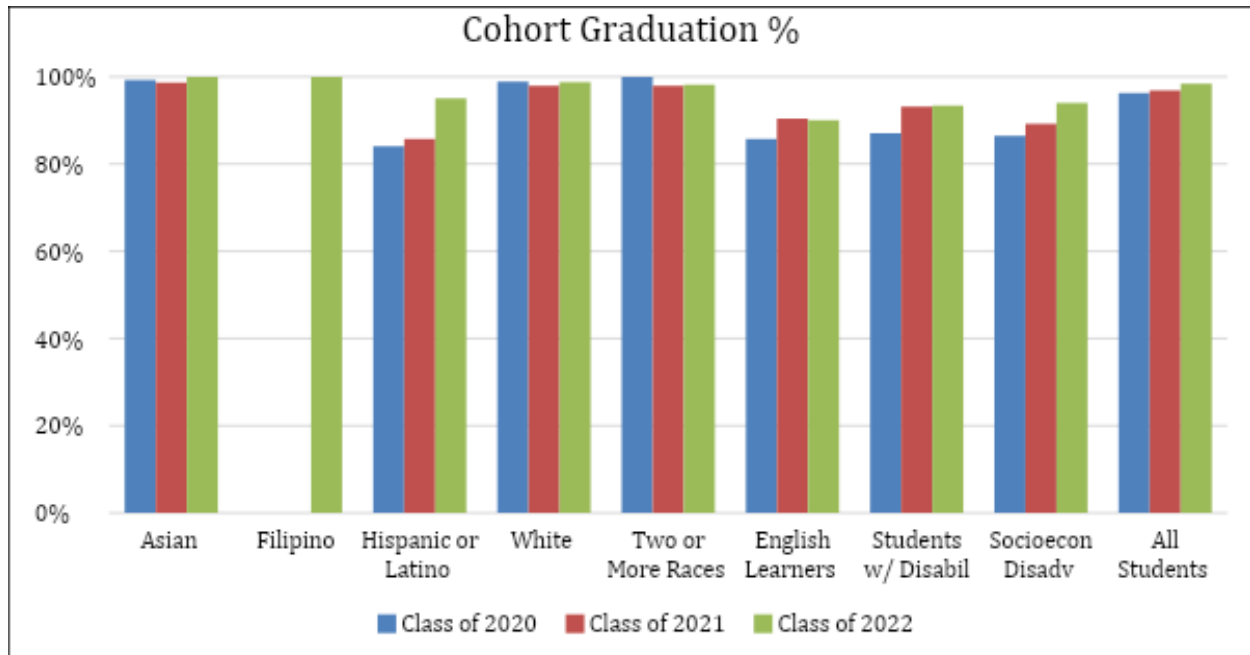
School Site Commentary: A positive note in the data above is the percentages of English Learner students in regards to progress. Our data shows that 57% of EL students either progressed on level or maintained their current level as compared to 55% of District EL students, and 51% of State EL students. Conversely, only 14% of HHS EL students decreased a level compared to 17% for district and 18% for the state. Looking at the graph showing EL Reclassification Percentage, it is noticeable that Homestead is trending up compared to district, county and state. Our WASC plans continue to focus on supporting these students.

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	
	% Graduated	# in Cohort	% Graduated	# in Cohort	% Graduated	# in Cohort
Asian	99.2%	262	98.6%	277	100.0%	264
Filipino	--	--	--	--	100.0%	15
Hispanic or Latino	84.0%	106	85.7%	63	95.0%	100
White	98.9%	175	97.9%	189	98.8%	169
Two or More Races	100.0%	38	97.9%	48	98.2%	55
English Learners	85.7%	63	90.4%	52	90.0%	40
Students w/ Disabil	87.0%	54	93.2%	59	93.4%	61
Socioecon Disadv	86.5%	148	89.2%	102	94.0%	133
All Students	96.2%	607	96.8%	595	98.4%	620



CA School Dashboard Graduation Indicator

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

School Site Commentary Homestead is proud to show significant increases in graduation rates for all categories of students so that now we have a total graduation rate of 98.4% with all groups showing a rate of over 90% as well. Significant improvements were shown for Hispanic/Latino and Socio-Economically Disadvantaged students. Our dashboard indicator lists all students in the “Very High” or “High” Categories with the exception of English Learners in the “Medium” category, only due to their rate falling from 90.4% to 90.0%.

College Readiness

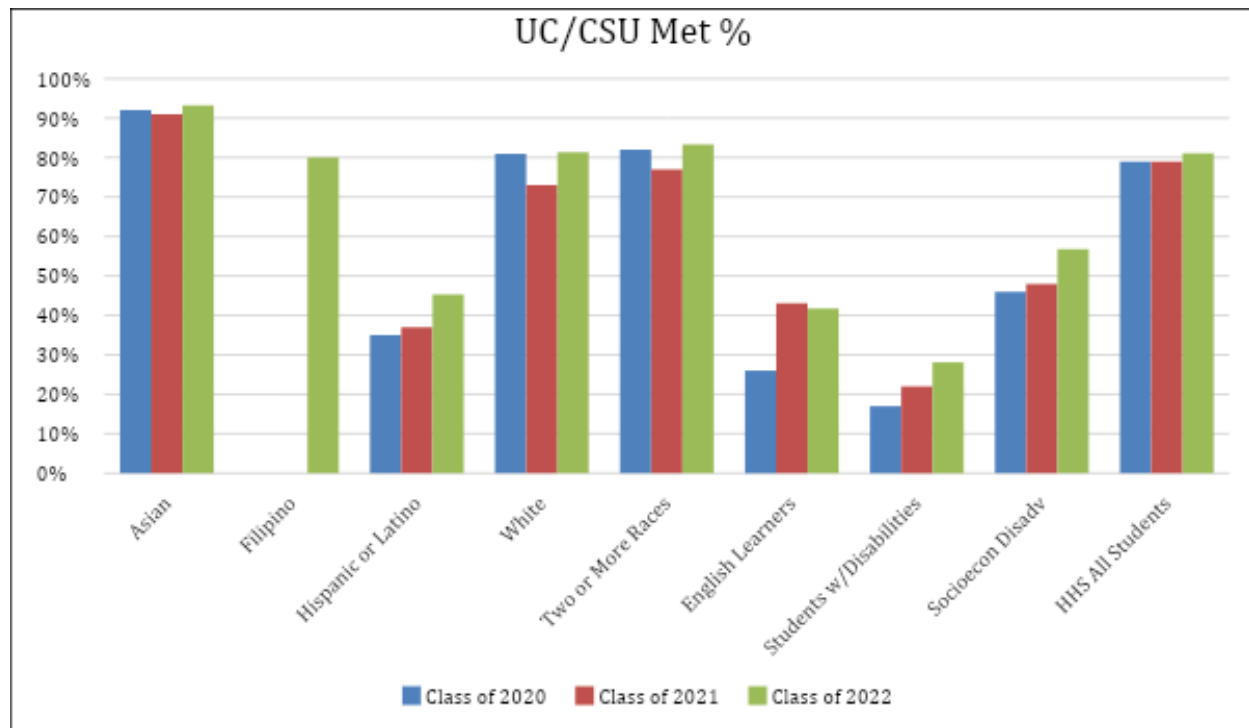
California School Dashboard: College and Career Readiness Indicator

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 7 content areas (a-g) with a “C” or higher to meet minimum UC/CSU eligibility requirements.

Student Group	Class of 2020		Class of 2021		Class of 2022	
	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met
Asian	262	92%	277	91%	264	93%
Filipino	--	--	--	--	15	80%
Hispanic or Latino	106	35%	63	37%	100	45%
White	175	81%	189	73%	169	81%
Two or More Races	38	82%	48	77%	55	83%
English Learners	63	26%	52	43%	40	42%
Students w/Disabilities	54	17%	59	22%	61	28%
Socioecon Disadv	148	46%	102	48%	133	57%
HHS All Students	607	79%	595	79%	620	81%



School Site Commentary: Increasing our students who are A-G eligible has been a goal on previous WASC reports, and the changes we implemented continue to pay off for our students. Our overall number of students rose from 79% eligible to 81%, which may sound small but when you

see that Socio-Economically Disadvantaged students rose 11% in two years, students with Disabilities increased 11%, EL students jumped 16%, and Hispanic/Latino students improved by 12% we believe that this shows a significant improvement and proof that our staff and students are working hard to succeed. While the increases are something to celebrate, we still remain concerned that the rates for Students with Disabilities, SED, EL, Hispanic/Latino students is still far behind the overall numbers for Asian, White, Filipino, and Two or More students.

STATUS UPDATE OF WASC ACTION PLAN

Goal 1: All students will be guaranteed an opportunity to learn through standards aligned curriculum, effective instructional practices, and analysis of assessments.

- Increase the % of students in significant subgroups scoring Standards Met and above on the CAASPP by 10%.
- English Learners: 24% English, 32% Math
- Hispanic students: 61% English, 36% Math
- Socioeconomically Disadvantaged students: 68% English, 46% Math
- Students with Disabilities: 42% English, 20% Math
- Increase the cohort graduation rate for significant subgroups:
- English Learners: 90%
- Hispanic students: 96%
- Socioeconomically Disadvantaged students: 95%
- Students with Disabilities to 95%

1. Equity task force will develop academic practices and interventions to support struggling students, esp. for students of color
2. Homestead will increase use of common assessments so that 100% of course-alike teams analyze the results of at least one common formative assessment per year
3. Develop a plan to use tutorial more consistently & effectively, especially for students who are not yet achieving the standards
4. Homestead will continue to develop Common Core curriculum, especially with a focus on developing and implementing interventions, as well as on vertical alignment
5. Homestead will continue to send inter-departmental teams to the Solution Tree PLC Conference, but focusing recruitment on departments (or course-alike teams) that do not yet have a 75% rate of attendance
6. Homestead will have teams attending the Solution Tree PLC Conference develop at least one practice from the conference to present to the school, their departments, or their course-alike teams for implementation
7. Identify which course-alike teams are not currently analyzing common assessments and provide support, training, and time
8. Form a team that investigates the strengths & weaknesses of the current tutorial system, to develop a plan for improvement
9. Add professional development regarding effective practices for improving outcomes for long-term English learners (LTEs)

Analysis of Progress: The goals we chose several years ago have proven to be rather difficult to track in that CAASPP testing was suspended and made voluntary during the pandemic, so last year

was the first true full year of testing results. We have not been able to meet or gain significant traction on the rates for students exceeding or meeting standards as shown by our indicators on the CA Dashboard. While we have improved, we have not risen to the levels that we had hoped despite working on a variety of strategies to attack these issues. In the past two years we have provided a review of Academic Language Production and Differentiation strategies for our staff to address their learning needs. As part of our Equity Task Force (ETF) goals, we've been working on the strategies we have gathered from Street Data: Next Generation Model for Equity, Pedagogy, and School Transformation written by Shane Safir and Jamila Dugan. "Street Data" shows schools and educators how to use more personal and "on the ground" data sources such as empathy interviews to really drill down as to why some of these numbers continue to stay low. Our ETF started with a two hour professional development workshop in August for the entire staff and are using our mandatory staff meetings to continue the training. This year is truly a learning year with the goal of implementing these strategies schoolwide next year.

We have also implemented some adjustments and changes to our tutorials after surveying students, staff, and parents regarding needs. What we found is that many students use tutorials to catch up, maintain, and complete work but that some students were looking for other avenues to pursue such as having time for mental wellness or even getting information regarding careers and colleges. We created posters that featured mental wellness activities that students could access through a QR code as well as have provided opportunities for guest speakers on those topics. We would like to increase the number and frequency of these opportunities so we are looking to find more resources for the second semester. For example, we are combining activities with our participation in the American Heart Association Challenge in the month of March by offering CPR and first aid classes as well as career speakers in emergency health fields during tutorial. As noted in our Action Plan, we are also committed to revitalizing and renewing our commitment to collaboration with the specific intent of increasing common formative assessments among course alike teams (CATs). We did send a group to a Solution Tree conference in the Fall and are currently recruiting for a second group for to attend the conference spring semester. We are focusing on sending course-like leads or department leads who can help their teams or departments in this area. A Professional Learning Community professional development session was also held during the August Staff Development days.

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.

Homestead High School WASC Goal	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.
Homestead High School Target <i>(as listed in the site 2021-22 school plan presented in February 2022)</i>	<p>Increase A-G eligibility for subgroups:</p> <ul style="list-style-type: none"> English Learners: 35% Hispanic Students: 50% Socio economically disadvantaged: 55% Students with Disabilities: 30% <p>Increase the cohort graduation rate for significant subgroups:</p> <ul style="list-style-type: none"> English Learner: 93% Hispanic Students 97% Socioeconomically Disadvantaged Students: 95% Students with Disabilities: 97% <p>Increase awareness of career options for all students, especially those who are not immediately college-bound.</p> <p>Increase awareness of options for Historically Black Colleges and Universities</p>

DATA PRESENTATION

Scholastic Achievement Test (SAT) Results

	HHS			FUHS			Nation		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Number of students tested	390	292	386	1,822	1,434	1,670	2,198,460	1,509,133	1,737,678
Math Average	691	716	696	697	724	712	523	528	521
Evidence-based Reading and Writing Average	654	669	657	657	675	667	528	533	529

School Site Commentary: Homestead was curious to see how the SAT and ACT results may change given that many colleges and universities are moving away from using this test as an entrance requirement. After a brief dip in the total number of students taking the test, the number has bounced back to what it previously was. Interestingly, scores during that dip increased but then went back to what they were the previous year. This result may be due to students taking the SAT test in 2021 may have been more confident in their ability to score well so took the chance to use this test to help boost their chance of getting accepted into their dream schools. We are pleased to see that students maintained a high level of success on these tests, which does reflect back to the overall quality of our instructional program. Our staff does not teach to this or any test, but we do know what students need to be successful and they are once again demonstrating this fact with these results.

Advanced Placement (AP) Results

AP Tests	2019-20	2020-21	2021-22
# of AP Test Takers	822	923	920
Total # of Exams Taken	1,725	2,112	2,154
% of Scores 3 or Greater	91%	86%	87%

*Many students take exams in more than one subject. The average at this school for the 2021-22 school year was 2.34 exams per student. Data from The College Board AP Reports.

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

	Asian		Filipino		Hispanic		White		Two or More Races	
Subject area	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area
English	49	70.0%		0.0%	3	4.3%	13	18.6%	5	7.1%
Math	342	63.7%	9	1.7%	24	4.5%	112	20.9%	46	8.6%
Other	112	66.7%	3	1.8%	9	5.4%	28	16.7%	14	8.3%
Science	386	61.0%	12	1.9%	36	5.7%	134	21.2%	60	9.5%
Social Science	277	67.7%	4	1.0%	16	3.9%	73	17.8%	37	9.0%
World Lang	85	63.4%	1	0.7%	16	11.9%	18	13.4%	13	9.7%
Grand Total	1251	64.1%	29	1.5%	104	5.3%	378	19.4%	175	9.0%

	SpEd		LEP		SED		Total # Stu
Subject area	# Stu	% of area	# Stu	% of area	# Stu	% of area	
English		0.0%	1	1.4%	4	5.7%	70
Math	5	0.9%	7	1.3%	22	4.1%	537
Other		0.0%	3	1.8%	8	4.8%	168
Science	2	0.3%	9	1.4%	38	6.0%	633
Social Science	2	0.5%	3	0.7%	21	5.1%	409
World Lang	2	1.5%	9	6.7%	10	7.5%	134
Grand Total	11	0.6%	32	1.6%	103	5.3%	1951

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

Subject Area	Asian		Hispanic		White		Multiple		Total # Stu
	#	%	#	%	#	%	#	%	
English	55	77.46%	1	1.41%	10	14.08%	4	5.63%	71
Math	377	62.52%	34	5.64%	127	21.06%	48	7.96%	603
Other	115	80.42%	4	2.80%	15	10.49%	8	5.59%	143
Science	423	62.48%	36	5.32%	146	21.57%	53	7.83%	677
Social Science	271	63.62%	25	5.87%	85	19.95%	32	7.51%	426
World Lang	77	62.10%	16	12.90%	16	12.90%	12	9.68%	124
Grand Total	1318	64.48%	116	5.68%	399	19.52%	157	7.68%	2044

Subject Area	SpEd		LEP		SED	
	#	%	#	%	#	%
English	2	2.82%		0.00%	4	5.63%
Math	7	1.16%	1	0.17%	39	6.47%
Other	1	0.70%	3	2.10%	7	4.90%
Science	6	0.89%	5	0.74%	48	7.09%
Social Science	1	0.23%		0.00%	28	6.57%
World Lang	2	1.61%	4	3.23%	14	11.29%
Grand Total	19	0.93%	13	0.64%	140	6.85%

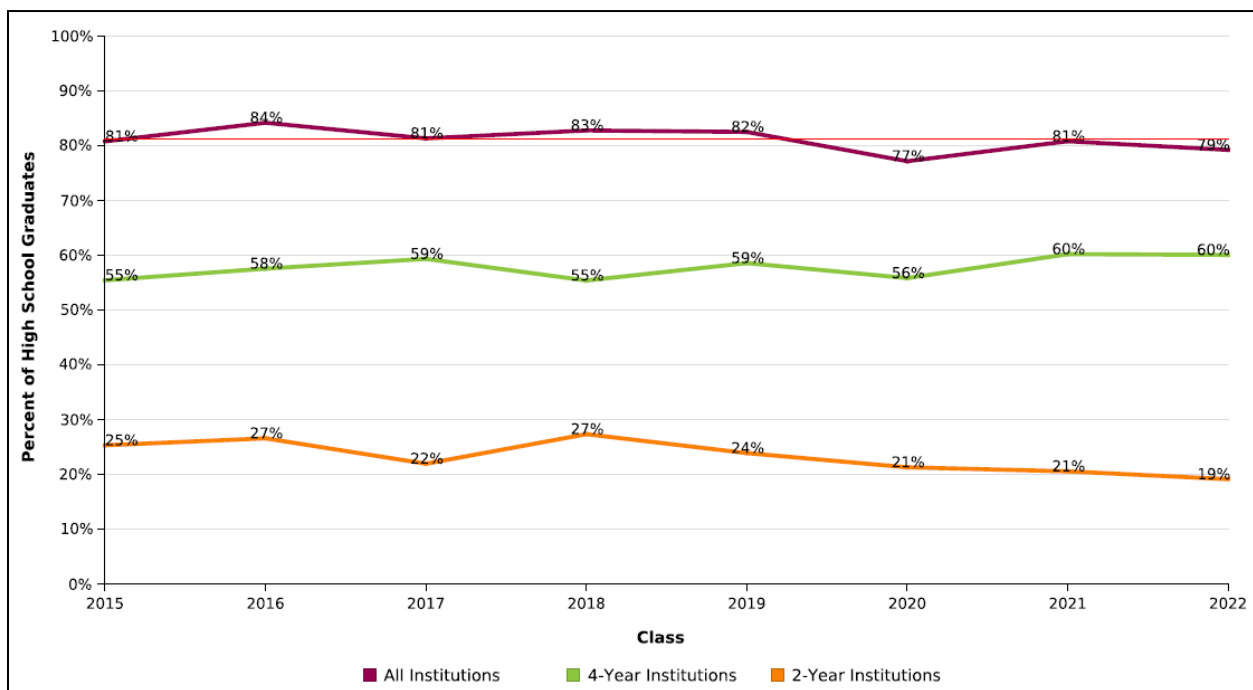
School Site Commentary: Homestead has seen a significant increase in the number of students taking tests and the number of tests taken in the last two years (20-21 and 21-22) with slight ups and downs between subjects. This increase in students and tests has happened despite small decreases in enrollment during those years and may be attributed to students and families feeling the need to distinguish themselves in the college application process with the decrease in importance of the SAT and ACT tests. All of our teachers can take pride in these numbers because of the communication and collaboration that happens across and between course-like teams so that students are prepared and encouraged to challenge themselves in these courses. There is also merit in an increase of students taking the tests yet no significant decline in achievement, so while more students are trying their hand at an advanced placement class, we are not seeing students performing below expectations. We are still concerned that students from our significant subgroups are not enrolling in AP courses and continue to prepare, recruit and support those students who feel ready for the challenge.

Post-secondary enrollment persistence, graduation

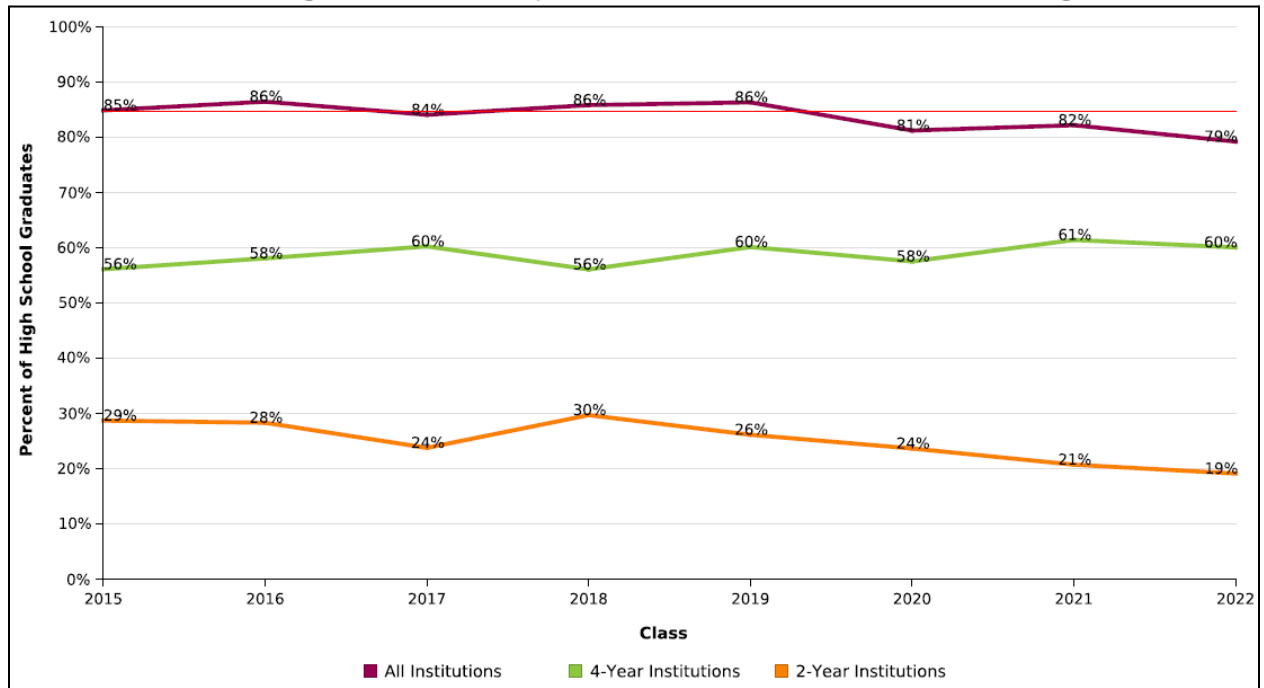
Post-secondary program data is made available to us through a number of different sources, including the National Student Clearinghouse (NSC). For this resource, our graduate data is matched against enrollment records of participating post-secondary institutions. Participation in this service is by subscription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

Post-secondary Enrollment and Graduation by Cohort

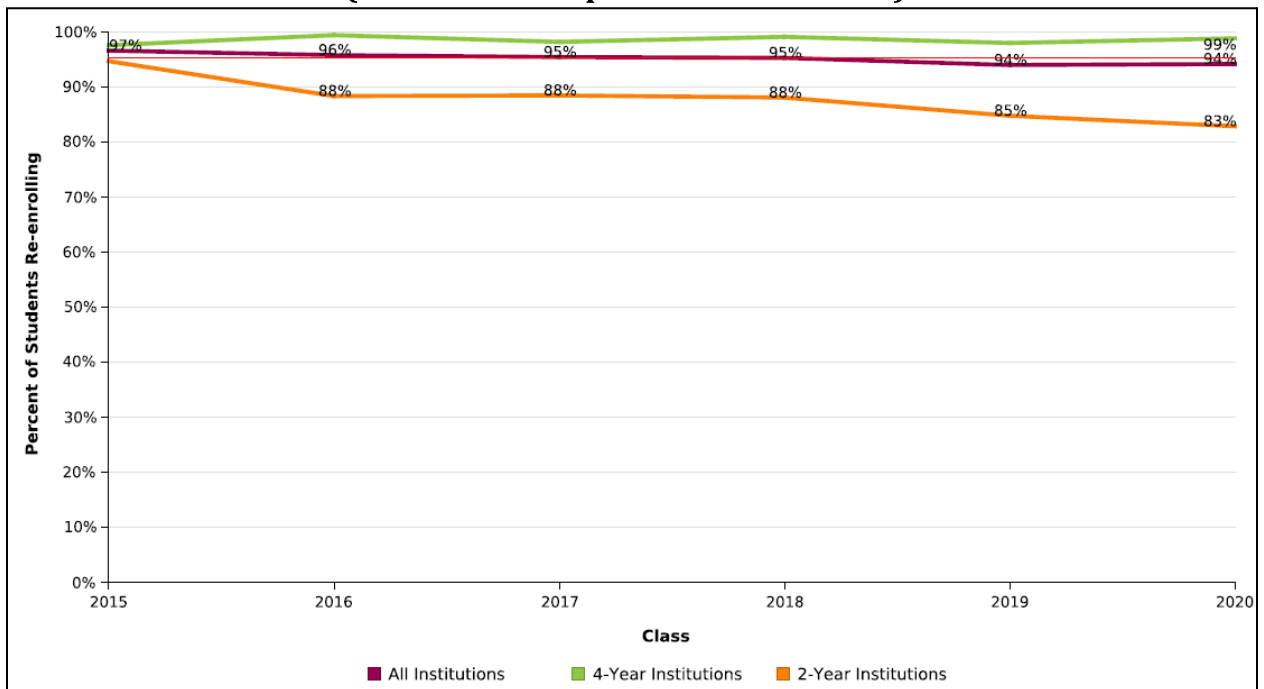
Students Entering Post-Secondary Institutions Immediately after High School



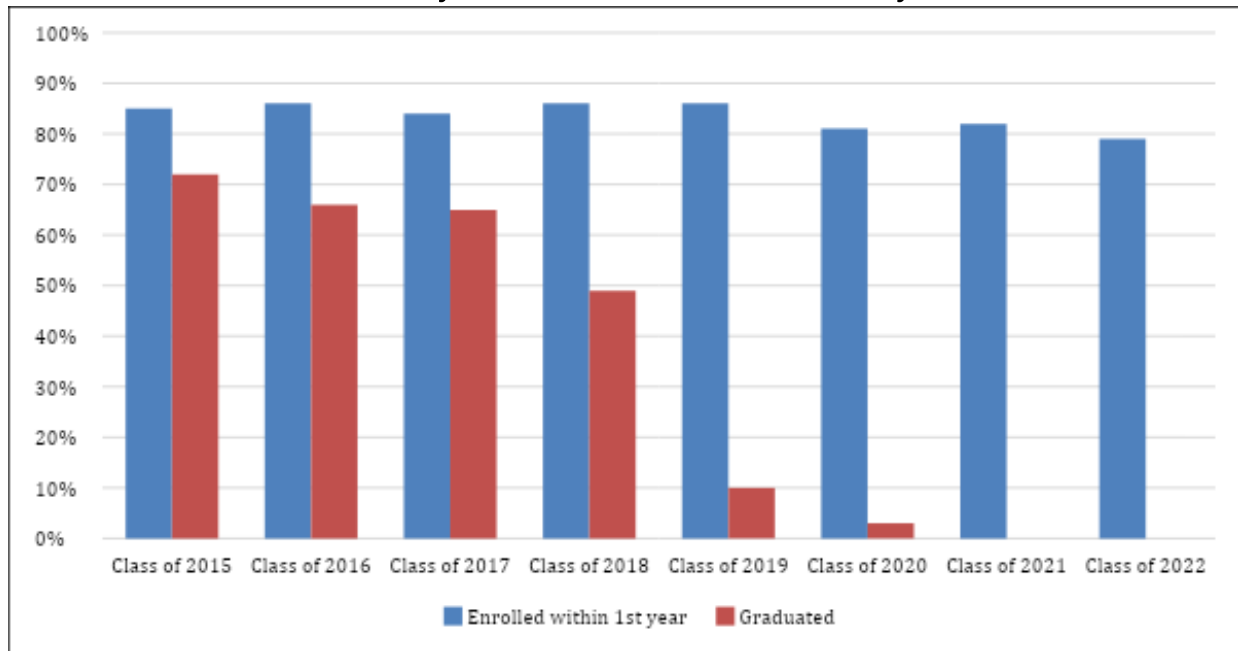
Students Entering Post-Secondary Institutions within 1 Year after High School



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



Post-secondary Enrollment and Graduation by Cohort



	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Enrolled within 1st year	85%	86%	84%	86%	86%	81%	82%	79%
Graduated	72%	66%	65%	49%	10%	3%	--	--

School Site Commentary: Homestead students continue to attend higher institutions of learning after graduating from our school and continuing on to graduate from that higher institute. The last three years have shown a slight decline in students attending a 2 or 4 year college than in previous years, which may have something to do with the increased popularity of gap years. What is clear, however, is that our students persist through college at high levels as shown in the 94% persistence rate from year one to year two. This does support our results and efforts in increasing students with A to G eligibility as well as speaking to the work being done in our course-like teams to provide a guaranteed and viable education. The numbers in terms of students graduating is a bit harder to trace as the black and white data above shows a decrease in students graduating from college within six years of their high school graduation. The cohorts are tracked over the course of six years from graduation so we can compare 2015 to 2016, which shows a slight decrease. The cohorts of 2017 and beyond are still within their six years of tracking and we do not have complete data. We also do not know the full effect of COVID-19 on these students who may have struggled in online college courses, dropped out to support families, or stopped attending due to health and safety concerns.

STATUS UPDATE OF WASC ACTION PLAN

Goal 2: All students will be prepared for post-high school success.	
2024-2025 Growth Targets	<p>Increase A-G eligibility for subgroups:</p> <ul style="list-style-type: none"> ● English Learners: 28% ● Hispanic Students: 46% ● Socioeconomically disadvantaged: 53% ● Students with Disabilities: 24% <p>Increase the cohort graduation rate for significant subgroups:</p> <ul style="list-style-type: none"> ● English Learners: 90% ● Hispanic students: 96% ● Socioeconomically Disadvantaged students: 95% ● Students with Disabilities to 95% <p>Increase awareness of career options for all students, especially those who are not immediately college-bound</p> <p>Increase awareness of options for Historically Black Colleges and Universities</p>

1. Increase awareness of A-G requirements, especially for English Language Learners
2. Increase support for struggling students, with increased focus on ninth graders, particularly those in our target subgroups through increasing support for programs such as Latino Mentors and Guidance Tutorial
3. Increase the number of vocational related guest speakers and programs through the College and Career Center

Analysis of Progress: As noted above, Homestead students are prepared for college, attend college, and maintain persistence until graduation. In previous WASC reports, we have focused on increasing awareness of A to G requirements but do feel that this information should be emphasized more among our significant subgroups. We continue to do this through information delivered in classes, in school counseling presentations, and at parent education meetings. It is our hope that this continued emphasis will pay off in both the types of classes that students take as well as an increase in college attendance and persistence. We do understand and realize that some students would prefer another path after high school, so we do not expect nor want a 100% college attendance rate after Homestead, so we have begun to provide opportunities, information, and presentations that would help students make the best choice for their future. With the support of a staff member and her husband, we have placed two cohorts of students into welding programs with a non-profit MakerNexus and have plans to continue this program. We have also done this through increasing the variety of types of colleges (both 2 year and 4 year) as well as vocational and

technical training schools and work options. One significant addition to our program has been the implementation of the Guided Studies program. Modeled after the program at Cupertino High School, we have hired a full time Intervention Specialist and we place students during their open periods into a Guided Study course to make up work, get additional instruction and support from the specialist. Students do not earn credit for this program but are provided support to pass their academic courses and remain eligible towards graduation. We are still collecting data on the effectiveness of the program but feel that it was an important piece of support in the many intervention programs we offer including tutorials, mandatory tutorial, Academic Foundations, AVID, and our Student Support meetings that help students in the 504 and IEP process.

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

Homestead High School WASC Goal	Every student will feel safe, cared about, and is academically and socially engaged in school.
Homestead High School Target <i>(as listed in the site 2021-22 school plan presented in February 2022)</i>	<ul style="list-style-type: none"> • Homestead will review discipline data and explore the use of select alternative disciplinary practices, in order to stabilize and reduce the suspension rate, especially for Latinx students, to more closely resemble enrollment percentages • Develop and implement an annual student survey that will generate data about student stress, connectedness, and antiracism • Implement and expand Advisories, especially, to cover topics such as Antiracism, Mental Health, Sexual Harassment as well as to provide opportunities for community building and social connections

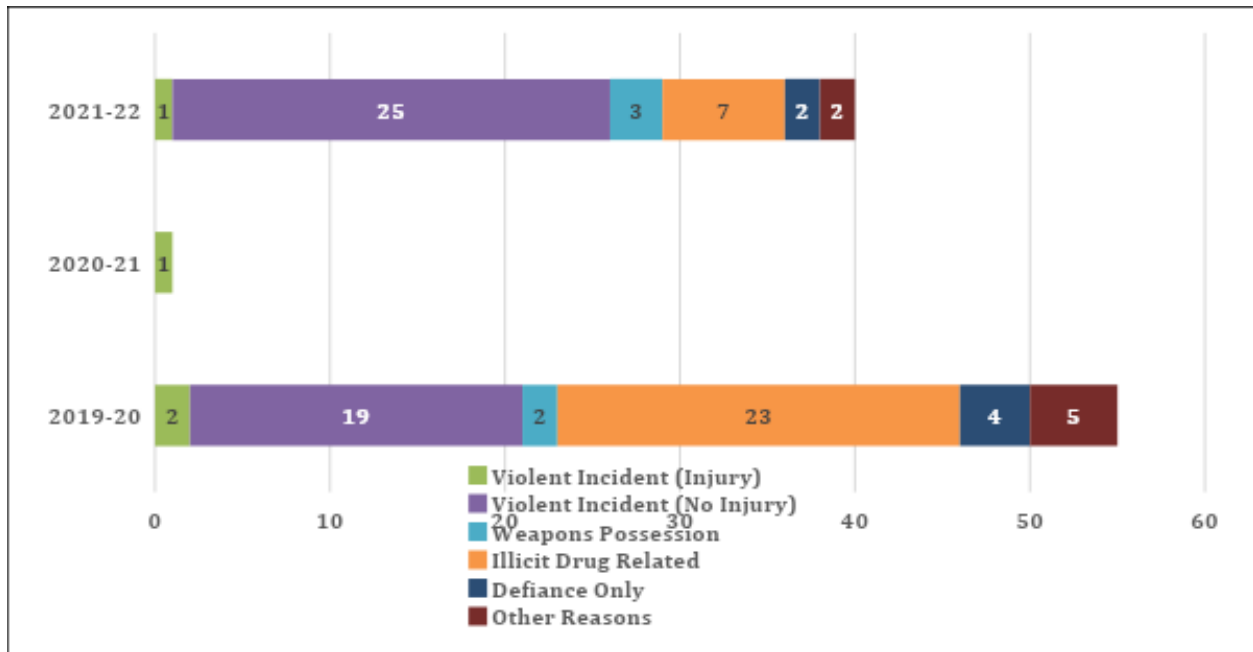
DATA PRESENTATION

Discipline and Absenteeism

Expulsions (multiple years)

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2019-20	2,473	0	0	0	0.05%
2020-21	2,405	0	0	0	0.00%
2021-22	2,389	1	1	0	0.09%

Suspensions by Category Over 3 Years



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

Student Groups	2019-20			2020-21			2021-22		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
African American	0	0%	20	0	0%	20	2	9.1%	20
Asian	5	0.5%	1,068	1	0.1%	1,033	1	0.1%	986
Filipino	1	2.0%	50	0	0%	42	0	0.0%	44
Hispanic/Latino	21	5.6%	378	0	0.0%	378	12	2.7%	445
White	14	2.0%	697	0	0%	656	8	1.3%	604
Two or More Races	3	1.5%	201	0	0%	204	1	0.5%	208
All Students	44	1.8%	2,473	1	0%	2,405	26	1.1%	2,389

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

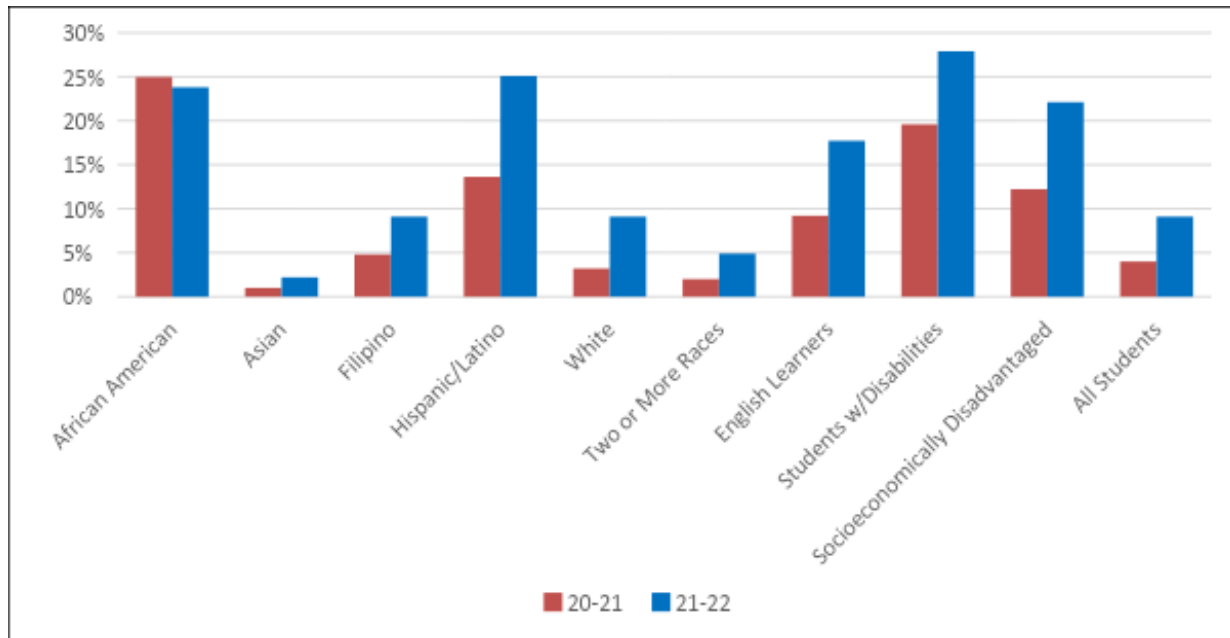
Chronic Absenteeism

The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar.

Due to COVID-related closures for SY 2019-20 the California Department of Education deemed the chronic absenteeism data unreliable and didn't report the associated percentages for subgroup absenteeism.

Chronically Absent Students: Two Years (by student group)

Group	20-21		21-22	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	20	25.0%	21	23.8%
Asian	1,027	1.0%	978	2.2%
Filipino	42	4.8%	44	9.1%
Hispanic/Latino	374	13.6%	439	25.1%
White	653	3.2%	602	9.1%
Two or More Races	201	2.0%	204	4.9%
English Learners	185	9.2%	220	17.7%
Students w/Disabilities	199	19.6%	208	27.9%
Socioeconomically Disadvantaged	343	12.2%	416	22.1%
All Students	2,389	4.0%	2,368	9.1%



School Site Commentary: Over the past 10 years, the Homestead administration has been working to reduce the number of suspensions because we believe that suspension should only be used as a last resort or in cases of safety. Our team has been very successful in reducing the number of suspensions through restorative practices, using alternatives to suspension, and in providing a visible presence on campus while maintaining positive interactions with students. We are not simply reducing the number of suspensions by ignoring violations that would have previously resulted in a suspension but are carefully building relationships with students and families, working to make sure that the consequences provide a path towards a change in behavior, and minimizing loss of school time. These practices and their implementation do take a lot of time and effort, more so than simply suspending, but we feel that this investment in relationships is important and worthwhile.

The closing of our school accounts for the small number of suspensions in 20-21, and the fear was that this closure would bring in a group of students unfamiliar with how to behave on a high school campus. While students did show some immaturity at first, we believe that the lower number of suspensions in 21-22 when compared to 19-20 show that our attempts are changing behavior and seeking alternatives to suspension has been fruitful. The lowering of suspension numbers may also be playing a part in the very low numbers of expulsions as we feel we are making connections and helping students change. We are still keeping an eye on our struggling students who tend to be overrepresented in the suspension numbers.

The pandemic also created a disruption to the Chronic Attendance Initiative in that we were encouraging students to stay home if they felt sick so it would have been confusing to also strictly enforce the absentee rules. During the pandemic, we were able to use more staff to track, call, and encourage students to attend school so our attendance rates remained excellent; however, when we returned to in person school we were hit with both the need to keep sick students home and students who hesitated coming back to school. This year (22-23) we have gone back to implementing and following the Chronic Absenteeism Initiative procedures to reduce absenteeism and encourage positive engagement with school. Overall, we have seen very strong attendance

rates but we are noticing that our students who struggle in school (English Learner, Hispanic/Latino, Students with Disabilities, and Socio-Economically Disadvantaged students) continue to have higher rates of absenteeism, so we are focusing on these students through the CAI but also through programs mentioned in the previous goals.

STATUS UPDATE OF WASC ACTION PLAN

Goal 3: All students will experience a safer, more engaging, and more supportive learning environment.

- *Homestead will increase the use of select alternative disciplinary practices, in order to stabilize and reduce the suspension rate.*
- *Homestead will decrease the overall number of students identified as chronically absent.*
- *Develop and implement an annual student survey that will generate data about student stress and connectedness.*

1. Administrators will evaluate the alternative disciplinary practices currently in use and determine a course of action related to expansion
2. PD teams will increase training for staff in alternative disciplinary practices
3. Administration will implement chronic absenteeism attendance protocol
4. Collect feedback from the equity task for student focus groups regarding current barriers in safety, engagement and support
5. Homestead will implement personalization activities to improve the student and teacher connection
6. Homestead will implement a structured tutorial system for struggling students through sustaining the Guidance Tutorial
7. Homestead will restart the Latino Mentor program to support these students both academically and socially
8. Homestead will form a team to assess the previous survey questions related to connectedness and stress, in order to create a new one that better addresses the data that would better guide decisions and plans related to these topics

Analysis of Progress: Every year, the Homestead Administration reviews discipline numbers and reviews trends or spikes in behavior in order to better understand why students may be engaging in these behaviors and how to best resolve the issues so that ultimately students will change their behavior. Last year, the Homestead Deans went to every department to reintroduce the concepts of restorative practices and alternatives to suspension. This has also been helpful for our administrative team as this year, we started with one administrative team and transitioned into a second team of administrators that are new to the campus or to administration. We review discipline cases in our weekly admin meetings and find time to collaborate on bigger discipline incidents to calibrate our practices and ensure that students are treated equitably. As noted above,

the district suspended strict enforcement of the Chronic Absentee Initiative in the previous years due to COVID but we have recommitted to the program and are back to following the protocols. Staff were frustrated with attendance when we returned and are happy to see the program back in action.

As noted in Goal 1, our Equity Task Force is providing professional development in Street Data which we hope will bring us answers as to why our struggling students are overrepresented in all the data above from each of the goal sections because Street Data is a practice where we start with the marginalized students and drill down in regard to their experiences and perceptions to give us reasons behind the numbers. We have also restarted our Guidance Tutorial program (now called Mandatory Tutorial) that serves all students but focuses on our struggling 9th grade students. In this program, students who are struggling in English, Algebra, and Biology are invited to attend and are provided materials, make-up work, and parent or student tutors to help them catch up. We also started the Guided Studies program as described in Goal #2 to provide one more level of intervention between programs like tutorial and actual intervention classes. We have struggled to get the Latino Mentor Program up and running again as we had many of our leaders graduate last year, but the program does tend to run through cycles so we are hoping to keep the program alive and get it really going again in 23-24.

For the second year in a row, we ran a survey through our Equity Task Force to review both the subjects covered in advisory as well as overall perceptions as to how these lessons are taking hold at Homestead. We believe that this survey in conjunction with information learned from our Street Data collections will provide us more detailed and personal information than we have collected in the past in order to address inequities. We have also used data from the two annual surveys around the district Antiracism work administered by the Advocates for Change. These surveys have been helpful in creating meaningful and student derived topics for our monthly advisory lessons. Although the data above only focuses on discipline, we are also building a safer and more nurturing campus through the efforts of our site and district mental health teams by providing not only the resources for mental wellness activities during tutorial but also topics for advisory, clubs for students, appreciation gifts to staff, and resources for families to work towards improved mental wellness.

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.

Homestead High School WASC Goal	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.
Homestead High School Target <i>(as listed in the site 2021-22 school plan presented in February 2022)</i>	<p>Increase parent participation opportunities beyond School Site Council, PTSA, Los Padres, BTSN and POP events.</p> <p>Partner with PTSA on Parent Involvement opportunities and Parent Education.</p> <p>Increase opportunities for students to add their voice to decisions, policies, and goals through survey and formal committees</p>

DATA PRESENTATION

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

School Site Commentary: Homestead values its relationships with parents, students, and community members so we pursue numerous opportunities to gather information and feedback at various times in the year. We have strong relationships with our parent organizations such as the HHS PTSA, the Foundation, The HHS School Site Council, Booster groups, and parent organizations such as D-LAC (District Language Advisory Committee) and Los Padres. Our PTSA has been instrumental in providing financial support for programs and professional development opportunities that they deem important for the improvement of our educational environment. The Principal is an active member of the board and attends all the monthly board meetings and general assembly meetings or PTSA sponsored events. Previous examples of their support has been providing funding for Antiracism/Anti-bias training in last year's August staff development days or supporting various professional development opportunities such as Solution Tree and instructional strategy conferences. They also provide parent education opportunities on topics such as drug and alcohol use, safe driving, college application preparedness, career fair, and mental wellness.

Our School Site Council has been instrumental in supporting programs for our significant sub groups by helping recruit guest speakers and presentations for tutorial as well as creating a new event for first semester called Winter Study Land where we invited students to the library for an evening study session that was mixed with some social activities such as a Club and Grub event and free food and study resources to encourage active studying for finals. We are planning on two more Study Land events to happen in the late Spring. We have sent out surveys at various times over the past several years to gather information to help us make decisions such as when we sent out

surveys to parents, students, and staff when looking to revise our tutorial program. The principal provides an ongoing survey to parents and students where they are encouraged to send in questions, concerns, suggestions, ideas, and shout outs/recommendations that are then featured in the principal's weekly video messages.

Goal 4: All 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.

2025 Growth	<ul style="list-style-type: none"> ● Track and increase parent participation in School Site Council, PTSA, and POP events. ● Measure and increase involvement of Latino students and parents at POP and BTSN.
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1. Homestead will host annual parent orientation programs – Latino Parent Orientation Program (LPOP), and EL Meet and Greet
2. Expand translation of mailed documents to increase community awareness of events and opportunities to provide feedback
3. Continue to expand information events about HHS programs directly in the community to increase access to school programs
4. 100% of students will be given an opportunity to have technology access at home through support from the school

Analysis of Progress: Our parent orientation programs continue to be a vibrant and important component of our high school experience. Even with limitations on large in person events we have still provided online opportunities for our Parent Orientation Program (POP -- which was an idea brought forth by our parent groups), LPOP, and EL Meet and Greet programs. Our PTSA, with help from the administration and staff, have created parent meet and greet opportunities, hosting one last school year and two this year (one that happened in the first semester and one that is scheduled for second semester in conjunction with planning a 60th anniversary event).

The PTSA has proudly doubled their membership and have pushed to over 300 members for the first time in the past ten years. Diversity is an important aspect of our Homestead community so we have increased every effort to provide translated documents in both Spanish and Chinese. All auto-dialer announcements go out in three languages (English, Chinese, and Spanish) as well as any letter or general announcement. Some of our newer buildings are equipped with assisted listening devices which can be used to help translate presentations in live time. We have three staff members who receive stipends to perform translations, two for Spanish and one for Chinese. We have also been looking into the possibility of providing a fourth stipend to keep up with the increased demand and commitment. We have also placed a high value on hiring staff who can speak other languages so that now our front office includes bilingual Spanish speakers in the senior clerical/reception, attendance clerk, registrar, and Dean positions. We also have a dean who is bilingual in Vietnamese and an AP secretary that is bilingual in Chinese. Our staff is also willing to step in when needed so we have been able to translate for French, Hindi, Portuguese, Korean,

Japanese, and Arabic as needed. Our PTSA has also made it a goal to increase the diversity of membership and have been recruiting parents across our community to get involved.

Finally, we are in the second year of our Bring Your Own Device (BYOD) program where students must have an appropriate laptop device for daily use at school by either bringing their own device or borrowing a ChromeBook from our Tech Department. Students may also borrow a device from the library should their own device run out of charge. This allows students to access many of the tools that were developed during the pandemic such as Schoology, Padlet, Quizlet, Desmos, Destiny Math, or electronic versions of textbooks at school and at home. Our PTSA was a valuable partner in this venture as they have augmented our purchasing of ChromeBooks and other forms of technology to support staff and students.