



**FREMONT HIGH SCHOOL**

**2018-2019 SCHOOL PLAN**

**Mid-Year Update**

# Fremont High School

1279 Sunnyvale-Saratoga 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." FHS has a modified block schedule with each class meeting three times per week: twice for a longer block and once for a shorter 45-minute block. There is a Flex period three times per week where students can pre-designate their location to access teachers for support or enrichment activities.

## 2018-2019 School Profile

### Bryan Emmert, Principal Assistant Principals

Jeff Rosado (A-G)  
Sydney Fernandez (H-O)  
Susan Rocha (P-Z)

### Deans of Students

George Bechara (A-L)  
Chris Moore (M-Z)

### Guidance Counselors

Sandy Woosley/Sherry Fazzio (A-D)  
Vanessa Goulart (E-LI)  
Ana Franco (Lm-Ra)  
Dan Amezcuita (Rb-Z)

### College/Career Advisor

To be hired

### Registrar

Laine Sazon

### Class of 2019 by the Numbers

**492**

students

**3**

National Merit  
Semi-finalists

**23**

National Merit  
Commended

### GPA Distribution for Class of 2019

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	10 (2%)
3.5 – 3.99	143 (29.1%)
3.0 – 3.49	106 (21.5%)
2.5 – 2.99	106 (21.5%)
2.0 – 2.49	58 (11.8%)
< 2.0	69 (14%)

Data as of 08/30/2018

### 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.

Unique features of FHS include the following:

- An AVID program that serves eight 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 with five or more performances each year; and art classes in Ceramics and 3D-Design;
- An athletic program with 17 sports teams, a cheer team, and a dance team;
- Over 50 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.

### FHS by the Numbers

**102**  
teachers

**2,075**  
students  
grades 9-12

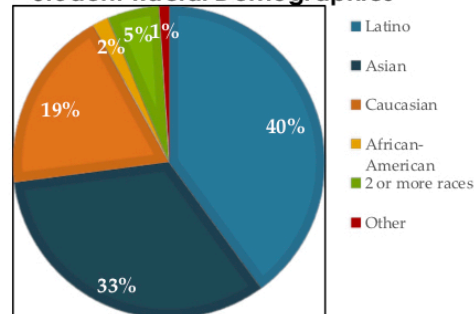
**523:1**  
student to  
counselor  
ratio

**59**  
students in full-  
time off-site  
programs

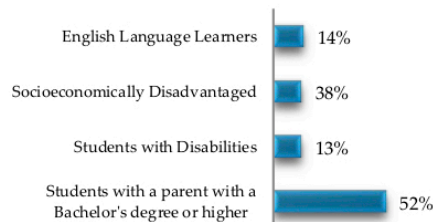
**71%**  
of Class of  
2018 took at  
least one AP  
course

**32.5**  
average  
class size

### 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)	
<b>Total Credits</b>	<b>220</b>

**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 FHS****English**

American Lit Honors  
AP English Language & Composition  
AP English Literature

**Mathematics**

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

**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

**World Languages**

Honors 4 and AP Chinese, French, Japanese, Spanish

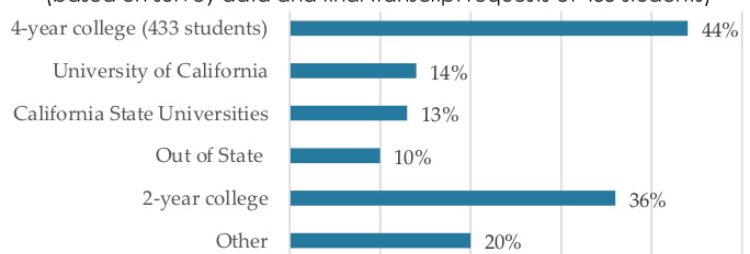
Accredited by  
Western Association of Schools and Colleges

**Spring 2018 Assessment Snapshot**

<b>SAT</b>	<b>ACT</b> (from 2017)	<b>CAASPP/Smarter Balanced</b>
215 students	172 students	34% (ELA)/30% (Math) EAP College-Ready
584(R) / 622(M)	28 (R) / 31 (M) / 29 (S)	61% ELA/48% (Math)% Standard Met or Exceeded
1206 mean composite	28 mean composite	
<b>Advanced Placement</b>		
411 students took 897 exams		
80.5% scores of 3 or higher		
28.4% scores of 5		

**Class of 2018 Postsecondary Destinations**

(based on survey data and final transcript requests of 433 students)



**Recent FHS Graduates (Classes 2015 – 2017)  
have matriculated at the following postsecondary  
institutions:**

Arizona State University	CSU-Bakersfield
American University	CSU-Channel Islands
Azusa Pacific	CSU-Chico
Boise State University	CSU-East Bay
Boston University	CSU-Fullerton
Brown University	CSU-Humboldt
BYU	CSU-Long Beach
California Institute of Technology	CSU-Monterey Bay
Chapman University	CSU-Northridge
Columbia University	CSU-Sacramento
Cornell University	CSU-San Diego
Dartmouth College	CSU-San Francisco
George Mason University	CSU-San Marcos
Georgetown University	CSU-San Jose
Georgia Tech	CSU-Stanislaus
Howard University	CSU-Sonoma
Iowa State University	All of the schools of the UC system
Lewis and Clark College	University of Illinois at Urbana-Champaign
Marquette University	University of Michigan
Massachusetts Institute of Technology	University of Notre Dame
Michigan State University	University of Oregon
New York University	University of Washington
Oregon State University	University of San Diego
Penn State	University of Southern California
Pepperdine University	University of the Pacific
Princeton University	Cabrillo College
Purdue University	Chabot College
Rochester Institute of Tech	De Anza College
Rutgers University	Evergreen Valley College
Saint Mary's College	Foothill College
Santa Clara University	Menlo College
Stanford University	Mission College
Tuskegee University	San Jose City College
Wake Forest	Skyline College
Yale University	West Valley College

## School Site Participation in District Initiatives, 2018-19

The FUHSD Teaching and Learning team offers district-wide professional development opportunities to support and augment the curricular, pedagogical, and leadership efforts at the school sites. These opportunities are in addition to an Academic Language Production workshop provided to all certificated and classified staff who support our instructional programs. Each site also supports professional learning through an array of staff development meetings and externally-provided workshops.

Title	Description	Site Participation
Biology Instructional Sequence (Two sessions: 08/13/2018 and 08/14/2018. Topics for both sessions are listed.)	Biology teachers will engage in a backwards-designed NGSS instructional sequence that pulls together the pedagogical content knowledge that teachers may have learned about in the past but in separate PD events. The instructional sequence will be designed such that students would be able to demonstrate successful performance on one of the assessments that currently exists in the Biology Assessment Portfolio, which is a collection of NGSS assessments that have been designed by and vetted by FUHSD Biology teachers. Teachers will have the opportunity to collectively reflect on each of the lessons we engage in with the lens of implementing a similar lesson or strategy in their classrooms.	5
Chemistry – ESS Content and SEP (Two sessions: 09/24/2018 and 11/05/2018. Outcomes for both sessions are listed.)	Two primary outcomes: <ul style="list-style-type: none"> <li>• We will increase our Earth/Space Science content knowledge of the Earth’s interior layers and plates.</li> <li>• We will deepen our understanding of what a scientific model is and learn at least one way to incorporate SEP #2 (developing and using models) into our classrooms.</li> </ul>	5
Physics – ESS Content and SEP (Two sessions: 09/17/2018 and 11/16/2018. Outcomes for both sessions are listed.)	Two primary outcomes: <ul style="list-style-type: none"> <li>• We will increase our Earth/Space Science content knowledge of the Sun and its radiation.</li> <li>• We will deepen our understanding of what a scientific model is and learn at least one way to incorporate SEP #2 (developing and using models) into our classrooms.</li> </ul>	3
Listening and Speaking in English (10/08/018 and 02/04/2019. Topics for both sessions are listed.)	By the end of this event, participants will have: <ul style="list-style-type: none"> <li>• Deepened their understanding of the listening and speaking skills called for by the Common Core State Standards and the Partnership for 21<sup>st</sup> Century Learning.</li> <li>• Broadened their repertoire of instructional moves that teach students, explicitly, how to listen and speak in both informal and formal settings.</li> <li>• Broadened their repertoire of assessment strategies that can be used to measure and provide feedback to students on their ability to listen and speak in both informal and formal settings.</li> <li>• Worked to apply their learning from this event to upcoming lessons and assessments.</li> </ul>	9
Professional Development for Sheltered Teachers (One session: 10/22/2018. All topics listed.)	By the end of the day, teachers will have... <ul style="list-style-type: none"> <li>• An increased understanding of what “sheltered” instruction entails.</li> <li>• An understanding of two high leverage principles that guide sheltered instruction for ELs.</li> <li>• Experience with “shelterizing” a lesson to better support the learning of ELs in your class.</li> </ul>	16

Fremont High School

Title	Description	Site Participation
English Research (Two sessions: 10/01/2018 and 04/01/2019. Topics for both sessions are listed.)	<p>By the end of the fall session, participants will have:</p> <ul style="list-style-type: none"> <li>• Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research.</li> <li>• Deepened our knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices.</li> <li>• Worked in our PLCs/CATs to apply today's learning to an upcoming research task.</li> </ul> <p>By the end of the spring session, participants will have:</p> <ul style="list-style-type: none"> <li>• Presented the story of the modified research assignment the team developed to the other teams in attendance. In addition, this will also be an opportunity for teams to share any tools/scaffolds/supports they created that supported student learning during the research process as well as any examples of student work that came from the new assignment.</li> <li>• Had the opportunity to listen to the presentations given by other teams and learn from their experiences.</li> </ul>	3
Algebra 1 (Three sessions: 09/17/2018: Expectations – Leveraging Instructional Materials; 01/28/2019: Look Back and Ahead; 04/29/2019: Instructional Materials and Emerging Needs. Topics of first two sessions are listed.)	<p><b>Expectations – Leveraging Instructional Materials</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the purposes and components of a FUHSD math expectation portfolio and the current state of the portfolio for Algebra 1.</li> <li>• Describe one or more strengths and weaknesses of the instructional materials they are using.</li> </ul> <p><b>Look Back, Look Ahead</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe different ways to use instructional materials for different purposes</li> <li>• Share their analysis of student work on a task.</li> <li>• Share learnings about how they have bolstered instructional materials and new questions.</li> </ul>	6
Algebra 2 and Algebra 2/Trig (Three sessions: 10/29/2018: Expectations – Leveraging Instructional Materials; 02/11/2019: Look Back and Ahead; 02/01/2019: Statistics for All: Getting Comfortable with Inference. Topics of first two sessions are listed.)	<p><b>Expectations – Leveraging Instructional Materials:</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the purposes and components of a FUHSD math expectation portfolio and the current state of the portfolio for Algebra 2.</li> <li>• Describe one or more strengths and weaknesses of the instructional materials they are using.</li> </ul> <p><b>Look Back, Look Ahead:</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe different ways to use instructional materials for different purposes.</li> <li>• Share their analysis of student work on a task.</li> <li>• Share learnings about how they have bolstered instructional materials and new questions.</li> </ul>	8

Fremont High School

Title	Description	Site Participation
<p>Geometry and Geometry Enriched (Three sessions: 09/10/2018: Expectations – Leveraging Instructional Materials; 12/10/2018: Look Back, Look Ahead; 03/25/2019: Instructional Materials and Emerging Needs. Topics of first two sessions are listed.)</p>	<p><b>Expectations – Leveraging Instructional Materials</b>  Participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe the purposes and components of a FUHSD math expectation portfolio and the current state of the portfolio for Geometry.</li> <li>Describe one or more strengths and weaknesses of the instructional materials they are using</li> </ul> <p><b>Look Back, Look Ahead</b>  Participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe different ways to use instructional materials for different purposes.</li> </ul>	<p>3</p>
<p>Pre-Calculus and Pre-Calculus Honors (One session: 12/03/2018: Exploring Performance Tasks for Upper Level Math and Expectations. All topics listed.)</p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>Explain what Access, Core, and Ramp mean for the design of performance tasks.</li> <li>Describe essential and important skills for Pre-Calculus/Pre-Calculus Honors.</li> <li>Participants will assess the extent to which their current Pre-Calculus/Pre-Calculus curriculum addresses the essential and important skills.</li> </ul>	<p>4</p>
<p>Social Science – World History (Two sessions: 10/04/2018 and 03/20/2019. Topics of first session is listed.)</p>	<p>By the end of the series, participants will:</p> <ul style="list-style-type: none"> <li>Expand content World History knowledge with a lecture series by select historians.</li> <li>Develop common language around the skills of analysis and synthesis and acquire strategies for teaching these skills in the history classroom.</li> <li>Expand strategies for giving effective and efficient feedback related to analysis and synthesis in the history classroom.</li> <li>Receive access to primary and secondary source resource banks relevant to session content.</li> <li>Work in site-based teams to apply learning to curriculum.</li> </ul>	<p>8</p>
<p>Teaching with Technology “TWT” (Includes a series of five sessions: 10/24/2018, 11/28/2018, 01/16/2019, 03/06/2019 and 05/01/2019. Topics from the first three sessions are listed.)</p>	<p>The goal is to provide participants with a firm foundation to help continue to grow and explore the possibilities for improving instructional practice. There will be a broad range of experience with teachers from all different subject areas, which will help to provide something for everyone, and provide the opportunity to learn tips and tricks from colleagues in the room, which is what makes this learning opportunity so exciting. Topics for the first three sessions include: (1) Intro to TWT and Welcome to your Toolkit; (2) Google Apps in FUHSD; and (3) Online Resources.</p>	<p>7</p>

Fremont High School

Title	Description	Site Participation
Courageous Leaders 2.0 – (Includes a series of five sessions. Topics of first three sessions are listed.)	With the shift to collaboration around curriculum, instruction, and assessments, teachers have assumed both formal and informal leadership roles to facilitate their teamwork. Input from Team and Department Leads, and other teacher leaders indicates the need for opportunities to explore and learn the knowledge and skills necessary to grow as leaders. It is designed to provide teachers opportunities to learn key principles of leadership, discover strategies and tools to exercise their leadership, and engage in conversations with teacher leaders from across the district. Topics for the first three sessions include: (1) Norms of Collaboration and Considering Our Own Learning; (2) Building Trust and Examining Assumptions; and (3) Engaging in Crucial Confrontations.	2
Equity in Action	Provides educators with resources, support, and a community of thought partners so they can build equity in their classrooms and schools. EiA! participants will discuss equity challenges, engage in action research, and, with ongoing support, take steps to address inequities in their own context.	4
Skillful Teacher	The mission of this course is to improve teachers' abilities to apply the knowledge base of teaching in different classroom contexts for the benefit of <i>all</i> students.	8

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

<b>Fremont High School WASC Goal</b>	<ul style="list-style-type: none"><li>• Close the achievement gap between our lowest achievers and our more successful students.</li></ul>
<b>Fremont High School Target</b>	<ul style="list-style-type: none"><li>• Decrease the percentage of students earning one or more grades below a “C” on their semester report cards.</li><li>• Increase English Learner reclassification rate to 9%.</li></ul>

## DATA PRESENTATION

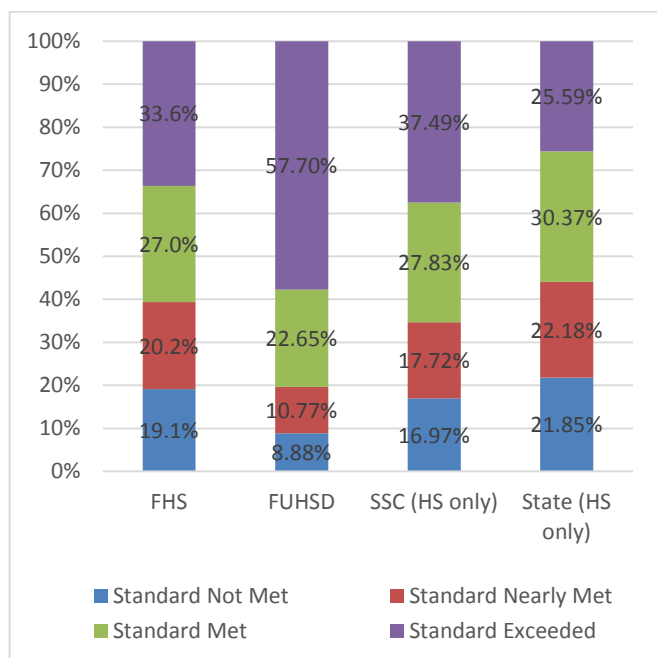
### High School Achievement and Outcomes

#### CAASPP Smarter Balanced Assessment Results

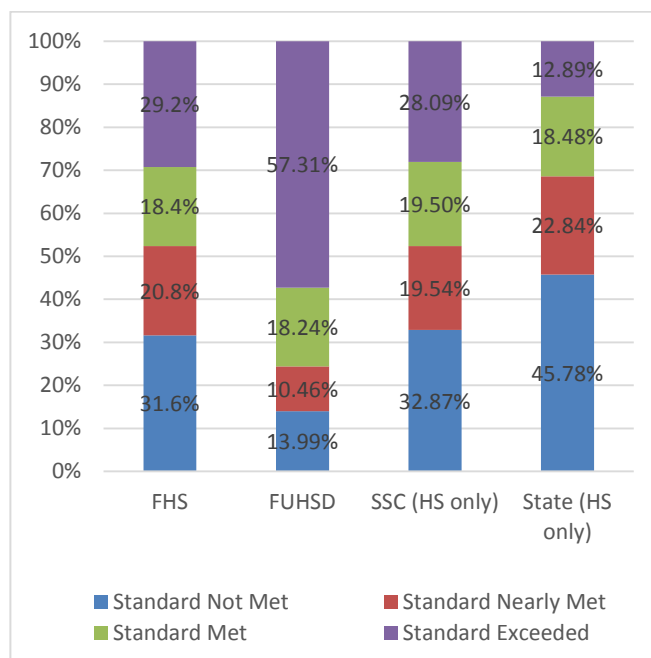
The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school,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

#### CAASPP 2018 Results by Achievement Level: School, District, County, State

English-Language Arts



Mathematics

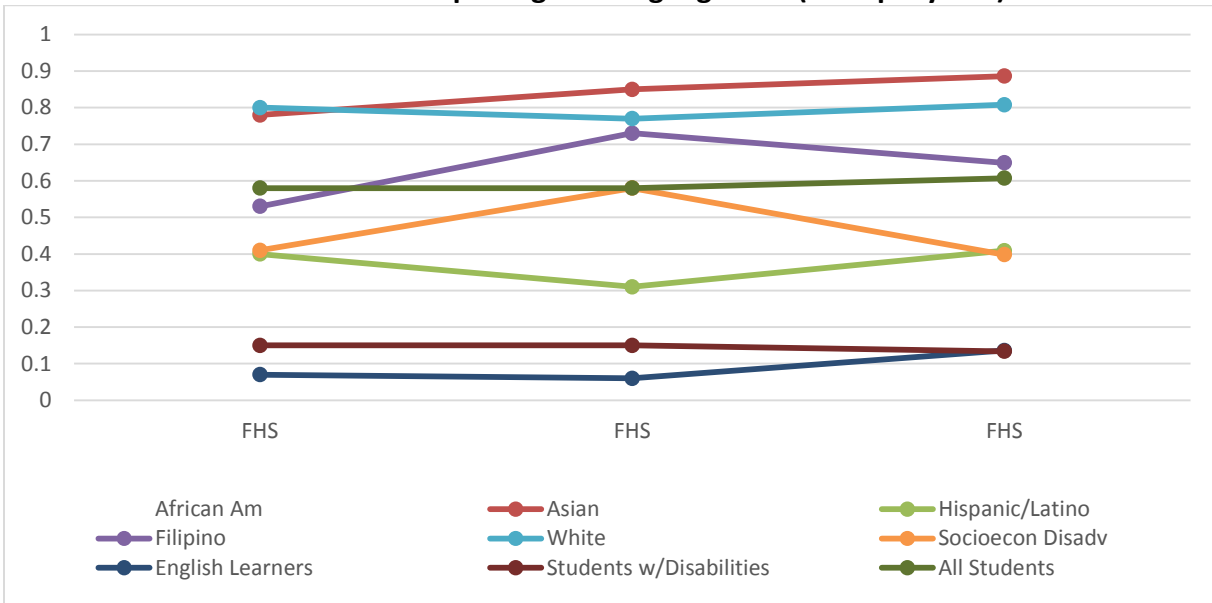


Achievement Level	Fremont		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Not Met	19.12%	31.6%	8.88%	13.99%	16.97%	32.87%	21.85%	45.78%
Standard Nearly Met	20.22%	20.8%	10.77%	10.46%	17.72%	19.54%	22.18%	22.84%
Standard Met	27.03%	18.4%	22.65%	18.24%	27.83%	19.50%	30.37%	18.48%
Standard Exceeded	33.63%	29.2%	57.70%	57.31%	37.49%	28.09%	25.59%	12.89%

Students Enrolled	487		2,658		20,151		468,461	
Students with Scores (#)	455	462	2,534	2,545	18,348	18,218	439,134	437,883
Students with Scores (%)	93.4%	94.9%	95.3%	95.0%	91.1%	95.0%	93.7%	95.0%

### CAASPP Results by Student Group: Students Meeting or Exceeding Standard

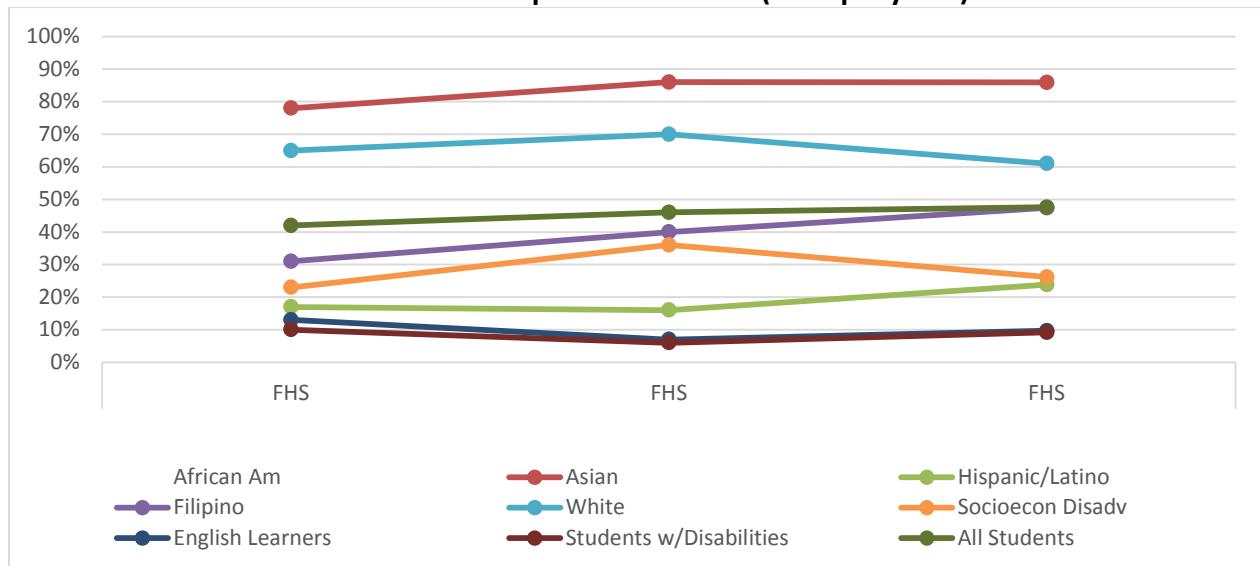
**FHS Student Groups: English-Language Arts (multiple years)**



**School, District, County, State Student Groups: English-Language Arts (multiple years)**

Student Group	2016				2017				2018			
	FHS	FUHSD	SCC	State	FHS	FUHSD	SCC	State	FHS	FUHSD	SCC	State
African Am	*	50%	50%	41%	*	52%	54%	41%	*	40%	50%	37%
Asian	78%	93%	86%	81%	85%	94%	87%	82%	89%	91%	85%	79%
Hispanic/Latino	40%	46%	45%	50%	31%	44%	48%	50%	41%	42%	43%	47%
Filipino	53%	69%	76%	78%	73%	80%	74%	78%	65%	65%	69%	75%
White	80%	87%	80%	71%	77%	86%	79%	72%	81%	83%	77%	69%
SED	41%	49%	49%	48%	58%	48%	51%	49%	40%	47%	45%	46%
English Learners	7%	29%	11%	9%	6%	21%	12%	10%	14%	18%	9%	7%
SWD	15%	31%	21%	16%	15%	38%	23%	17%	13%	22%	20%	15%
All Students	58%	84%	68%	59%	58%	84%	62%	60%	61%	91%	65%	56%

*\*To protect student privacy, the California Dept of Education does not report figures for groups of 10 or fewer students*

**FHS Student Groups: Mathematics (multiple years)****School, District, County, State Student Groups: Mathematics (multiple years)**

Student Group	2016				2017				2018			
	FHS	FUHSD	SCC	State	FHS	FUHSD	SCC	State	FHS	FUHSD	SCC	State
African Am	*	40%	23%	14%	*	24%	24%	15%	*	21%	22%	14%
Asian	78%	94%	81%	70%	86%	93%	79%	70%	86%	92%	79%	69%
Hispanic/Latino	17%	22%	19%	20%	16%	24%	18%	20%	24%	25%	18%	19%
Filipino	31%	49%	44%	51%	40%	52%	44%	49%	47%	52%	44%	50%
White	65%	78%	62%	44%	70%	74%	59%	45%	61%	70%	59%	44%
SED	23%	33%	25%	21%	36%	35%	25%	20%	26%	37%	24%	20%
English Learners	13%	43%	12%	6%	7%	34%	11%	6%	10%	26%	10%	6%
SWD	10%	20%	11%	5%	6%	17%	9%	5%	9%	16%	10%	5%
All Students	42%	79%	49%	33%	46%	77%	48%	32%	48%	76%	48%	31%

*\*To protect student privacy, the California Dept of Education does not report figures for groups of 10 or fewer students*

### School Site Commentary:

Fremont continues to work on ensuring that we meet the participation rate for CAASPP testing. Last year we again implemented a two-day testing model to help combat the decrease in students testing over the week. This creates longer testing blocks on each day, but it has helped to keep our attendance rates higher than they were when the CAASPP began. Last year we increased our participation rate by 1.4% in ELA and 2.9% for math. We still haven't reached that 95% target rate, but we are getting closer to it.

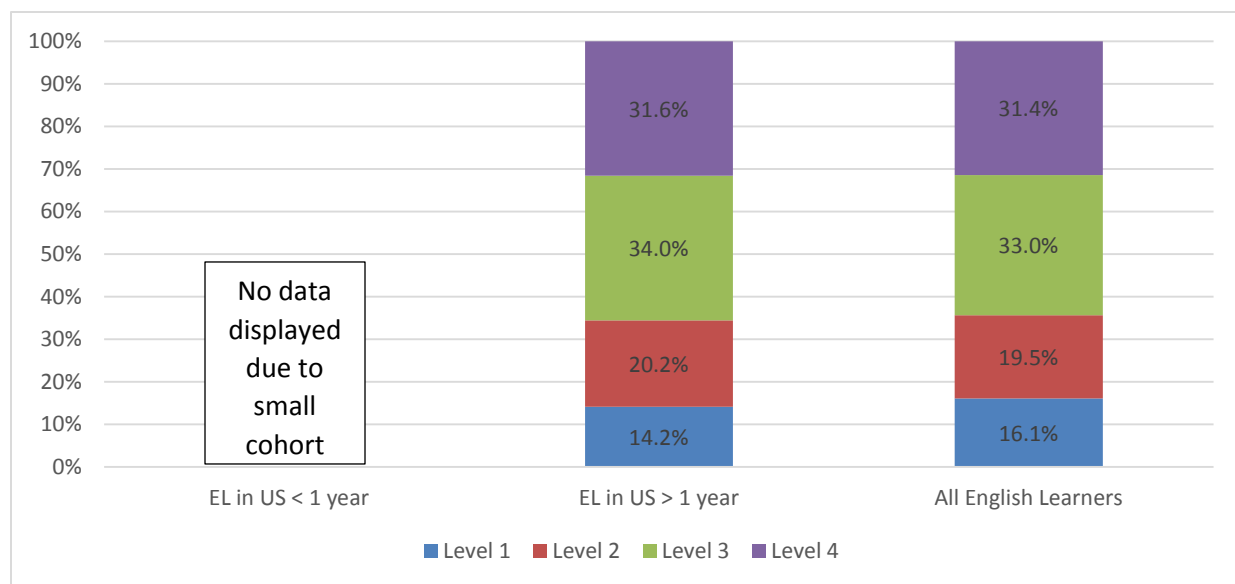
As we work on the attendance rate, we also recognize that not all students take the CAASPP tests with their best attention and focus. Despite this, we did see some areas of growth with the 2018 assessment. Overall our percentage of students meeting or exceeding standard increased by 3% on the ELA portion and by 2% on the math. We also saw our biggest increases on both tests being made by our Hispanic students (10% on ELA and 8% on math). Conversely, we saw our largest decreases for our SED students (down 18% on ELA and 10% on math from 2017).

## English Learner Performance

Students who are designated English Learners and have not yet been reclassified take the English Language Performance Assessment for California (ELPAC) Summative annually as one measure of their English language development. This new assessment became operational in Spring 2018 and replaces the California English Language Development Test (CELDT). 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. Because Spring 2018 was the first administration to yield official results for this new assessment, there are no comparisons that can be made to prior years. This first year of results will help shape our understanding of the new assessment and our baseline for the coming years.

### ELPAC Summative Assessment

#### Student Overall Achievement Levels by English Learner Group



Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	*	*	*	*	14
EL in US > 1 yr	14.2%	20.2%	34.0%	31.6%	247
All English Learners	16.1%	19.5%	33.0%	31.4%	261

*\*To protect student privacy, no data is displayed for groups of fewer than 15 students.*

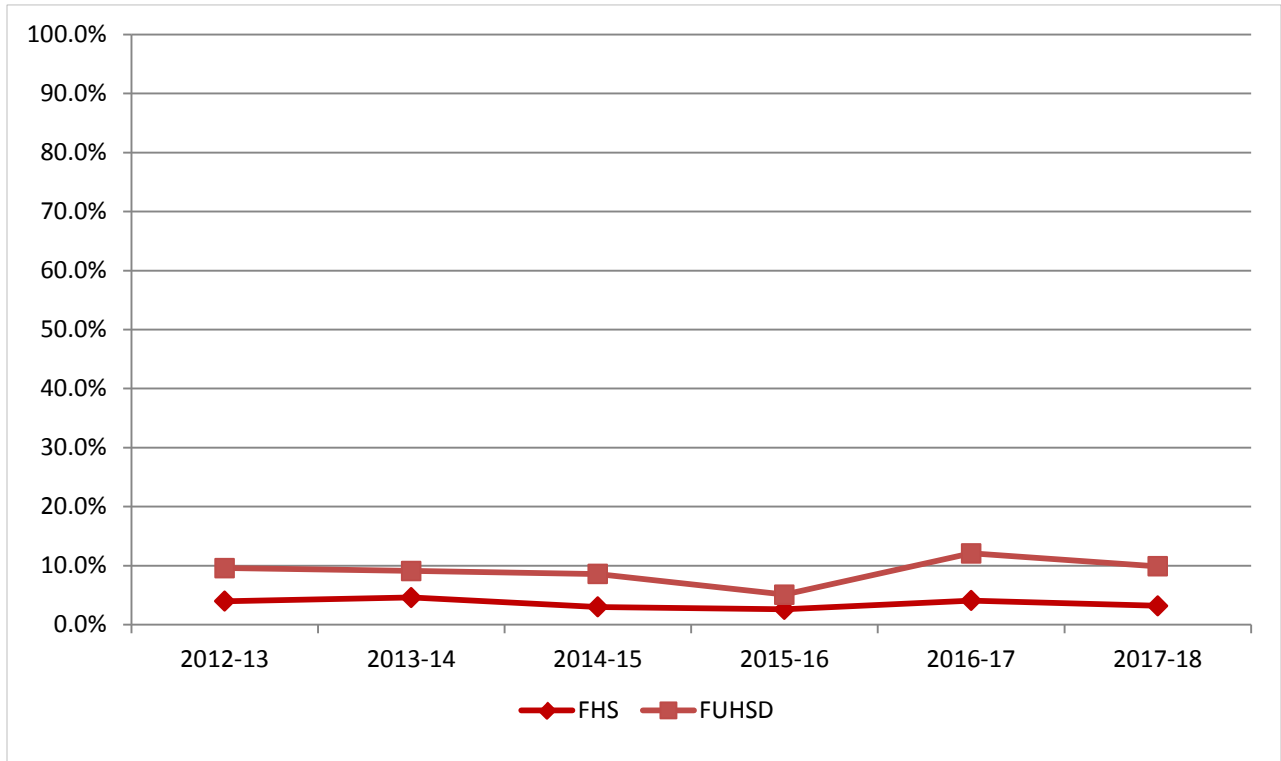
### Reclassification of English Learners

English Learner students are reclassified based on objective criteria including annual CELDT scores, course grades and progress toward graduation, and performance on district-approved assessments including the Gates-McGinities and Renaissance STAR.

In the last few years, FUHSD has made several changes to reclassification processes that may have impacted the reclassification rate from one year to the next. In 2014-15 school year, FUHSD revised its reclassification criteria due to the elimination of the CST for English-Language Arts. After analysis of student results and trends in reclassification rates across the district, new assessment criteria were

identified for district-approved tests. These assessment criteria are aligned with grade level performance standards and reflect higher expectations for rigor and student ability under the Common Core. Beginning with the 2015-16 school year, the reclassification window was shifted to the spring only which resulted in a drop in reclassification rates for that school year and a subsequent increase the following year. With the ELPAC replacing the CELDT beginning in Spring 2018, FUHSD modified again the reclassification criteria and process, using both preliminary ELPAC results and existing CELDT results. In this transition period with a new assessment and vague guidance from the state, FUHSD's process includes both the new ELPAC assessment as well as existing assessments and a local writing assessment as a way to calibrate reclassification with previous years.

### English Learner Reclassification Rate (%)



School Year	Students Reclassified (# RFE'ed/Total EL)	Total EL Students (# EL/Total Students)
2012-13	17 (4.0%)	408 (20.3%)
2013-14	19 (4.6%)	399 (19.9%)
2014-15	12 (3.0%)	344 (17.5%)
2015-16	9 (2.6%)	318 (16.2%)
2016-17	13 (4.1%)	315 (15.6%)
2017-18	10 (3.2%)	328 (15.4%)

**School Site Commentary:**

This year's data for the ELPAC is our baseline with no comparisons from previous years. The initial results show 64.4% scoring at level 3 (moderately developed English skills) or 4 (well developed English skills). Comparing our data to Santa Clara County (69.81%) and the FUHSD (71.6%), we see that our rate is lower. Through our continued work with our EL students, we would like to see an increase in our scores from this year and a closing of the gap in scores between our school and these other two groups.

One of our site targets continues to be to raise our EL reclassification rate to 9%. Since the 2013-2014 school year, the rate has ranged between 2.6%-4.6% and our 2017-2018 rate fell within this same range and was a decrease of .9% from the previous year. One of the ways that we are trying to address the reclassification of our EL students is through targeted support for our long term English learners. As we noted in our WASC report, the work of our GOALS program is intended to enhance these supports.

From the 2017-2018 WASC mid-term report:

The achievement gap for our long-term EL students continues to be a work in progress. While this has been the case for many years the school implemented a new approach for our Long Term English Learners during the last three years

The achievement gap issues came to a head three years ago when a large number of students entering 11th grade were in need of significant support. We did not have enough sections of our support class (Academic Foundations) allocated. This brought up the question: Why do we have so many students in this situation? The school had academic support classes for 9th and 10th grade LTEL students that helped the students in integrated mainstream classes, learning core academic skills and understanding the requirements of high school. Despite these interventions the majority of these students consistently failed one or both semesters of freshman English and did almost as poorly in 10th grade English. About a third of these students were also failing World History. Clearly these support classes were not sufficient.

After much deliberation among the counselors and administrators a new program was launched targeting our 9th and 10th grade LTEL population called GOALS (Growing Our Academic Language Skills). Following the sheltered model of instruction in the Newcomer ELD program, the LTEL students are now placed in Sheltered English, Science, and World History classes. Like the Newcomer ELD program, the sheltered classes are A-G certified and students test in and test out of the program. Depending on the needs of the student, they may be placed in intervention support classes in addition to the sheltered classes. Each student is looked at individually with their schedule arranged accordingly.

### Cohort Graduation and Dropout 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 takes into account students who enter or leave the school district over the course of four years. Students who continue for a 5<sup>th</sup> year or in Adult Education, or who earn a high school proficiency exam, are not included in the “high school diploma graduates” calculation. To maintain consistency of data, only the two years of data using the same methodology are presented here.

Race / Ethnicity	Class of 2017			Class of 2018		
	Cohort Students	HS Diploma Graduates	Cohort Graduation Rate	Cohort Students	HS Diploma Graduates	Cohort Graduation Rate
African American	*	*	*	11	10	90.9%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	82	79	96.3%	109	104	95.4%
Filipino	48	43	89.6%	45	44	97.8%
Hispanic or Latino	223	176	78.9%	221	178	80.5%
Pacific Islander	*	*	*	*	*	*
White	93	88	94.6%	100	94	94.0%
Two or More Races	28	25	89.3%	24	21	87.5%
English Learners	104	73	70.2%	96	67	69.8%
Foster Youth	*	*	*	*	*	*
Homeless Youth	49	38	77.6%	*	*	*
Students with Disabilities	82	58	70.7%	66	47	71.2%
Socioeconomically Disadvantaged	289	234	81.0%	253	204	80.6%
All Students	491	426	86.8%	512	453	88.5%

*To protect student privacy, data is not presented for student groups of fewer than 15 students.*

#### School Site Commentary:

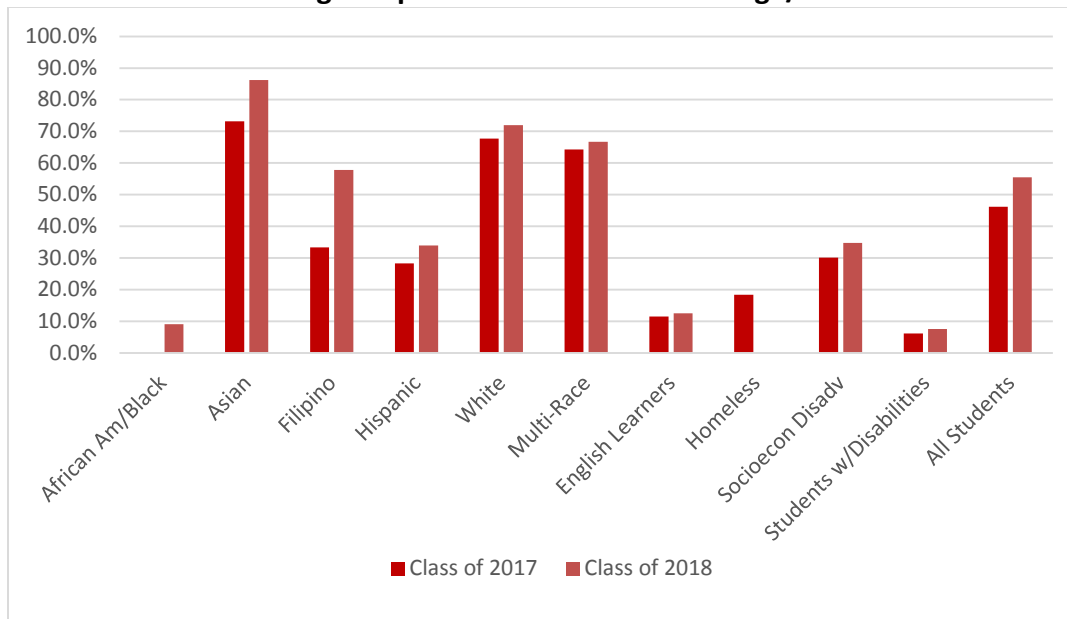
In this two-year look at our cohort graduation rate, we saw a modest increase of 1.7% from the previous school year. Overall, we had 37 more students earn diplomas with the majority of these being earned by our Asian students (which also had an increase of 27 students in the cohort). Our Filipino students rate increased by 8.2%, but this was only one more graduate along with a decrease of 3 students in the cohort. As was noted above, California has adjusted their methodology to calculate the graduation and dropout rates so the data above only contain two years of information.

## 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 or Golden State Seal Merit Diploma, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. The CCI will continue to evolve as the state develops and adopts new metrics for career readiness in the next few years. This is the second year the CCI is included.

#### Graduates meeting "Prepared" level for State College/Career Indicator

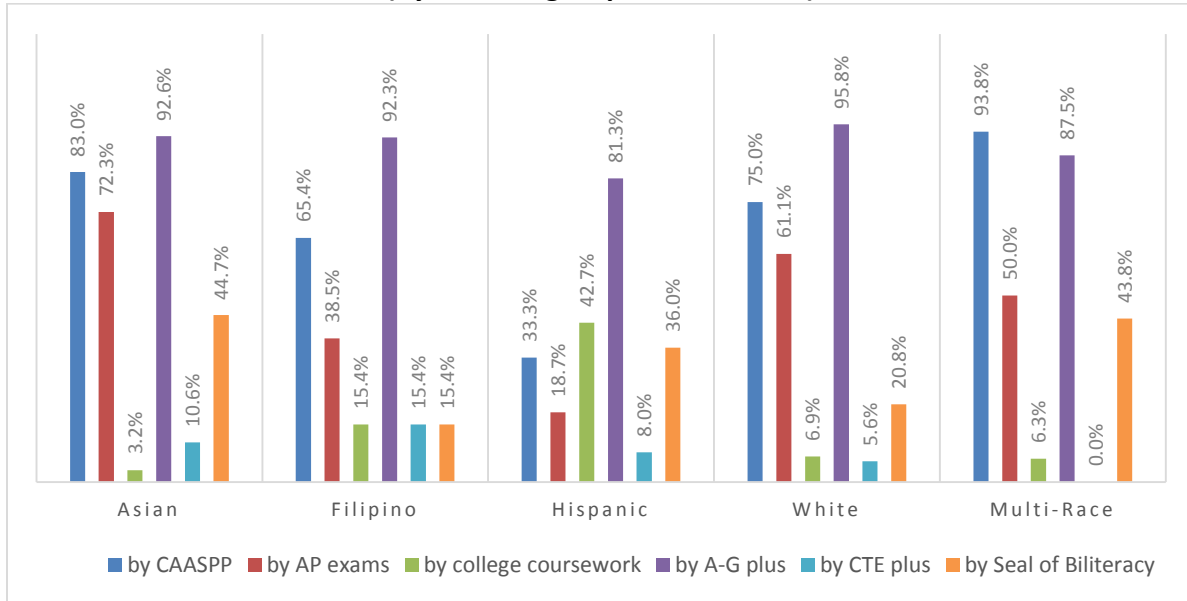


Student Group	Class of 2017		Class of 2018	
	# in subgroup	% prepared	# in subgroup	% prepared
African Am/Black	7	---	11	9.1%
Asian	82	73.2%	109	86.2%
Filipino	48	33.3%	45	57.8%
Hispanic	223	28.3%	221	33.9%
Pacific Islander	9	---	2	---
White	93	67.7%	100	72.0%
Multi-Race	28	64.3%	24	66.7%
English Learners	104	11.5%	96	12.5%
Foster Youth	3	---	1	---
Homeless	49	18.4%	8	---
Socioeconomically Disadvantaged	289	30.1%	253	34.8%
Students w/Disabilities	82	6.1%	66	7.6%
All Students	491	46.2%	512	55.5%

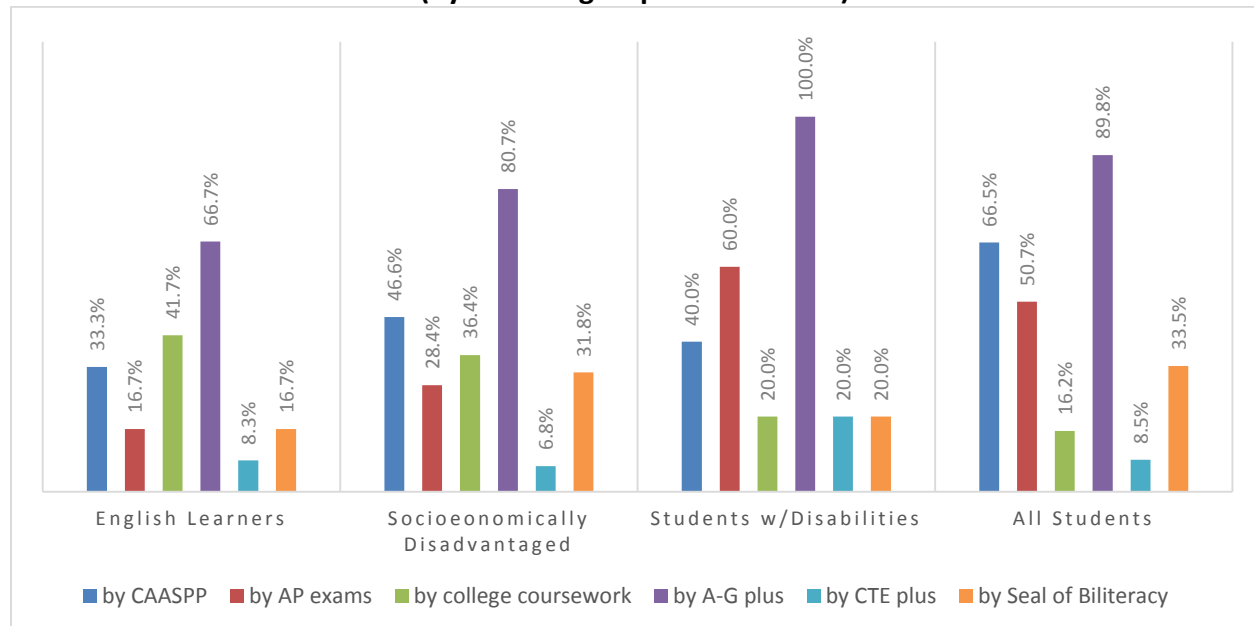
### Students meeting “Prepared” level: by qualification method

The state has identified several ways students can meet the College and Career Readiness Indicator, including earning scores of “meets standards” on CAASPP in both subject areas, earning passing scores of 3 or higher on two or more Advanced Placement exams, or completing dual enrollment college coursework. Students who complete the UC a-g minimum eligibility requirements, complete a CTE pathway, or earn a Seal of Biliteracy in addition to one of the previously mentioned criteria may also meet the “prepared” level. The data presented below is a duplicated count of students who met the “prepared” level of CCI by qualification method, disaggregated by student group.

**Students Meeting CCI “Prepared” Level: by qualification method  
(by student group—Chart 1 of 2)**



**Students Meeting CCI “Prepared” Level: by qualification method  
(by student group—Chart 2 of 2)**



**FHS Students Meeting CCI “Prepared”: by qualifying method and subgroup**

Student Group (total #)	# prepared	% prepared	by CAASPP	by AP exams	by college coursework	by A-G plus	by CTE plus	by Seal of Biliteracy
African Am/Black (11)	1	9.1%	---	---	---	---	---	---
Asian (109)	94	86.2%	83.0%	72.3%	3.2%	92.6%	10.6%	44.7%
Filipino (45)	26	57.8%	65.4%	38.5%	15.4%	92.3%	15.4%	15.4%
Hispanic (221)	75	33.9%	33.3%	18.7%	42.7%	81.3%	8.0%	36.0%
Pacific Islander (2)	---	---	---	---	---	---	---	---
White (100)	72	72.0%	75.0%	61.1%	6.9%	95.8%	5.6%	20.8%
Multi-Race (24)	16	66.7%	93.8%	50.0%	6.3%	87.5%	0.0%	43.8%
English Learners (96)	12	12.5%	33.3%	16.7%	41.7%	66.7%	8.3%	16.7%
Foster Youth (1)	---	---	---	---	---	---	---	---
Homeless (8)	---	---	---	---	---	---	---	---
Socioeconomically Disadvantaged (253)	88	34.8%	46.6%	28.4%	36.4%	80.7%	6.8%	31.8%
Students w/Disabilities (66)	5	7.6%	40.0%	60.0%	20.0%	100.0%	20.0%	20.0%
All Students (512)	284	55.5%	66.5%	50.7%	16.2%	89.8%	8.5%	33.5%

*For student groups with fewer than 15 students, no data is shown to protect student privacy.*

### 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. Official data for the Class of 2018 was certified in December.

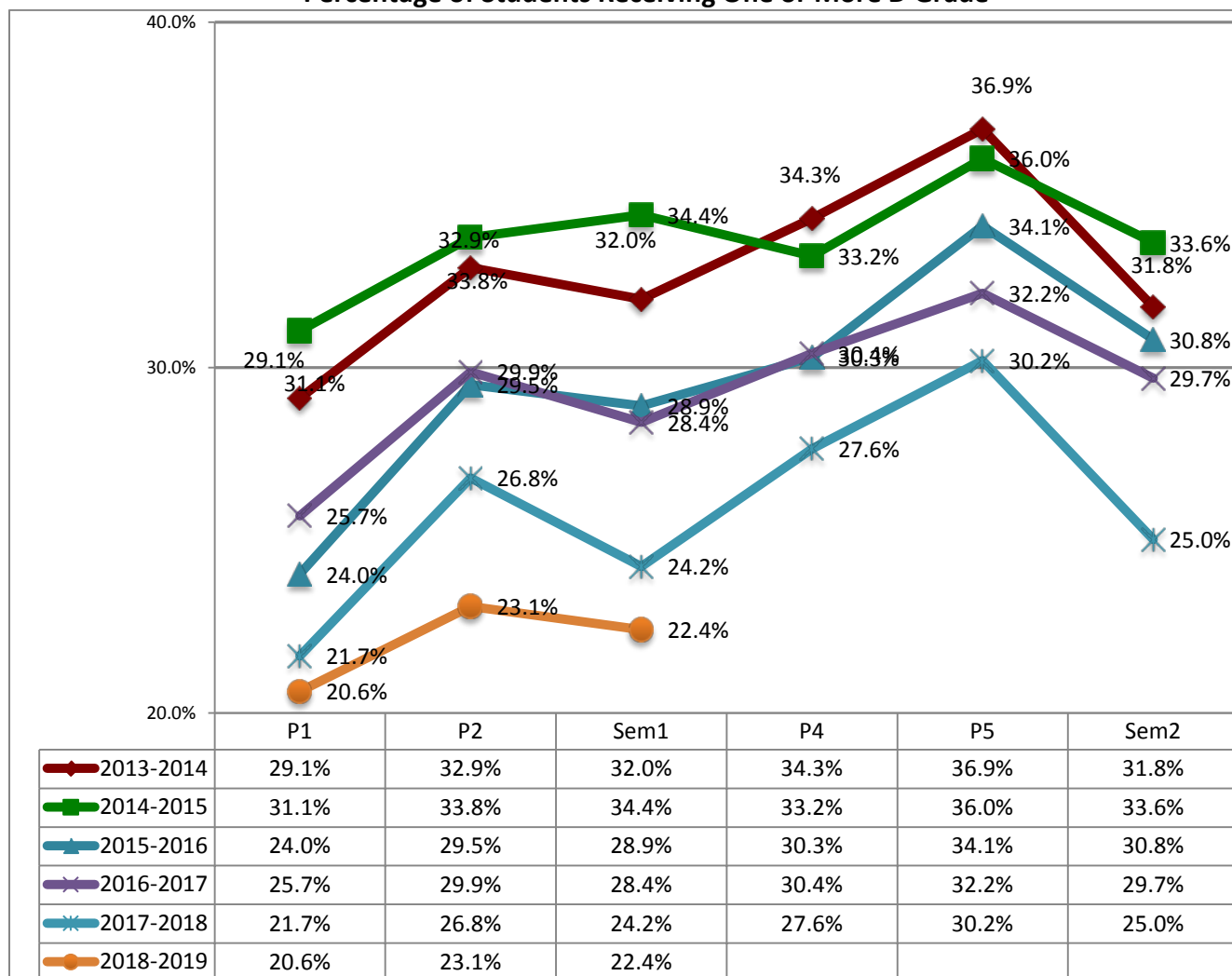
#### Students Completing UC/CSU A-G Course Requirements: Class of 2018 (by student group)

Student Group	FHS			FUHSD		
	Total Cohort Grads (#)	UC Met (#)	UC Met (%)	Total Cohort Grads (#)	UC Met (#)	UC Met (%)
African American	10	0	0.0%	23	6	26.1%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	104	92	88.5%	1,570	1,460	93.0%
Filipino	44	25	56.8%	70	45	64.3%
Hispanic or Latino	178	69	38.8%	341	147	43.1%
Pacific Islander	*	*	*	*	*	*
White	94	73	77.7%	487	367	75.4%
Two or More Races	21	14	66.7%	129	109	84.5%
English Learners	67	12	17.9%	197	85	43.1%
Foster	*	*	*	*	*	*
Homeless	*	*	*	10	2	20.0%
SpEd	47	7	14.9%	186	45	24.2%
Socioecon Disadv	204	79	38.7%	533	291	54.6%
All Students	453	273	60.3%	2,628	2,138	81.4%

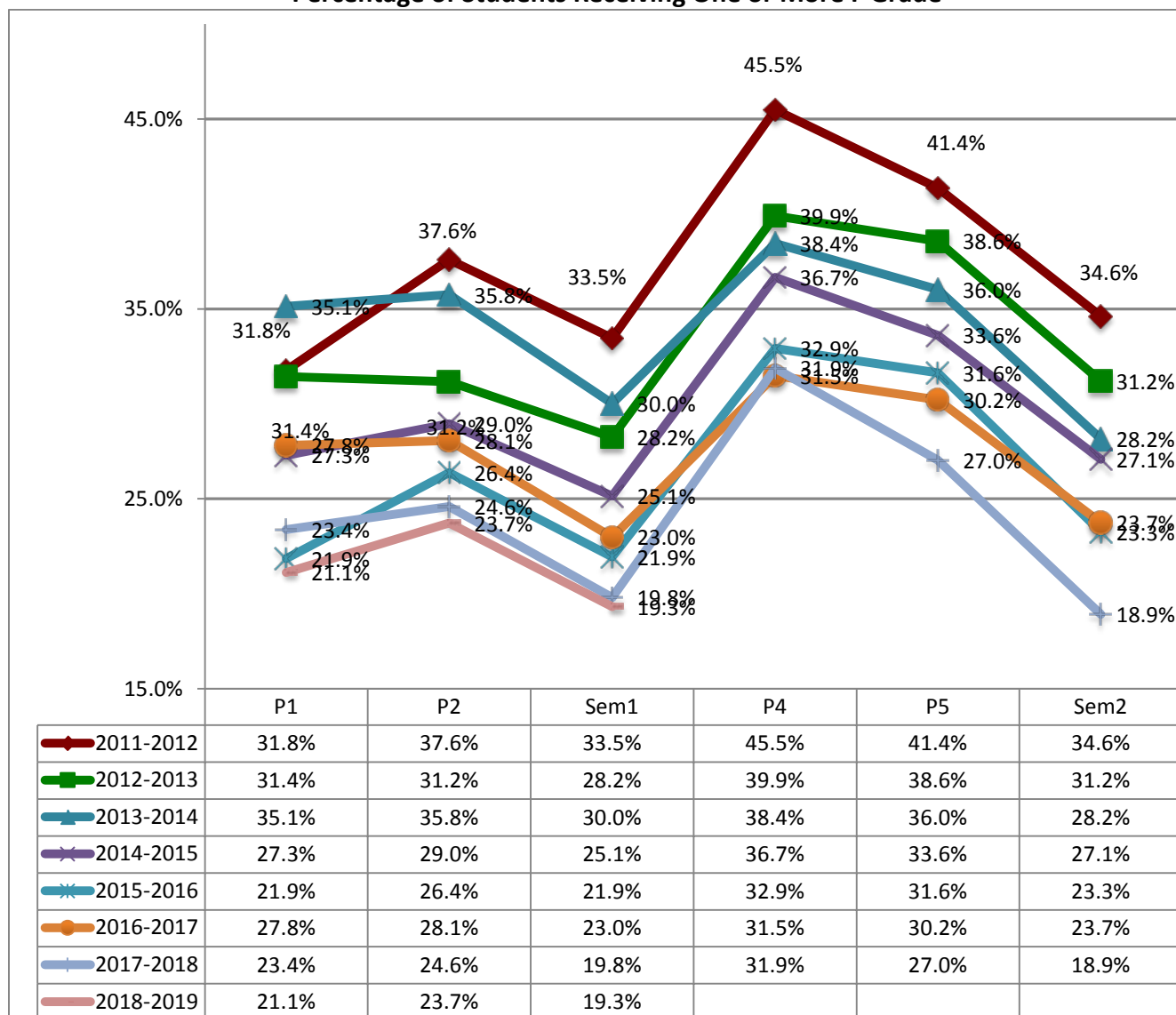
#### Students Completing UC/CSU A-G Course Requirements by Student Group: School, District, County, State (multiple years)

	FHS			FUHSD		
	Class of 2016	Class of 2017	Class of 2018	Class of 2016	Class of 2017	Class of 2018
African American	10.0%	*	0.0%	50.0%	45.8%	26.1%
Asian	82.9%	79.7%	88.5%	90.5%	91.7%	93.0%
Hispanic/Latino	35.0%	33.5%	38.8%	34.6%	37.1%	43.1%
Filipino	53.8%	48.8%	56.8%	60.8%	57.5%	64.3%
White	67.9%	68.2%	77.7%	72.6%	76.9%	75.4%
Socioecon Disadv	30.4%	38.0%	38.7%	39.0%	46.2%	54.6%
English Learners	11.1%	20.5%	17.9%	18.4%	39.0%	43.1%
Total	52.5%	52.8%	60.3%	76.4%	79.4%	81.4%

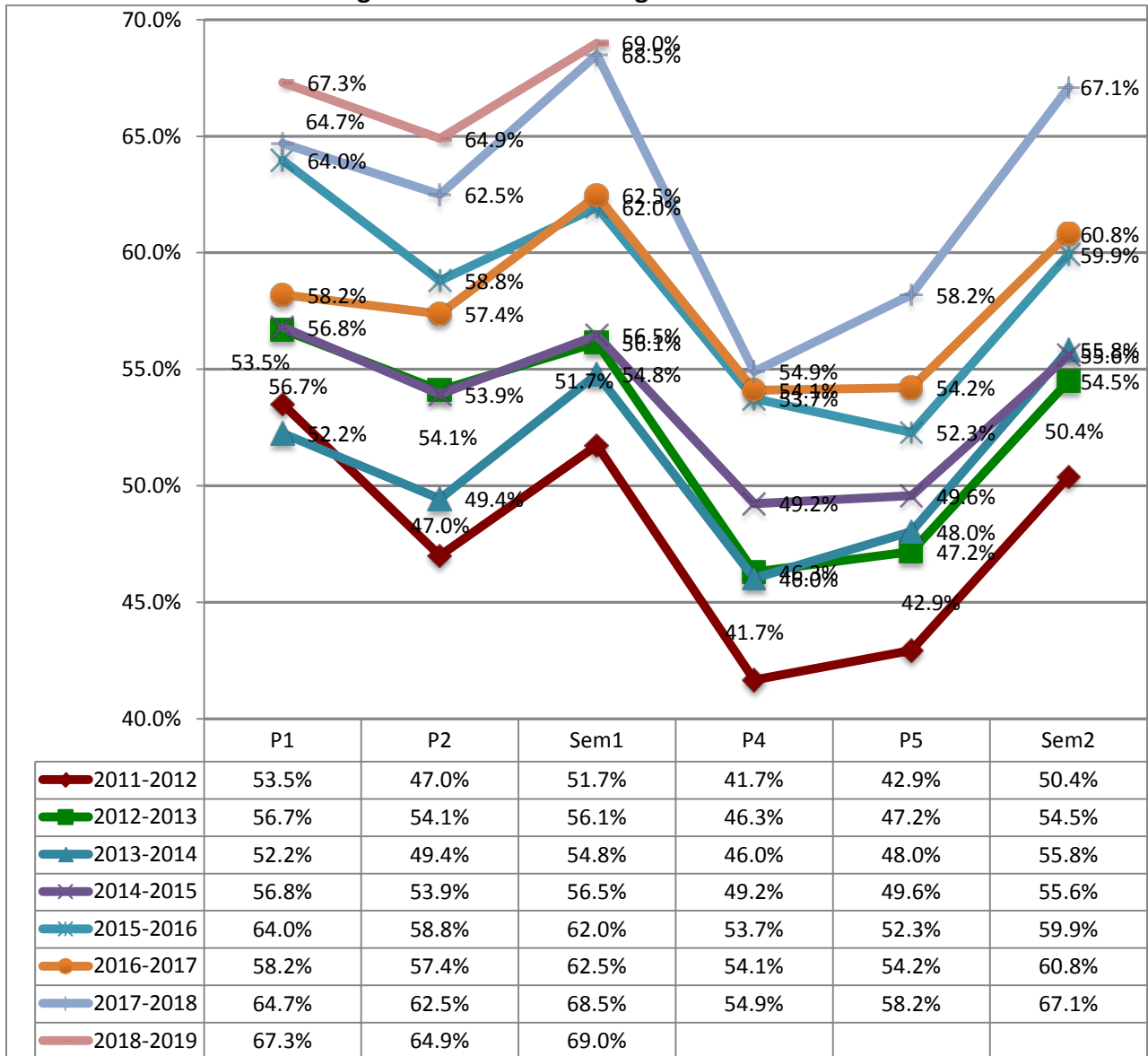
Percentage of Students Receiving One or More D Grade



Percentage of Students Receiving One or More F Grade



Percentage of Students Receiving All Grades of C or Above

**School Site Commentary:**

Based on previous A-G rates, last year a focus for guidance counselors and administrators in their conversations with students wanting to change schedules was to help them consider A-G ramifications of their decisions. This seems to have had positive impacts with increases in the percentage of A-G completion rate for all of our student groups, except one and for all students. Overall we saw an increase 12.6%. Within our student groups, we had increases between 8.5% and 13.2% for six of the groups. Our SED students had a minimal increase of .1% and our African American students went from 3 out of 6 students meeting A-G to 0 out of 10. Though this is a small group, the change is concerning. One of our guidance counselors has been working to lead efforts to better support our African American students.

New this year is the CCI (College and Career Readiness Indicator). The majority of Fremont students who met this target did so by meeting the A-G plus qualification method, meaning they completed the

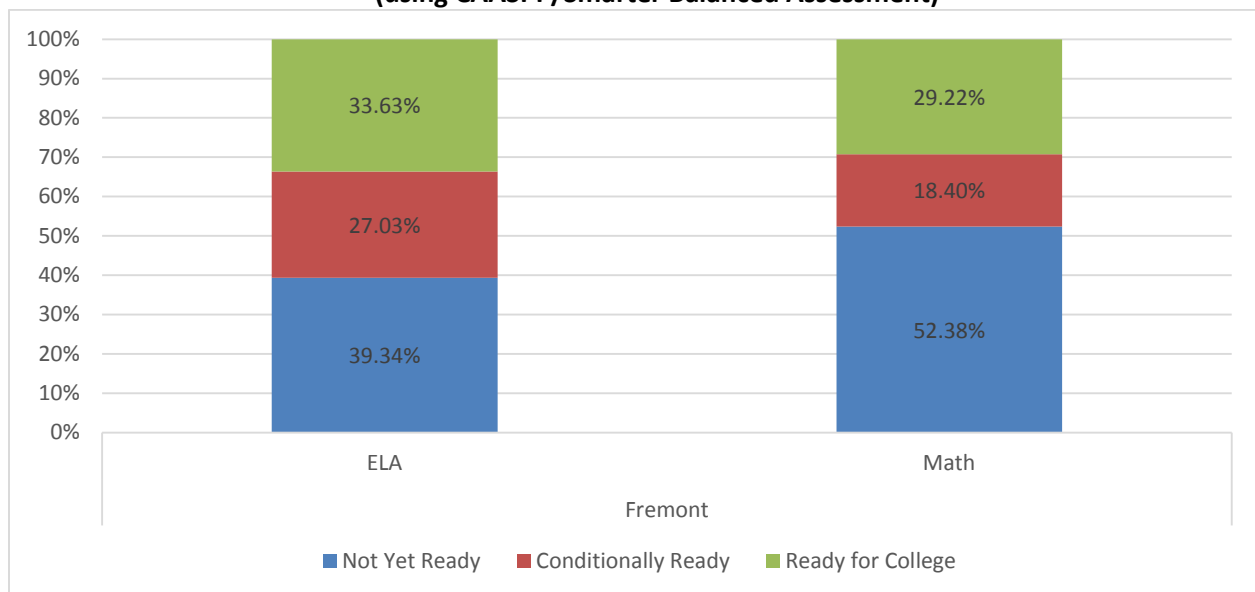
A-G course requirements plus meeting an additional criteria (Smarter Balance scores, College credit, scoring a 3 on an AP exam or completion of a CTE pathway).

We continue to monitor the progress of students passing all of their classes. Since meeting A-G requirements means passing classes with a grade of C or higher, we have been working to have students raise all course grades to this level. We continue to see positive trends in the decrease of students earning at least one D or F grade and an increase overall in students earning all C's or above. When we looked at these rates at the end of the 2017-2018 school year, we saw a decrease of 4.8% of students earning one or more F and a decrease of 4.7% for those earning one or more D grade. We also saw an increase of 6.3% in students earning all grades of C or higher. For the first semester of the 2018-2019 school year (compared to the previous year) there was a decrease of .5% for students earning an F grade, a decrease of 1.8% of D grades and an increase of .5% for students earning all C's or above. It continues to be a focus of our PLC work (particularly working on common formative assessments and course-level interventions) since 31% of students are still receiving at least 1 D or F grade on their semester grades.

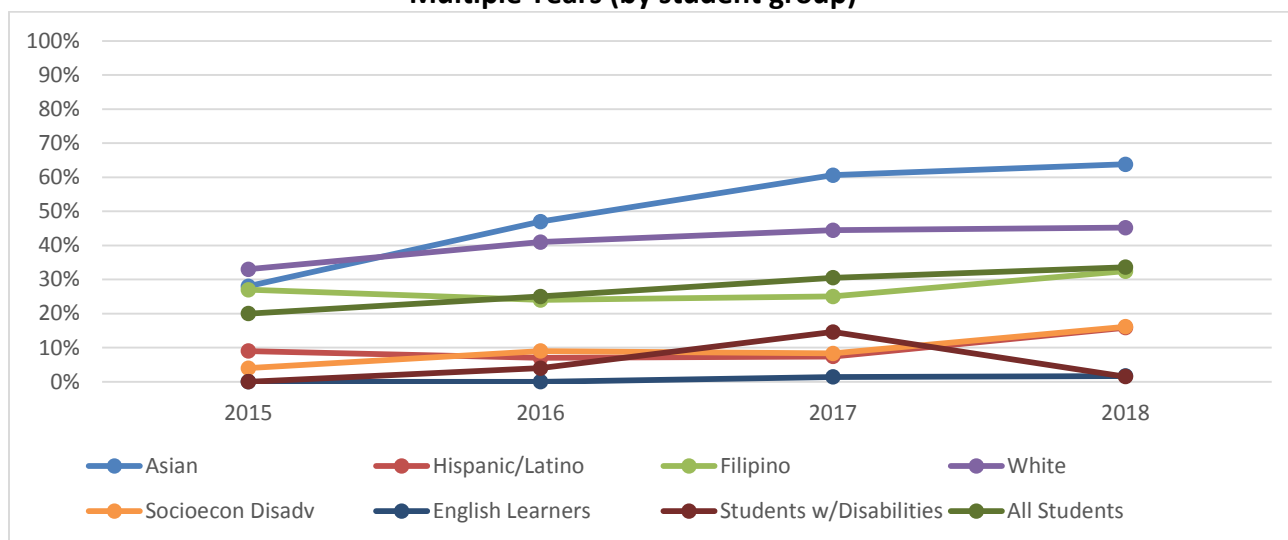
### Early Assessment Program (EAP) Results

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 (CCCC), and the California Department of Education. EAP college readiness status is reported as part of the CAASPP Smarter Balanced assessments. Students who are designated "Ready for College" may be exempt from English and math placement tests at participating colleges and universities in California and many other state university systems.

**Early Assessment Program 2018: Students Reaching "Ready for College" Status  
(using CAASPP/Smarter Balanced Assessment)**



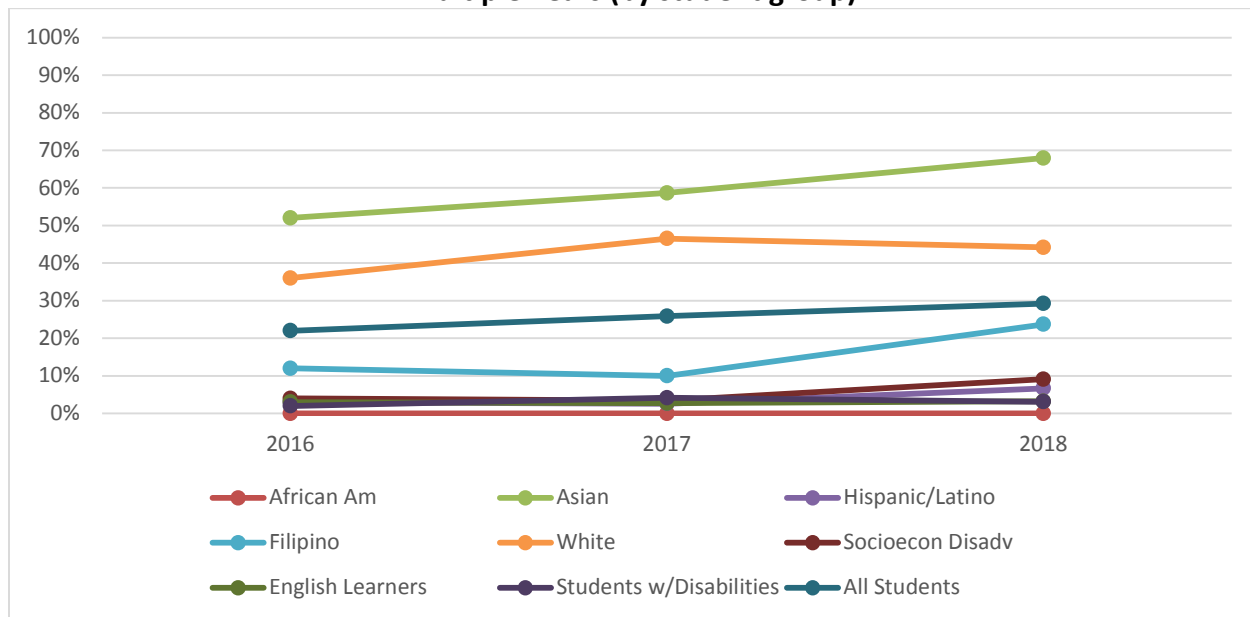
**FHS Students Meeting “Ready for College” Status for English-Language Arts:  
Multiple Years (by student group)**



**English-Language Arts: School, District, County, State**

Student Group	FHS			FUHSD			County			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
African Am	*	*	*	27%	19%	12%	20%	18%	15%	13%	13%	12%
Asian	47%	61%	64%	74%	76%	71%	62%	64%	61%	52%	55%	52%
Hispanic/Latino	7%	7%	16%	14%	14%	16%	14%	16%	15%	16%	17%	16%
Filipino	24%	25%	32%	31%	34%	32%	34%	37%	34%	39%	41%	39%
White	41%	44%	45%	63%	55%	54%	49%	49%	48%	36%	39%	36%
Socioecon Disadv	9%	8%	16%	18%	21%	23%	17%	19%	17%	16%	17%	16%
English Learners	0%	1%	2%	3%	6%	2%	1%	2%	1%	1%	1%	1%
Students w/Disabilities	4%	15%	1%	10%	10%	8%	6%	6%	7%	3%	4%	3%
All Students	25%	31%	34%	62%	62%	58%	38%	33%	37%	26%	28%	26%

**FHS Students Meeting “Ready for College” Status for Mathematics:  
Multiple Years (by student group)**



**Mathematics: School, District, County, State**

Student Group	FHS			FUHSD			County			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
African Am	*	*	*	16%	19%	13%	7%	10%	8%	3%	3%	3%
Asian	52%	59%	68%	80%	76%	76%	58%	55%	56%	43%	44%	44%
Hispanic/Latino	3%	3%	7%	8%	6%	8%	5%	5%	5%	5%	5%	5%
Filipino	12%	10%	24%	21%	19%	28%	16%	16%	17%	19%	19%	19%
White	36%	47%	44%	55%	47%	46%	33%	31%	32%	18%	19%	19%
Socioecon Disadv	4%	3%	9%	15%	14%	19%	9%	9%	9%	6%	6%	6%
English Learners	3%	3%	3%	25%	17%	13%	5%	4%	3%	2%	2%	2%
Students w/Disabilities	2%	4%	3%	9%	10%	8%	4%	3%	5%	1%	1%	2%
All Students	22%	26%	29%	62%	58%	57%	28%	27%	28%	13%	13%	13%

**School Site Commentary:**

For the 2018 testing year, FHS did see an increase in students being “Ready for College” on both the ELA and math portions of the test. ELA and math both grew by 3% from the previous year. All of our subgroups saw increases on both sections, with the exception of our white students who declined by 3% on the math section.

## STATUS UPDATE OF WASC ACTION PLAN

FHS WASC Objective #1: Close the achievement gap between our lowest achievers and our more successful students.

Specific Site Task	Rationale (Data Finding)	Measurable Goal	Timeline	Strategies	Responsible Participants
<b>Task #1</b> Utilize PLCs to identify and address literacy needs across all content areas.	Although we have added intervention classes for our most at risk students and are monitoring their progress we know from standardized testing etc. that there are still larger literacy needs that need to be addressed.	PLCs will use common literacy assessment data to address literacy needs.	<b>Year 1:</b> Establish baseline data <b>Years 2-6:</b> Continue to gather data to monitor progress and adjust strategies	Incorporate literacy in common assessments at the PLC/course-alike level. Share and observe best literacy practices. Participate in ongoing District common core implementation professional development, focusing on close reading and argumentative writing.	PLCs, Departments, Intervention specialist, Administrators

### 9th Grade English

Goals for this year's PLC work are:

- In addition to our common skills agreements, we have been focusing the past two years on theme for formative assessments. Last year we began the cycle of inquiry and have completed one cycle this year. Using our assessments from last year, we adjusted our expectations, altered our rubric and created common assessments to be given throughout the year.
- This year we will focus on a second cycle of inquiry focused around speaking and listening, which is also the focus of district-wide professional development. As a team we have created a common rubric and will use this to assess the skills and collect data.
- Based on the data collected via Alloy software, we will identify areas of skill improvement, reteach with focus, retest and reassess the effectiveness of our teaching practices.

### 10th Grade World Studies PLC

- Continue to identify and address literacy needs through the refinement of common literacy assessments. Currently each unit has a specific assessment (Essay, Research Paper, Speech) with a rubric that is used by all teachers.
- Last school year, the team tried implementing a data tracker to use specific interventions for struggling students around the literacy skills used in both World History and World Literature. They used it to focus on the major writing skill of the year, synthesis. This year, one of the team members is piloting the use of Canvas as a tool to do similar things. Within Canvas, they can track outcomes by tagging assignments and rubrics.

In Science, Biology and Chemistry PLCs are continuing to focus on scientific argumentation and writing supports/skills by looking at skills students currently have and attempting new supports/lessons in this area.

- In biology classes students are trained and given practice in argumentation skills (CER – Claim, Evidence, Reasoning) throughout the course. These were assessed formally 5 times the 1st semester and will be done 4 times the second semester. Only the top three scores are counted towards the student's grade.
- Computer literacy is developed and assessed through our "Chromebook Skills" assessment. Since student

work is distributed through Google Classroom there is a need for students to possess a variety of skills on the Chromebook. These skills are taught explicitly and embedded throughout the course in the lessons. They are also assessed in a formal way in a set of 10 tasks (5 each semester) that students need to sequentially master. Students have multiple opportunities to master these skills over the course of the first semester, and these Chromebook Skills counts 10% toward the grade. Students continually improve their score over the semester as skills improve.

- Common Summative Assessments are developed by the bio team and given to all students in all 9th grade Biology classes. These assessments are team graded and consist of a variety of assessment styles including multiple choice, short response, model construction, data interpretation, and lab design, thus providing a range of opportunities for students to display their knowledge. Chemistry and Physics classes have also implemented the same processes this year as well.

#### AVID

- The AVID team recently decided upon and rolled out skills based common agreements for each year of the AVID experience. These benchmarks ensure both exposure to college and career exploration, as well as continual development of student skills. They will look at the assignments, and products, in order to analyze and align expectations, as well as evaluating the effectiveness of benchmarks in coaching students toward desired outcomes.

#### World Languages

- Teachers with no course-alikes have been collaborating with teachers in the district and outside of the district. In the case of our AP Spanish teacher, even out of state.

#### Math

- The Algebra 1 PLC spent the year focusing on scaffolding students into expressing mathematical reasoning in writing using academic vocabulary and focusing on the logic of arguments. This involved creating and giving common formative assessments specifically for written mathematical reasoning. The Algebra 2 PLC focused on a similar goal: using a claim, evidence, reasoning format to help students justify their mathematical models or conclusions drawn from those models. All other math classes have been working to increase their use of contextual problems for which all products involve the production of language (usually written).

#### ELD (English Language Development for students in the U.S. 4 or fewer years)

- ELD teachers are using the GMRT's & common formative assessments with all ELD students to determine students' needs and placements. These are done at the semester, end of year, and within the first week of school to calibrate any growth that happened over the summer.
- ELD teachers are using PLC time to learn about and implement culturally responsive teaching practices in their classrooms.

<b>Task #2</b> Increase readiness for and enrollment in higher-level math courses (Algebra 2 and beyond) for all.	There is still a large number of students who are failing Algebra 1, which prevents them from being successful in higher level math, science, engineering and economics classes as they	Fewer 10 <sup>th</sup> -12 <sup>th</sup> graders will be enrolled in Algebra 1 classes.  More students who started at the Algebra 1 level will take Algebra 2 and higher-level math, science, engineering	<b>Years 1-6:</b> Continue and evaluate ongoing work (see strategies)	Continue intensive teacher collaboration within the Algebra 1 PLC and Algebra 1 planning team, including full participation in the district Algebra Initiative and district essential outcomes assessment.	Math department, support teachers, para-educators, all other teachers that teach the same student population, summer academy teachers and administrators, district wide support personnel.
--	---	---	--	--	--

	progress through high school.	and economics classes.		Use common formative assessments, analysis of student work, and collaborative planning to address the full range of learner needs, especially as we make the transition to Common Core. Continue developing algebra support and intervention classes and the use of ALEKS to support students who are not yet Algebra ready at the beginning of 9 <sup>th</sup> grade.	
--	-------------------------------	------------------------	--	--	--

Number of students who enrolled in higher math courses:

Year	Algebra 2	Algebra 2 /Trig	Math Analysis/ Pre-Calc	Pre-Calc H	Calc AB	Calc BC	Stats AP	Yearly Total
2014	249	136	165	72	83	35	75	815
2015	253	149	169	57	110	40	59	837
2016	187	136	128	96	80	39	94	760
2017	203	231	90	81	81	65	118	869
2018	213	225	107	79	80	64	117	885
2019*	239	217	157	117	74	61	102	967

\*1<sup>st</sup> Semester totals

- Over the past two years there has been an increase of almost 100 more math classes being taken by students. Math Analysis (now called Pre-Calculus) had a drop in enrollment for a few years, but this year has crept back up again. We also saw a large jump in the number of students taking Pre-Calculus honors (up 38 students from last year).
- We continue to offer the joint-enrollment course with Mission College called Statway. This course is taught by an FHS teacher and it provides both high school and college math credit for students who have finished Algebra 2 but may not have access to AP Statistics or AP Calculus.

<b>Task #3</b> Evaluate effectiveness of Off Campus Privilege, Saturday School, and Truancy Abatement programs, as	Students who don't come to school, regularly come to school late, and/or are consistently out of the classroom miss out on the	Fewer tardies, truancies, and loitering during class time.  Reduced tardies and truancies for students who are identified	<b>Year 1:</b> Analyze attendance data that correlate with attendance interventions <b>Year 2:</b> Implement and assess additional targeted strategies	Identify underlying reasons for tardies or truancy for students with attendance issues that interfere with their progress at school. Develop targeted strategies that	Deans, Attendance, Administrators, Family and Community Liaison, Student Conduct Liaison, Teachers, Mental Health Team, Guidance
---	--	---	---	---	--

well as the Hall Pass policy, which seek to address tardiness and truancy issues.	day's activities and lessons, therefore falling behind.	as needing attendance interventions.	<b>Year 3-6:</b> Continue to monitor and improve attendance interventions.	specifically address these reasons for tardies or truancy.	Counselors
<p><b><u>Truancy Abatement:</u></b></p> <p>The district and school site have moved away from the term truancy. We refer to it as chronic absenteeism. Chronic absenteeism is when a student misses 10% or more of school days. The process involves a series of steps once that number is reached. First, the district now issues letter 1 to inform that family of the amount of school days a student has missed. Letter 2 is sent after that, usually within 2 weeks if the attendance does not improve. Once letter 2 is sent, the Deans Office does a check in with the general education student a week later after the letter was sent. Special education students are served by our Deans and our assistant principals based on case manager assignment. During those check-ins, the students are asked if there is anything that the school can do to help improve the attendance. The tone is very different from previous times. The tone is a positive one and the team is trained to not be negative about the issues. If these check-ins do not help, the students are referred to letter 3. Letter 3 is a meeting with the District Attorney. That meeting is still considered a positive one and not supposed to be punitive. If that does not work, we go to letter 4 or School Attendance Review Team (SART) which is conducted at FHS and finally letter 5 School attendance review board (SARB) which is conducted at a district level.</p> <p>We continue to implement many of the interventions mentioned in previous updates (Special Education and counselor involvement with the school climate office for discipline issues; weekly detentions, etc.) but the new bell schedule has created a different daily dynamic on campus. Because of the late lunch with only one block after the lunch break, and two days a week the only class after lunch is 7<sup>th</sup> block, which the majority of students have as an open study period, FHS decided to not continue with its OCP (open campus privilege) program. As a result, we have returned to the regular open campus at lunch that is in place at the other district schools.</p> <p>This year a small task force of teachers, classified staff, and administration is participating in a county led Positive Behavior Intervention System (PBIS) yearlong support program. We are exploring bringing PBIS to Fremont as a way to proactively teach and celebrate Fremont values.</p>					
<b>Task #4</b> Develop a long term equity plan to identify, prioritize, and address our continued racial achievement disparity	While we recognize that systemic racism is a nationwide problem we are interested in how our efforts can be part of the solution.	Implement and measure the effectiveness of a staff-developed equity plan that is focused first on narrowing systemic racial achievement disparities at FHS.	<p><b>Year 1:</b> Begin campus-wide conversations.</p> <p><b>Year 2:</b> Equity task force forms and designs equity plan including measurable goals. Implement first stages of equity plan.</p> <p><b>Years 3-6:</b> Continue implementation, evaluation, and revision of equity plan.</p>	<p>Utilize a trained and skilled facilitator to lead campus-wide conversations about the impact of race on our lives and at our school and establish a consensus model for planning and implementation of equity plan.</p> <p>Form an equity task force including staff, students, and community members to</p>	Administrators, teacher leaders, all other staff members, students, and interested community members.

				design the plan: <ul style="list-style-type: none"> <li>• investigate other schools' successful efforts</li> <li>• Engage the entire staff in the design process</li> <li>• Identify useful measures for plan effectiveness.</li> </ul>	
<p>Starting before the 2017-2018 school year, we began looking at Equity more holistically and inclusive of all staff. Some of the original charges of the Equity Task Force were taken over by other leadership groups such as the Staff Leadership Team and the Guiding Coalition for Learning. Part of the school wide equity initiative involves bringing in consultants, Pedro Noguera (Twice in 2017-18) and Anthony Mohammed (Once in 2018-19), to help the school better understand how to incorporate equity into the school systems and culture. The work with and feedback from Drs. Noguera &amp; Mohammed has influenced the work of both the Staff Leadership Team and the GCL.</p> <p>The focus of the Staff Leadership Team has been in developing supports for all students, including looking at aspects of trauma informed care and implicit bias. By the end of the school year, the SLT will lead the staff through a conversation to narrow down terms that, collectively, we feel address our values as a school. Based on those common values, the direction of the team will be to look into policies and procedures (at the school, department and class levels) to ensure that they are consistent with the agreed upon values.</p> <p>The GCL has focused on small group, department meetings (with GCL reps and the department lead) to focus on the work within a given department. PLC leads are all being asked to lead their teams through a cycle of formative assessment, review of student work and then developing course-level interventions for student learning needs.</p> <p>Fremont has been working with the Family Engagement Collaborative (with Sunnyvale Community Services, the City of Sunnyvale, local mental health clinics and district support) to provide additional support and services to our underserved families.</p> <p><u>Equity Task Force History and Timeline</u></p> <p>Fall 2016 The district starts Equity in Action initiative, which helps the AP understand how to approach the Equity task in WASC.</p> <p>December 2016 - AP in charge choses teachers/ counselors to be part of the task force (Beckstrom, Anastasia, Franco, and Jeff Rosado) and takes everyone to an offsite training with Pedro Noguera to figure out how best to deal with equity in the classroom.</p> <p>Spring 2017 - The Task force decides on 4 initiatives:</p> <ol style="list-style-type: none"> <li>1. Do an Ethnographic Study of a day in the life of a student with teachers (volunteers)</li> <li>2. Create a forum for ongoing conversations - Monthly Lunch meetings for all staff (volunteers)</li> <li>3. Build Equity into the culture of the school with a focus on the classroom</li> <li>4. Community Outreach - Specific attempts to reach families in North Sunnyvale</li> </ol> <p>Summer 2017</p> <ul style="list-style-type: none"> <li>• The administration decides to transfer the responsibility for task three, Building a Culture of Equity, to the Staff Leadership Team. At the same time the Administration forms the Guiding Coalition for Learning, which will focus on supporting the PLCs in their work.</li> <li>• The teacher leader of the Equity Task force moves. The administration searches for a new lead.</li> </ul>					

## The Equity Task Force 2017-18 Initiatives and Goals

- Focus on initiatives 4) Community Outreach and 2) ongoing conversations
- November 2, 2017 - First meeting of Task Force of this year. Focus of the meeting was on busing and how to help students with long bus rides be more successful. See the meeting notes in the appendix.
- We are figuring out how to measure success for the task force - Defining our measurable goals.
- Now figuring out how to lead - plan for equity at all parts of the school.

## Winter 2019

- The task force planned and held the first “Fremont Family Fun Night” at Columbia Middle School in January 2019. The event was planned by a committee of staff volunteers to create and run various activities and demonstrations for feeder middle school students to help connect them to their future high school. Columbia Middle School was selected as the target feeder school since they are the most geographically distant of Fremont’s feeder schools. Additionally, their demographic make-up contains many of the target groups (Hispanic, English learner, SED, special education, etc.) that Fremont is trying to become better at serving.
- The event started at the end of the school day for the middle school students, on their campus. There were games and workshops (band, drama, choir) followed by exhibitions by FHS teams and performing groups. This was all followed by the annual 8<sup>th</sup> grade parent information night for Columbia.

<b>Task #5</b> Expand equity plan to address the socio-economic achievement gap at FHS.	FHS has a broad cross-section of socio-economic classes in which we see disparities in the achievement across the wealth spectrum.	Incorporation of socio-economic status within our equity plan (see Task #4).	<b>Year 3:</b> Equity plan incorporates measures to address socio-economic achievement disparities. <b>Years 4-6:</b> Full implementation of equity plan.	Equity task force will expand equity plan to address the socio-economic achievement gap utilizing the systems already developed in Task #4.	Administrators, teacher leaders, all other staff members, students, and interested community members.
--	--	--	--	---	---

This task has been incorporated into school-wide equity work regarding race and economic status.

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<ul style="list-style-type: none"> <li>• With the new bell schedule, we have created time during Friday collaboration for special groups (AVID, Academic Foundations, ELD, Equity Task Force) to meet. Previously, we didn’t have time for these groups to meet within the day so we are trying this structure this year in the hopes of better supporting their work.</li> </ul>	<ul style="list-style-type: none"> <li>• ELD staff are using Flex Academy to help support students who are receiving D &amp; F grades in their classes.</li> <li>• ELD team will be using the newly adopted state guidelines related to ELPAC scores to RFEP students.</li> <li>• With the new bell schedule (and the removal of Friday Office Hours) we have had to revisit Flex Time. Staff spent time in August revisiting norms and considering how best to</li> </ul>	<ul style="list-style-type: none"> <li>• EIA funds are being used to release a staff member to oversee the GOALS program. Through this release, the coordinator works to collect data that teachers can use to better support student development of English skills along with content area knowledge.</li> <li>• GOALS program works to ensure that long-term ELs meet at-level literacy and student skills. They use the GMRT to measure progress. Also, GOALS teachers are each case</li> </ul>	<ul style="list-style-type: none"> <li>• Fremont continues use Academic Foundations (AF) at all grade levels to help struggling students learn organizational strategies and the rationale for effective effort being tied to their success in school. AF staff provide counseling and academic support to students in their classes. They also communicate directly with the teachers of the students in these classes to help target the support they need to be successful.</li> </ul>

	<p>support all students during the time built into the school day. As was the case previously, some students are allowed to sign up for where they want to attend, others are assigned by teachers and some are assigned to intervention areas (Flex Academy, Admin Flex, etc.).</p>	<p>managing several students who exited GOALS. They will be meeting with their students 4 times during Flex Time to check on the students' progress.</p> <ul style="list-style-type: none"> <li>GOALS teachers also working in their own PLC to look at student data and to refine curriculum to support students.</li> </ul>	<ul style="list-style-type: none"> <li>Within AF sections, we have classes that specifically support EL students and that support students who need additional socio-emotional support.</li> <li>8 sections of AVID to help build the college-going culture for students.</li> </ul>
--	--	---	--

## 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.

<b>Fremont High School WASC Goal</b>	<ul style="list-style-type: none"> <li>• Increase student engagement while maintaining a rigorous academic learning environment.</li> <li>• Evaluate and strengthen intervention programs.</li> <li>• Provide for more extensive and accessible professional development activities.</li> </ul>
<b>Fremont High School Target</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> <li>• Increase the number of FUHSD courses that result in credit from a post-secondary program.</li> </ul>

## DATA PRESENTATION

### Access to College and Career Readiness Curriculum

#### Scholastic Achievement Test (SAT) Results

	FHS			FUHSD			Nation		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Number of students tested	225	201		1,716	1,573		1,640,000	1,824,849	
Critical Reading Average*	520	*	*	615	*	*	494	*	*
Math Average	567	591		667	690		508	533	
Writing Average*	529	*	*	629	*	*	482	*	*
Evidence-based Reading and Writing Average*		581			662			538	

*\*Beginning in 2016-17, College Board's new SAT updated the "Critical Reading" section and replaced it with "Evidence-based Reading and Writing." A separate "Writing" section is now optional and not included in the reported cohort summary.*

## Advanced Placement (AP) Results

AP Tests	2015-2016	2016-2017	2017-2018
# of AP Test Takers	356	376	411
Total # of Exams Taken	709	706	894
% of Scores 3 or greater	76.3%	78.3%	80.4%

*\*Many students take exams in more than one subject. The average at this school for the 2017-18 school year was 2.18 exams per student.  
Data from The College Board AP Reports*

Enrollment in Advanced Placement (AP) Courses: Current Year  
2018-2019

AP course takes by group	Afr Am/Black		Asian		Filipino		Hispanic		Multi Race		White	
	#	%	#	%	#	%	#	%	#	%	#	%
AP English	0	0%	76	52%	7	5%	41	28%	1	1%	22	15%
AP Math	1	0.4%	143	57%	13	5%	29	12%	2	1%	63	25%
AP Science	2	1%	128	58%	14	6%	20	9%	1	0.5%	54	25%
AP Social Studies	3	1%	149	49%	20	7%	56	18%	2	1%	73	24%
AP World Language	0	0%	27	31%	1	1%	50	57%	0	0%	10	11%
AP Other	0	0%	53	62%	1	1%	9	11%	0	0%	22	26%
<b>Total</b>	<b>6</b>	<b>1%</b>	<b>576</b>	<b>53%</b>	<b>56</b>	<b>5%</b>	<b>205</b>	<b>19%</b>	<b>6</b>	<b>1%</b>	<b>244</b>	<b>22%</b>

*# 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*

AP course takes by group	Socioecon Disadv		English Learners		SpEd		Total in AP Subject
	#	%	#	%	#	%	#
AP English	12	8%	0	0%	1	1%	147
AP Math	9	4%	6	2%	1	0.4%	251
AP Science	5	2%	8	4%	3	1%	219
AP Social Studies	18	6%	4	1%	4	1%	303
AP World Language	24	27%	5	6%	0	0%	88
AP Other	3	4%	3	4%	1	1%	85
<b>Total</b>	<b>71</b>	<b>6%</b>	<b>26</b>	<b>2%</b>	<b>10</b>	<b>1%</b>	<b>1093</b>

*# 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*

**AP Course Takers by Student Group (multiple years)**  
**Overall AP Course Enrollment by Student Group (multiple years)**

**2017-18**

AP course takes by group	Afr Am/Black		Asian		Filipino		Hispanic		White		Multi-Race	
	#	%	#	%	#	%	#	%	#	%	#	%
AP English	0	0%	86	58%	2	1%	13	9%	39	26%	7	5%
AP Math	0	0%	143	54%	6	2%	26	10%	70	27%	18	7%
AP Social Studies	2	1%	124	44%	7	2%	64	22%	72	25%	14	5%
AP Science	1	0%	119	58%	7	3%	21	10%	49	24%	7	3%
AP World Lang	0	0%	42	51%	0	0%	32	39%	7	9%	1	1%
AP Other	0	0%	26	60%	0	0%	2	5%	24	56%	9	21%
<b>Total</b>	<b>3</b>	<b>0%</b>	<b>540</b>	<b>53%</b>	<b>22</b>	<b>2%</b>	<b>158</b>	<b>15%</b>	<b>261</b>	<b>25%</b>	<b>56</b>	<b>5%</b>

# 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

AP course takes by group	Socioecon Disadv		English Learners		SpEd		Total in AP Subject
	#	%	#	%	#	%	#
AP English	0	0%	2	1%	0	0%	148
AP Math	5	2%	11	4%	1	0%	264
AP Social Studies	5	2%	15	5%	3	1%	285
AP Science	1	0%	6	3%	3	1%	205
AP World Lang	7	9%	12	15%	0	0%	82
AP Other	1	2%	0	0%	1	2%	43
<b>Total</b>	<b>19</b>	<b>2%</b>	<b>46</b>	<b>4%</b>	<b>8</b>	<b>1%</b>	<b>1027</b>

# 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

**2016-17**

AP course takes by group	Afr Am/Black		Asian		Filipino		Hispanic		White		Multi-Race	
	#	%	#	%	#	%	#	%	#	%	#	%
AP English	1	1%	41	39%	9	8%	24	23%	31	29%	0	0%
AP Math	2	1%	114	47%	23	10%	37	15%	63	26%	2	1%
AP Social Studies	5	2%	100	41%	24	10%	34	14%	80	33%	2	1%
AP Science	2	1%	102	57%	6	3%	16	9%	52	29%	0	0%
AP World Lang	0	0%	37	37%	0	0%	51	51%	12	12%	0	0%
AP Other	0	0%	35	78%	1	2%	2	4%	7	16%	0	0%
<b>Total</b>	<b>10</b>	<b>1%</b>	<b>429</b>	<b>47%</b>	<b>63</b>	<b>7%</b>	<b>164</b>	<b>18%</b>	<b>245</b>	<b>27%</b>	<b>4</b>	<b>0.4%</b>

# 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

AP course takes by group	Socioecon Disadv		English Learners		SpEd		Total in AP Subject
	#	%	#	%	#	%	#
AP English	0	0%	16	15%	1	1%	106
AP Math	0	0%	40	17%	3	1%	241
AP Social Studies	1	0%	38	16%	2	1%	245
AP Science	1	1%	21	12%	1	1%	178
AP World Lang	11	11%	32	32%	0	0%	100
AP Other	1	2%	1	2%	0	0%	45
<b>Total</b>	<b>14</b>	<b>2%</b>	<b>148</b>	<b>16%</b>	<b>8</b>	<b>1%</b>	<b>915</b>

# 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

### Students Taking AP/Honors and CTE Courses by Cohort (multiple years)

FHS	2016		2017		2018	
	#	%	#	%	#	%
Took at least one AP/Honors course	283	59%	286	59%	322	62%
Took at least one CTE course	338	70%	380	78%	397	76%
Took at least one AP/H and one CTE course	180	38%	211	43%	238	46%
Total students in cohort	480		487		523	

FUHSD	2016		2017		2018	
	#	%	#	#	#	#
Took at least one AP/Honors course	2057	77%	2100	81%	2257	82%
Took at least one CTE course	1715	64%	1911	73%	2036	74%
Took at least one AP/H and one CTE course	1263	47%	1532	59%	1664	60%
Total students in cohort	2668		2601		2759	

CTE courses include business, computer science, programming, computer applications, engineering, technical writing, arts/multimedia, industrial tech, culinary, and auto tech courses

### School Site Commentary:

We continue to see increases in the number of students taking AP tests, the number of tests they take, the percentage of scores 3 or greater and the number of students (in all but one subgroup – white students) increasing. A fear that we have is that as our demographics change over time, our increases could be tied to the demographic changes. Fortunately, this year we have seen subgroups, even those traditionally underrepresented in AP classes, increase. Our SED students are taking 25 more AP classes, EL students are taking 7 more and our SPED students are taking 2 more than these groups took last year. The biggest increase in course takes was 47 more taken by our Hispanic students.

After being flat for a few years, the number of AP tests taken by FHS students grew by 188 tests from the previous year and with the increase the percentage of students scoring 3 or higher also grew by 2.1% from last year. Over the past 10 years, FHS has more than doubled the amount of AP tests given (440 to 894) and the percentage of students scoring 3 or higher has risen by 21.4%.

Part of the reason for the increase in our AP numbers could be tied to a few different factors, but there are a couple that are worth noting. Several years ago, FHS worked with district staff to start an “AP Bootcamp” for students to take during the summer before starting AP U.S. History. When developing the program, part of the goal was to target traditionally underrepresented students and provide them a preview of the work so that they would confident when the course began in August. The success of getting students enrolled and getting them to stay all summer was mixed. Since we believed in the idea, a change was made two years ago to run the boot camp supports concurrently with the class. The target students are still those who are underrepresented but the support comes throughout the school year. In the new iteration, one of the AP U.S. History teachers started bringing the students in about once a month during Flex and lunch (providing them lunch) to prepare for larger unit assessments. Because it has had a better retention rate than the summer program, this practice has continued this school year and has also been replicated by the AP Government teacher this year as well. While this isn’t a promotional activity to get students into the class, teachers who are recommending students about which class to take, knowing that the support is available might be more likely to encourage a wider range of students to sign up for the classes.

As has been the case in previous years there has been a continued push from AVID to have students take AP classes. The goal of the AVID teachers is to find AP class options that are right for students but all students in the program must take at least one AP class during their high school career. Additionally, an individual teacher also reaches out to certain students to send an encouraging email (to take a specific AP class) when going through the course selection process.

### Students Requiring Remediation at Community Colleges

Data regarding FUHSD student enrollment and placement in remedial courses at local community colleges is tracked through CalPass+, a statewide system that K-12 and state higher education institutions participate in on a voluntary basis. The CalPASS+ system matches enrollment records from California community colleges with graduation records from the high school district, and is generally at least a year behind due to reporting timelines in the community college system. This data includes students who were enrolled for one term (e.g. for summer after graduating from high school) or more, and both part-time and full-time students. The most recent year of complete data is for the Class of 2017.

Requiring Remediation	Class of 2015		Class of 2016		Class of 2017	
<b>FHS Total in Class</b>	529		484		523	
FHS Total Reported Enrolled in CC	263		196		220	
FHS # requiring Remediation--ELA	121	46.0%	89	45.0%	96	44.0%
FHS # requiring Remediation--Math	141	54.0%	112	57.0%	122	55.0%
<b>FUHSD Total in Class</b>	2734		2654		2650	
FUHSD Total Reported Enrolled in CC	1249		804		825	
FUHSD # requiring Remediation--ELA	328	26.0%	255	32.0%	245	30.0%
FUHSD # requiring Remediation--Math	387	31.0%	312	39.0%	314	38.0%

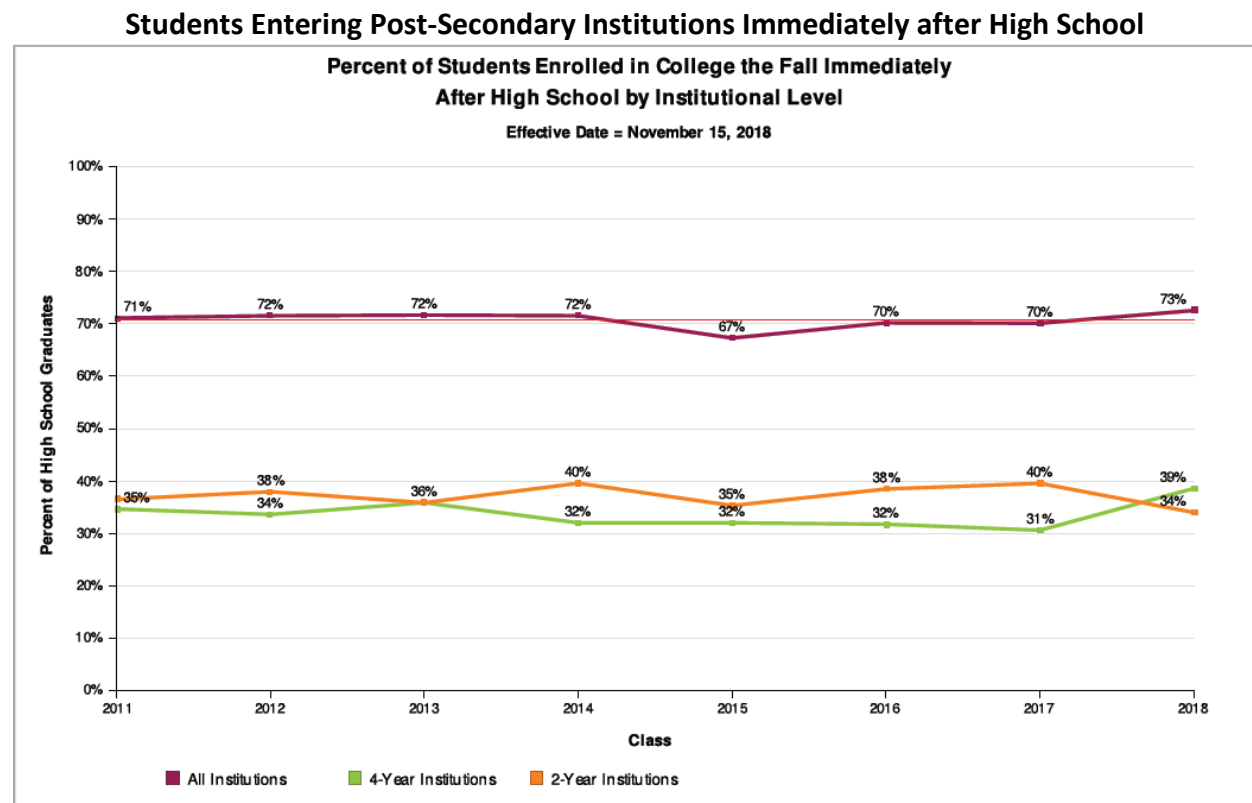
*Most recent data available is for the Class of 2017. Data from CalPASS+ (<https://www.calpassplus.org/CalPASS/Home.aspx>)*

### School Site Commentary:

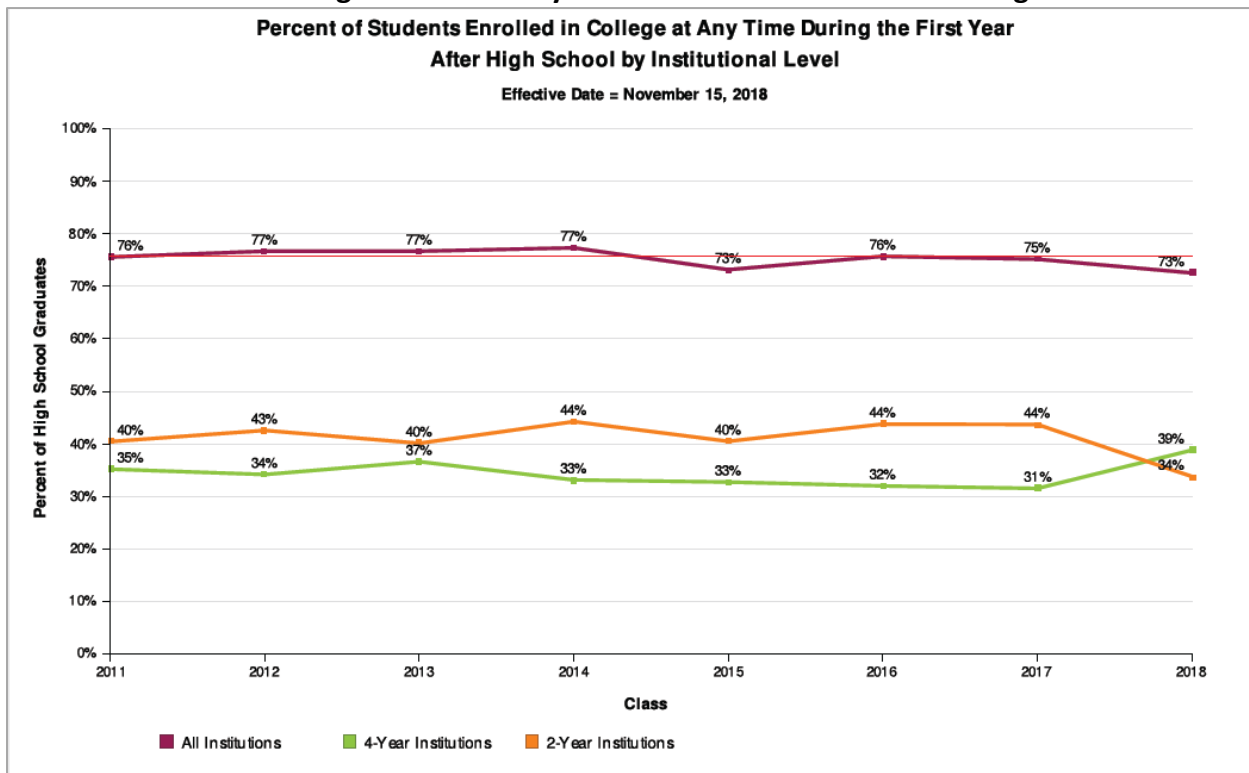
As the number of Fremont students enrolling in community colleges increased by 24 students, there was also a slight decrease in the need for ELA or math remediation for FHS students. Though the total number of students needing remediation in each increased from last year, with the additional FHS students attending community colleges, the percentages decreased by 1% in ELA and 2% in math.

## Post-secondary enrollment persistence, graduation

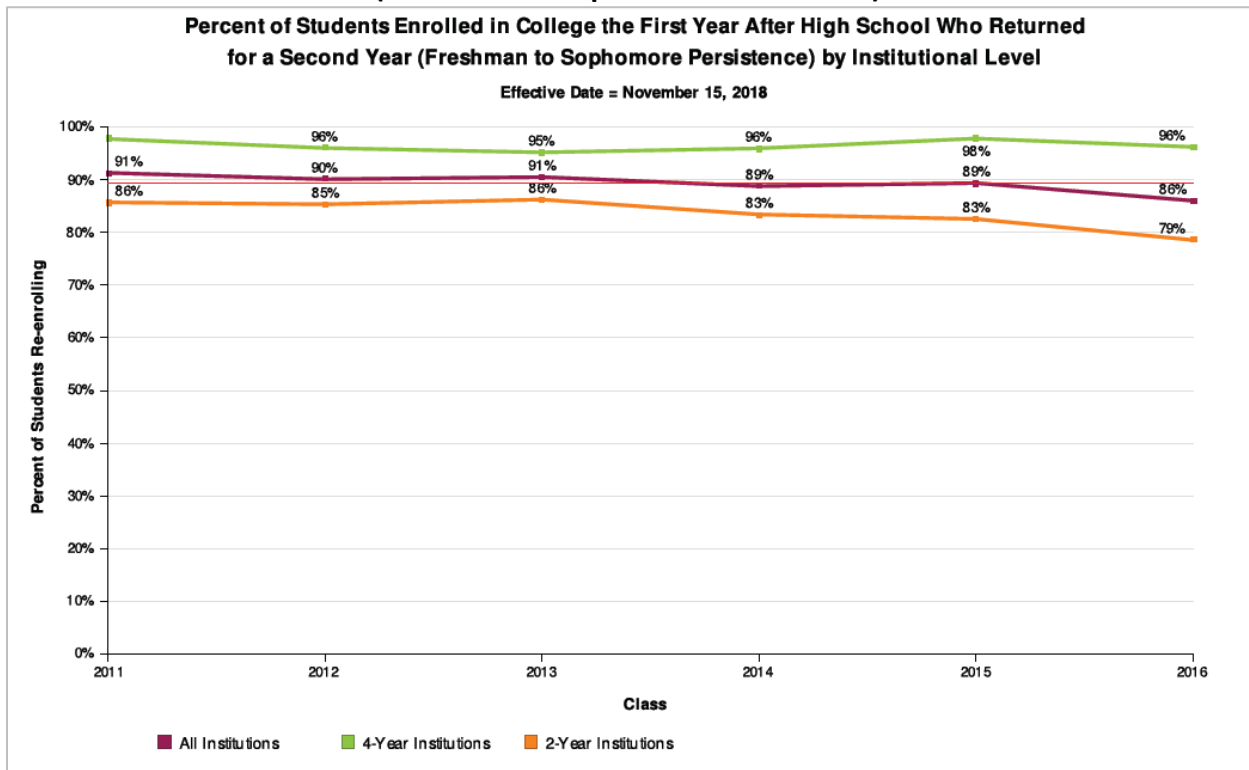
Post-secondary program data is made available to us through a number of different sources, including the National Student Clearinghouse. For this resource, our graduate data is matched against enrollment records of participating post-secondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included. The most recent data we have is for the Class of 2018.



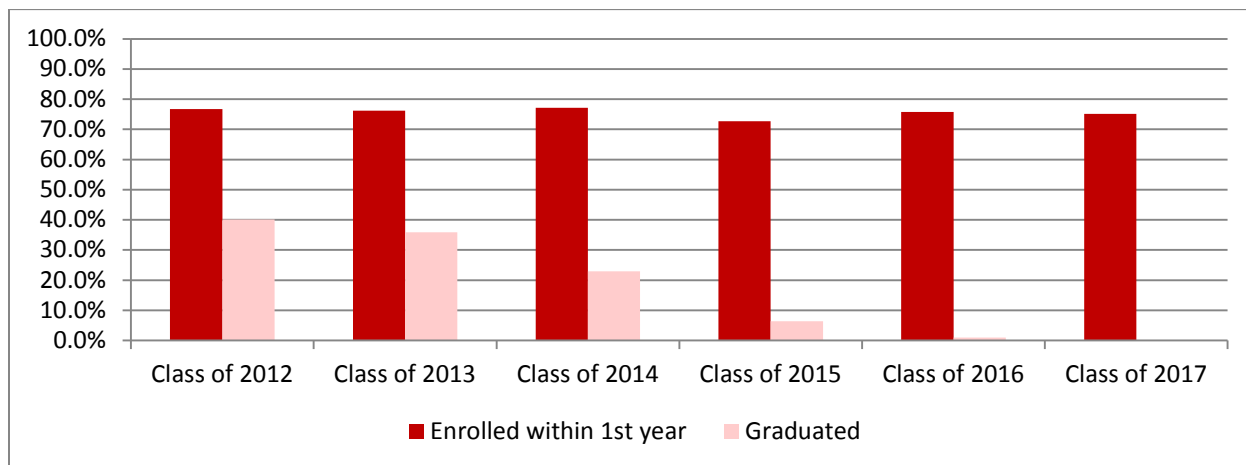
## Students Entering Post-Secondary Institutions within 1 Year after High School



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



### Post-secondary Enrollment and Graduation by Cohort



Fremont HS	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Enrolled within 1st year	76.7%	76.2%	77.1%	72.7%	75.7%	75.2%	72.5%
Graduated	40.1%	35.8%	22.9%	6.4%	1.0%	0.0%	---

*The National Student Clearinghouse reports graduation data for 6 years post-high school. "Graduation" is defined as attainment of a degree or certificate.*

#### School Site Commentary:

As was the case last year, once students enroll in a 4-year institution after college, the likelihood that they will continue at least through their sophomore year remained at 95% or higher from the Class of 2009 through the Class of 2016. Promoting college-going options continues to be a focus of the work for the FHS guidance team. We continue to run 8 sections of AVID (2 each grade level) and our GOALS and ELD programs have been taking student trips to local colleges (community, state and private) to help them experience what a college campus is like so that their will be less fear and confusion when/if these students decide to pursue post-secondary education.

Comparing the percentage of students who graduate from their post-secondary education, there was an increase of 16% of the students from the class of 2012, 32.3% of the Class of 2013, and 22% of the Class of 2014. The Class of 2013 would have been 5 years out of high school and the Class of 2014 would be 4 years out, so this is the time when many would normally be on track to finish college if they went directly from high school.

## STATUS UPDATE OF WASC ACTION PLAN

### FHS WASC Objective #3: Increase student engagement while maintaining a rigorous academic learning environment.

Specific Site Task	Rationale (Data Finding)	Measurable Goal	Timeline	Strategies	Responsible Participants
<b>Task #1</b> Continue to develop and implement the most effective teaching practices in the classroom	Student learning can be accelerated by developing a wide variety of engaging teaching strategies.	Common assessment proficiency levels will increase, fewer students will earn Ds or Fs, students will be observed to be engaged in both peer and administrative classroom visits, and student self-reported (surveys and interviews) level of engagement will increase.	<b>Year 1:</b> Encourage and support teacher peer observations within PLC groups.  <b>Years 2-6:</b> Teachers regularly visit each other's classrooms both within and beyond PLC groups.	Support peer and administrative classroom observations.  PLC groups will share best practices.  Provide professional learning opportunities to address the challenges posed by our block schedule.	PLCs, administration, teachers

#### 3 Minute Observation Club

The teacher created and led 3-minute observation club continues. This year, two new teachers have stepped up to coordinate the work that was started by another teacher originally. Teachers sign up with the observation club organizer to form groups to formalize a process for class walkthroughs and the debriefing process. The goal of the 3-Minute Observation Club is to share best practices and to serve as an opportunity for in-house professional growth and development. The 3-Minute Observation Club will serve to validate the great things teachers doing as well as to challenge our teaching practice in a supportive way. We had 15 teachers last year and averaged 70% attendance at the monthly debrief lunch meeting. For the 2018-19 school year we have 20 teachers signed up! This year, each month the club will observe two teachers and then have a debrief lunch at the end of the month!

#### Visual Art Department:

- Vertical alignment from beginning class (Art 1 and 3D Design) to advanced class (Art 2, Studio Art and AP Art) to increase content continuity.

#### Math Department

- 8 teachers attended the Asilomar math conference for professional development this school year. We use department meetings and some PLCs as a way to disseminate some of our best teaching practices.
- We have wide participation in the district professional development opportunities (at least 2-3 teachers at each event).

#### SPED

- English - Since books on tape is a very dated technology, SPED teachers are now rolling over into assistive tech tools that are easily accessible at home and school while also encouraging students to be self-reliant. Two great examples are Google's Read & Write Extension, Sora (audiobooks) and Grammarly.
- Positive psychology - Focus on ways for students to bring more positive things into their lives - How to develop: gratitude. How do we build on our strengths? In the Therapeutic Elective Class, this has been an area of focus over the past few years. Some staff attended a weekend conference and implemented positive psychology immediately.
- Model and support note taking with prepared notes that need to be the same

- Changed the name of quizzes to “exit tickets” to reduce anxiety about tests
- Mandatory re-takes for many SPED classes
- Experiential learning - looking for opportunities for project based learning (PBL). Was implemented in World Studies classes during the 2nd semester last year. Experiential learning is being used in various classes (Environmental Science, Training for Transitions)
- Extensive Modeling of student skills - Lay out an agenda (goal and objective tied to everything).

#### Science

- Decrease in lecture - Less content more skills - Depth instead of Breadth of Content
- More partner and group work - Discussions
- Shift in questions from factual recall to inquiry based.
- Focus on inquiry and science skills in the essential questions posed to the students
  - Argumentation Make a claim, provide evidence and reasoning
  - Make more observations and analysis of data
  - Use Chromebooks to plot graphs (Biology)
    - Collect Data, put it in a table, auto-creation of the graph
- Emphasis on collecting data, labs and activities, building their own models of phenomena.
- Example: Carbon cycle was taught by building a working a model as class.
- Example: Mitosis, cell division, now taught through deductive reasoning rather than just giving them the steps. Students construct a model of how Mitosis works instead of a lecture.
- Example: Wave speed, measured the wavelength and frequency to deduce the wave speed rather than just being given the formula.
- Example: Figure out the gas laws (Physical laws) through experimentation and then they're named.
- De-emphasis of traditional lab write-ups - Focus on the key component of argumentation (CER) Claim, Support with Evidence, Justify with scientific knowledge.
- Philosophical shift from holding onto science concepts to teaching science skills.

#### English

- Student-centered instruction - Teachers create lessons with activities that revolve around students practicing and learning skills as opposed to the teacher lecturing or demonstrating everything.
- Partner and Group Activities
- Writing - Use exemplars - Positive and Negative (What not to do)
  - Use assessment tools (rubrics) for peer editing to get students calibrated and to help them understand their grade
  - Chunking - Intro paragraph, body, etc. are broken into components
  - Socratic style activities - Everybody works to find evidence and creates an evidence bank.
  - Shared Feedback strategies
  - In ERWC Descriptive outlines are used for essays and argumentation
  - Graphic Organizers to support essays
- Quote logs - Paragraph, Analyze, Connect
- Several teachers visit each other's classrooms to observe lessons or instruction styles.
- All teachers participate in the same Professional Development
  - Speaking and Listening (This year)
  - Research (Last year)
  - Analyzing Student Work (Two years ago)

#### World Languages

We have the Spanish-speakers 3 course, which uses the Common Core Standards for English Language Arts to support the skills being addressed in other courses such as Lit/Writ and history.

#### Performing Arts Department

- In the Band and Orchestra Classes, there are clear pathways (sequencing) of academic development based on entering skill level and skills developed and expanded throughout high school: concert band – entry level, symphonic band – intermediate level, wind ensemble – advanced level string orchestra –

entry level, chamber orchestra – advanced level

- The band/orchestra program is very similar, comparable, and as rigorous to sequencing in other academic areas of study
- Our drama classes (drama 1 and advanced drama) and choir classes (a-choir, treble choir, small mixed vocal) also have pathways, but fewer students in these classes mean there are fewer levels of classes available.
- This year in their PLC work they have created a common assignment/assessment (the Performance Review) that also has a common rubric created/revised by examining student work samples

#### GOALS

- GOALS teachers are actively working to address and promote positive student skills in addition to highly scaffolded, grade level curriculum. This year, the PLC focus has been on student elaboration, both in writing and in speaking.

<b>Task #2</b> Continue to promote appropriate student choices of rigorous academic environments, and provide support for those who need it.	Our AP classes are growing in popularity, but some students are not prepared for the rigors of a college-level class.  FHS students have been enrolling in more challenging academic classes at an increasing rate, but some are not finding success.	More students taking and passing the most appropriately challenging academic classes with a C or higher.	<b>Years 1-6:</b> Continue to publicize existing support structures. Explore options to expand summer and school year support structures.	Extend summer support activities, such as APUSH boot camp and summer math enrichment courses.  Maintain, expand and publicize support structures for all students during the school year.	Administrators, Coordinator of Academic Interventions, teachers.
---	---	--	--	---	--

We continue to see increases in the number of students taking AP tests, the number of tests they take, the percentage of scores 3 or greater and the number of students (in all but one subgroup – white students) increasing. A fear that we have is that as our demographics change over time, our increases could be tied to the demographic changes. Fortunately, this year we have seen subgroups, even those traditionally underrepresented in AP classes, increase. Our SED students are taking 25 more AP classes, EL students are taking 7 more and our SPED students are taking 2 more than these groups took last year. The biggest increase in course takes was 47 more taken by our Hispanic students.

After being flat for a few years, the number of AP tests taken by FHS students grew by 188 tests from the previous year and with the increase the percentage of students scoring 3 or higher also grew by 2.1% from last year. Over the past 10 years, FHS has more than doubled the amount of AP tests given (440 to 894) and the percentage of students scoring 3 or higher has risen by 21.4%.

The AVID program supports first generation college bound students and encourages signing up for AP and Honors classes. Embedded into the AVID classroom (9-12 grade) is a tutorial structure that explicitly teaches students the study and academic skills necessary to succeed in those upper level courses. AVID teachers work with students to select classes that are appropriately challenging for each student, based on their success, student habits, and skills foundations. There are regular student check-ins for all students, to help them navigate difficult classes.

**World Languages**

We designed a comprehensive placement test for incoming Spanish-speaking students in order to place them in the right level: Spanish-speakers 2 or Spanish-speakers 3. In rare cases, student place directly into AP Spanish.

**SPED**

There has been a huge push for case managers and gen ed teachers to use the modified grade agreement as the first line of attack in promoting the least restrictive environment for IEP-entitled students. While there is more work to do in this area, the conversations campus-wide are happening with more frequency and teachers are finding more ways to meet struggling IEP-entitled students at their level. We have written over 30 modified grade agreements this year so far, which could be a new record for FHS.

In the works for next school year is setting up an inclusion biology class. That class has traditionally been a huge hurdle to overcome for all students, and for many years IEP-entitled students have found themselves having to drop the class because of the rigor. Now that we are going to offer an inclusion version next year, it provides an amazing opportunity for IEP-entitled students to experience the rigor and pacing of a top-notch biology class, but with the appropriate supports and modifications built in as needed. The fact that the learning and activities being delivered in the gen ed room can then be taken back to the SAI setting to increase the rigor there is also a massive bonus. The flip side is that gen ed students will also have access to some of the supports being written into the curriculum by the special education inclusion teacher. Hopefully, the inclusion model will allow all students greater access to freshman biology, regardless of whether they are IEP-entitled or not.

**Math Department**

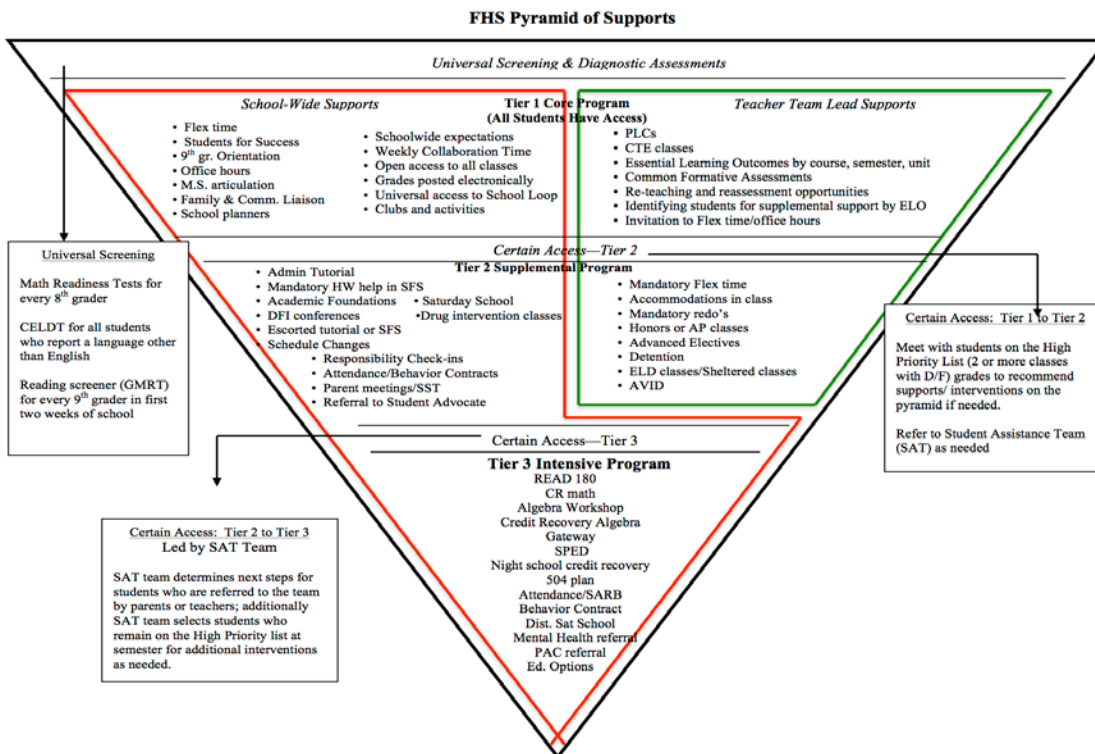
- We empower students to make appropriate course choices by giving all students statistical data about the grade distribution in successor courses from the course they're in, broken down by the grade the student currently has. The department has started holding "Open House" sessions during Flex Time so that students can judge the difficulty of the different classes based on objective information.
- The math department has been using A-B-C level grading. The learning goals are categorized for the students in the Foundations (C-Level), Applications (B-Level), and Extensions (A-Level). All students have access all 3 levels of problems.

## **FHS WASC Objective #4: Evaluate and strengthen intervention programs**

<b>Specific Site Task</b>	<b>Rationale (Data Finding)</b>	<b>Measurable Goal</b>	<b>Timeline</b>	<b>Strategies</b>	<b>Responsible Participants</b>
<b>Task #1</b> Organize and streamline existing intervention programs into the Response to Intervention structure	We have a tremendous support system that works for many students, but many staff members, students, and parents don't know what they are, and how to access them.  We need to work together to advertise our successes, and bring in students	Parents, teachers, and students will report on future surveys that they are aware of the intervention programs best suited to their individual needs.	<b>Year 1:</b> Create and distribute intervention flowchart and actively publicize intervention programs in time for course selection  <b>Years 2-6:</b> Expand cohort structure as supported by data	Create and maintain flow chart that documents a systematic response to intervention.  Publicize our various intervention programs with brief descriptions of what they offer.  Explore more	Teachers, Intervention Specialist, Administration, Library Media Teacher, Special Education Department

	who can benefit.			opportunities to expand our cohort structures (Academic Foundations, AVID, etc.)	
<p>During the 2017 - 2018 school year, an intervention oversight committee was created to develop, implement, refine and evaluate school-wide interventions as well as provide guidance and leadership on student placement and decision-making.</p> <ul style="list-style-type: none"> <li>The Intervention Specialist has developed medical and mental health re-entry protocols for students who have missed school due to hospitalizations. These documents have been introduced to school wide staff.</li> <li>The Intervention Specialist has also developed protocols for responding to requests for classroom accommodations for students with disabilities (504 plan) and assessment for special education services (Individualized Education Plans). These protocols also include information and suggestions for Tier 1 and Tier 2 interventions. These protocols have been introduced to the staff.</li> <li>The Intervention Specialist developed an online system of collecting information on students of concern, to assist with critical decision making in an effort to help student access Tier 2 or Tier 3 services to support academic success</li> </ul>					
<b>Task #2</b> Assess data regularly to determine effectiveness of intervention programs	Some interventions work very well with some students, and need to continue. Other interventions haven't achieved the intended outcomes, and both design and implementation should be re-evaluated.	Intervention classes will establish and meet course-specific benchmarks for their students' performance.	<b>Year 1:</b> Course-specific benchmarks are created	Intervention teachers collaborate to determine course-specific benchmarks, collect data, and regularly review benchmark.  Agree on effective tools to use for progress monitoring across campus.  Explore the need for additional social and emotional support and mental health awareness.	Intervention Specialist, Administration, intervention teachers, Special Ed Department,
<ul style="list-style-type: none"> <li>During the 17 – 18 school year, the Academic Reading and Writing Professional Development Lead Teacher and the Administrator on Special Assignment, Interventions will be using data from a recent program evaluation to updating the exit criteria for the program.</li> <li>The Intervention Specialist and the Administrator on Special Assignment, Interventions will begin work with the Academic Foundations team during the 17-18 school year to update and refine entry and exit criteria as well as decision making protocols for the identification and placement of students in the program.</li> </ul>					

- During the 17 – 18 school year, the Intervention Professional Learning Community, along with the Academic Foundations team, began the process of identifying the data and effective tools for progress monitoring that will be most useful in evaluating the efficacy of the program.
- In the 2016-17 school year there were 103 students referred to the SAT (Student Assistance Team), which is responsible for insuring the student receives the correct intervention. 40 of these 103 students were tested for Special Education and 36 qualified. Beginning in 2017-18 the school is more closely tracking data about our SPED students following the district standard, which was implemented in 2016-17.
- Fremont has been reviewing the efficacy of the Academic Foundations intervention program this year. Hard work has been put in by one of our Assistant Principals as well as several FHS teachers and one student advocate. The work spans district lines as Homestead also offers Academic Foundations classes. Because of this, the FHS team has met with an HHS AP and teachers. Trudy Gross, Assistant Superintendent, has helped the teams focus on this course redesign effort. In December 2018, the AF team presented the redesign proposal to the Board which was unanimously approved the continuation of the redesign process. This semester, the teachers will take the lead in creating the course scope and sequence and bring a detailed unit plan to the Board for final approval in May 2019.



## FHS WASC Objective #5: Provide for more extensive and accessible professional development activities

Specific Site Task	Rationale (Data Finding)	Measurable Goal	Timeline	Strategies	Responsible Participants
<b>Task #1</b> Continue training in the implementation of new standards (Common Core, NGSS, etc.)	Some staff members report they are not ready to fully implement CC lessons in their subject areas.	Teachers receive training in CC, SBAC, and NGSS, and use strategies in line with those standards.	<b>Years 1-3:</b> Continue Professional Development in these areas; PLCs continue work in developing strategies. <b>Years 4-6:</b> Reassess needs once assessment data is available	Work with PLCs to continue developing CC strategies. Continue participating in CC training opportunities within and outside the district.	PLCs, administrators.
<p><b>Science Department</b></p> <p>Recently our district adopted a three-course model in which to teach all of NGSS. This means all standards across Life Science, Physical Science, and Earth/Space Science will be divided up and taught in our existing courses of Biology, Chemistry, and Physics. Biology will continue to focus on the Life Science standards and the remaining Physical Science and Earth/Space Science standards have been divided between Chemistry and Physics. Biology has fully designed, and implemented and installed an NGSS aligned curriculum and is ongoing in its assessment, re-evaluation and critical revision of the effectiveness of this course based on review of student work and student results. Bio is also using assessment questions developed by biology teachers across the district that have gone through an exhaustive review process and made it into a bank. The FHS Bio Team produced a NGSS rubric to use when determining whether an assessment is NGSS aligned. Our Chemistry and Physics teachers are participating in district-wide professional development around the implementation of NGSS. The focus of these PD sessions has been on curriculum shifts in order to align the courses with the Disciplinary Core Ideas (the content) outlined by NGSS for both Physical Science and Earth/Space Science, as well as the inclusion of Science and Engineering Practices (the skills). This work continues in the Chemistry and Physics PLCs at FHS as we being to implement these curricular shifts in our classrooms. However one major obstacle has arisen. In order to provide access to ALL California adopted NGSS standards requires three years of science for ALL students and our graduation requirements, staffing ratios and science classrooms are based around two for all with additional years of classes available for those who want it.</p> <p><b>Math Department</b></p> <p>Math has already incorporated the additional statistics requirements of common core in Alg1, Geometry and Alg2 and supported teachers in teaching it by offering several PD sessions which were attended by the majority of teachers of those courses. Our PLCs' focus on claim, evidence, reasoning structures and on expressing mathematical arguments is one example of how we include the standards of mathematical in our everyday coursework. Additionally, we are hosting 5 student teachers this year which both infuses our classes with current ideas that come from them, and also ensures that we are implementing the common core to provide an appropriate educational environment for those student teachers.</p> <p>FHS math teachers have shown consistently strong participation in all district-level math work for many years and have also served as leaders (presenters and/or facilitators) at the workshops and collaboration meetings listed below.</p>					

	Algebra 1	Algebra 2	Geometry	Upper Level Math
<b>2014-2015</b>	3 workshops <ul style="list-style-type: none"> <li>• Common assessment data</li> <li>• Effective feedback</li> <li>• Criteria for selecting/developing performance tasks</li> <li>• Formative assessment, student work analysis, and re-engagement cycles</li> </ul> <i>All FHS Algebra 1 teachers participated; 1 co-facilitated</i>		3 workshops <ul style="list-style-type: none"> <li>• Transformational geometry</li> <li>• Dynamic geometry software</li> </ul> <i>All FHS geometry teachers participated; 2 presented</i>	
<b>2015-2016</b>	2 workshops <ul style="list-style-type: none"> <li>• Algebra 1 expectations</li> <li>• Common assessment data</li> <li>• Modeling with algebraic functions</li> </ul> <i>All FHS Algebra 1 teachers participated; 2 co-facilitated</i>	2 workshops <ul style="list-style-type: none"> <li>• Criteria for selecting/developing performance tasks</li> <li>• Modeling with algebraic functions</li> </ul> <i>All FHS Algebra 2 teachers participated</i>	2 workshops <ul style="list-style-type: none"> <li>• Teaching with transformations</li> <li>• Geometry expectations</li> </ul> <i>All FHS Geometry teachers participated; 1 presented</i>	2 meetings <ul style="list-style-type: none"> <li>• Pre-calculus curriculum clarification</li> </ul> <i>6 FHS math teachers participated</i>
<b>2016-2017</b>	2 workshops <ul style="list-style-type: none"> <li>• Algebra 1 expectations</li> <li>• Common assessment data</li> <li>• Sense, perseverance, and problem solving</li> <li>• Learning from student work</li> </ul> + 2 optional workshops <ul style="list-style-type: none"> <li>• Modeling with functions</li> </ul> <i>All FHS Algebra 1 teachers participated; 1 co-facilitated</i>	1 workshop <ul style="list-style-type: none"> <li>• Algebra 2 expectations</li> <li>• + 2 optional workshops</li> <li>• Modeling with functions</li> </ul> <i>All FHS Algebra 2 teachers participated</i>	2 workshops <ul style="list-style-type: none"> <li>• Geometry expectations</li> <li>• Technology-enhanced learning in geometry</li> <li>• Learning from student work</li> <li>• Reasoning, justification, and proof</li> </ul> <i>All FHS Geometry teachers participated</i>	2 meetings <ul style="list-style-type: none"> <li>• Pre-calculus curriculum clarification</li> <li>• Math Analysis curriculum development</li> </ul> <i>6 FHS math teachers participated</i>
<b>Fall 2017</b>	1 workshop <ul style="list-style-type: none"> <li>• Mathematical mindsets</li> <li>• Algebra 1 expectations</li> </ul> <i>All FHS Algebra 1 teachers participated; 1 presented</i>	1 workshop <ul style="list-style-type: none"> <li>• Algebra 2 expectations</li> <li>• + 1 optional workshop</li> <li>• Mathematical mindsets</li> </ul> <i>All FHS Algebra 2 teachers will be participating, 5 presenting, 1 facilitating</i>	1 workshop <ul style="list-style-type: none"> <li>• Geometry expectations for proof</li> </ul> <i>All FHS Geometry teachers participated, 2 facilitated</i>	1 meetings <ul style="list-style-type: none"> <li>• Applications of Advanced Math Common Core update</li> </ul> <i>1 FHS math teacher will be participating</i>
<b>2018-2019</b>	<ul style="list-style-type: none"> <li>• 3 PD days</li> <li>• Mathematical mindsets: visuals, freedom, discourse</li> <li>• Algebra 1 expectations</li> <li>• Focus on discourse and high-quality tasks</li> <li>• All FHS Algebra 1</li> </ul>	<ul style="list-style-type: none"> <li>• 2 PD days</li> <li>• Mathematical mindsets: visuals, freedom, discourse</li> <li>• Algebra 2 expectations</li> <li>• Focus on modeling, statistics</li> <li>• All FHS Algebra 2 and</li> </ul>	<ul style="list-style-type: none"> <li>• 2 PD days</li> <li>• Mathematical mindsets: visuals, freedom, discourse</li> <li>• Algebra 2 expectations</li> <li>• Focus on modeling, statistics</li> <li>• All FHS Algebra 2 and</li> </ul>	<ul style="list-style-type: none"> <li>• 1 PD day</li> <li>• Mathematical mindsets: visuals, freedom, discourse</li> <li>• Precalculus expectations</li> <li>• Focus on performance tasks</li> </ul>

	teachers participated; one presented	2/Trig teachers participated; one presented	2/Trig teachers participated; one presented	<ul style="list-style-type: none"> <li>All Precalculus teachers participated; one presented</li> </ul>
--	---	---	---	--

ELD teachers all attended a training called Attributes of Sheltered instruction that was presented by district staff.

English Professional Development conducted by the district:

The English Department receives regular standards based professional development. All new teachers attend a PD on close reading.

#### 2015-16 English PD

Accessing Complex Texts (19 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Explain why *all* students need to be asked to read complex texts on a regular basis.
- Describe the aspects of text complexity.
- Design scaffolds to support struggling readers' comprehension of complex text.
- Had the opportunity to work in curricular teams to apply today's learning to upcoming units/lessons*

Reading and Writing in the Era of the Common Core State Standards (5 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Describe the principles of close reading instruction
- Construct a Common Core-style argumentative prompt.
- Describe the qualities of a strong text-dependent question and explain how well-designed TDQs function to prepare students for a performance/output task.
- Construct strong TDQs to prepare students for an output task.

#### 2016-17 English PD

Collaborative Analysis of Student Work (5 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Explain the importance of working collaboratively and using a protocol to analyze student work from formative assessments as a means of achieving high levels of learning for all students
- Select an analysis of student work protocol that matches the purpose for looking at student work

Providing Effective and Efficient Feedback (10 FHS attendees)

Objectives: by the end of this session, teachers will be able to...

- Explain how the feedback cycle is improved by first achieving student clarity about a learning target
- Articulate the difference between descriptive and evaluative feedback as well as the impact that each has on student learning
- Select from a broadened repertoire of feedback strategies that research has found to positively affect student learning, motivation, or both.

#### 2017-18 English PD

Research (11 FHS attendees)

Outcomes: by the end of this session, teachers will have...

- Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research
- Deepened their knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices
- Worked in their PLCs to apply today's learning to an upcoming research task

#### 2018-19 English PD

Speaking and Listening

Outcomes:

- Deepened our understanding of the listening, speaking, and academic conversation skills called for by the

<p>Common Core State Standards.</p> <ul style="list-style-type: none"> <li>Broadened our repertoire of instructional moves that can be used to teach students, explicitly, how to listen, speak, and hold academic conversations.</li> <li>Worked to apply today's learning to upcoming lessons, assignments, and assessments.</li> </ul>					
<p><b>Task #2</b> Create a professional development plan to prioritize needs, find and create opportunities, and promote professional learning.</p>	<p>All teachers need support in constantly improving their practice in order to increase student engagement and achievement.</p> <p>Some staff members reported in the staff survey they weren't aware of the opportunities for them in professional development.</p>	<p>The professional development plan will be created, based on professional development needs reported by teachers and administration.</p> <p>More staff members will respond in future surveys that they are fully aware of opportunities.</p>	<p><b>Year 1:</b> Create initial PD plan and publicize opportunities for PD. Investigate the need for a professional development coordinator.</p> <p><b>Years 2-6:</b> Continue to assess teacher needs and revise PD plan as necessary</p>	<p>Teachers self-report professional development needs through a process initiated by administrators.</p> <p>Collaborate with district Teaching and Learning Department to develop a coherent FHS professional development plan.</p> <p>Investigate the position of professional development coordinator who would be charged with keeping track of opportunities to go to conferences and workshops, and sharing information gained by attending these opportunities.</p>	<p>Administrators at school and district level, Department Chairs, teachers</p>
<p>There have been two primary outlets for professional development which are publicized and staff are encouraged to attend. Although many staff have been supported in their professional development requests, other options are still not as well known by all staff.</p> <p>One main option that is open to all and well publicized is attending professional development opportunities through our district office. Each year, district administrators plan and publicize different supports including: Reading and Writing in the Common Core, Accessing Complex Texts, Providing Effective and Efficient Feedback, Collaborative Analysis of Student Work, Algebra Initiative, and Courageous Leaders to name just a few. Along with these broader offerings, the district also offers more targeted PD opportunities. All certificated staff new to our district participate in an annual training around Academic Language production. This is done each year to ensure that all of our certificated staff have experienced this support. For our 2<sup>nd</sup> year induction-eligible teachers, we offer a Skillful Teacher course. This is attended by both newer teachers along with veteran mentors, with the intent that eventually all staff will have attended this training. Including those attending during the 2018-2019 school year, over the past 5 years 67 Fremont teachers (some no longer still at FHS) have gone through this training.</p>					

A second option has been having staff attend Solution Tree Institutes or Summits to continue the focus on PLC work. Through the 2016-2017 School year, 47 current staff members (and 18 who have since left Fremont) have attended one of these conferences. An additional 23 staff members have been invited to attend one of these conferences but were unable to do so. We continue to work to send groups of staff to these sessions as often as possible.

<b>Task #3</b> Implement a formal sharing-out protocol for staff members to share their knowledge and expertise (from attending professional development trainings and conferences, creation of new curriculum, use of technology in the classroom, etc.) with others on campus.	As staff members attend conferences and workshops, there is no formal system to share what they had gained with other staff members, making the experience less valuable. Also, on campus individual teachers and PLC groups are innovating effective practices and procedures that currently don't have a way to be shared with the larger staff.	Formal protocol for sharing professional learning with other staff members that is in place and used consistently.	<b>Year 1:</b> Create PD database. Investigate methods used to share PD at other schools.  <b>Years 1-2:</b> Pilot PD sharing-out protocol and revise as needed.  <b>Years 3-6:</b> Continue to share professional learning through revised protocol.	Create a database and update it each year with numbers of staff members who attend any professional development event.  Investigate methods used at other schools to propagate their most effective professional learning. Administration proposes a formal sharing-out protocol with staff input for refinement and implementation.	Administration, teachers, Professional Development Coordinator?
---	--	--	--	--	---

One of the main focus areas for professional development outside of our campus has been having staff members attend Solution Tree PLC conferences (also noted above). We make targeted efforts to have PLC leads, Department leads and members of the Staff Development Team attend these conferences so that what they learn is supportive the PLC work that we are doing at Fremont.

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<ul style="list-style-type: none"> <li>Though we haven't been able to start the Early College program yet, after a setback, we have reset the planning in the hopes of a 2019-2020 implementation. To that end, we held summer meetings with Foothill and now have plans to attend a statewide conference (FHS staff with Foothill staff).</li> <li>In September, Solution Tree presenter, Anthony Muhammad will be</li> </ul>	<ul style="list-style-type: none"> <li>Last year we began the Guiding Coalition for Learning (GCL). This group was comprised of PLC leads, department leads and all members of the admin team. The focus of this group is to provide resources and support to leads to help them effectively guide the work of their teams. Based on the first year of implementation, we are working to revise the structure of the meetings</li> </ul>	<ul style="list-style-type: none"> <li>Partnership with Foothill College to offer Kinesiology course for a second year. This course was designed to be an extension of a CTE pathway to all high school students to continue with an area interest and to increase student's college readiness. We started the year with 31 students enrolled in the course.</li> <li>The FHS Staff Leadership Team works collaboratively to structure</li> </ul>	<ul style="list-style-type: none"> <li>Partnership with Mission College to offer Statway course. This course was designed to be an intervention to accelerate learning for high school students who are not yet ready for college level math. The intended goals of this class are to increase students' sense of efficacy in math, to increase students' college readiness and to build a relationship with Mission College. We now have an FHS teacher</li> </ul>

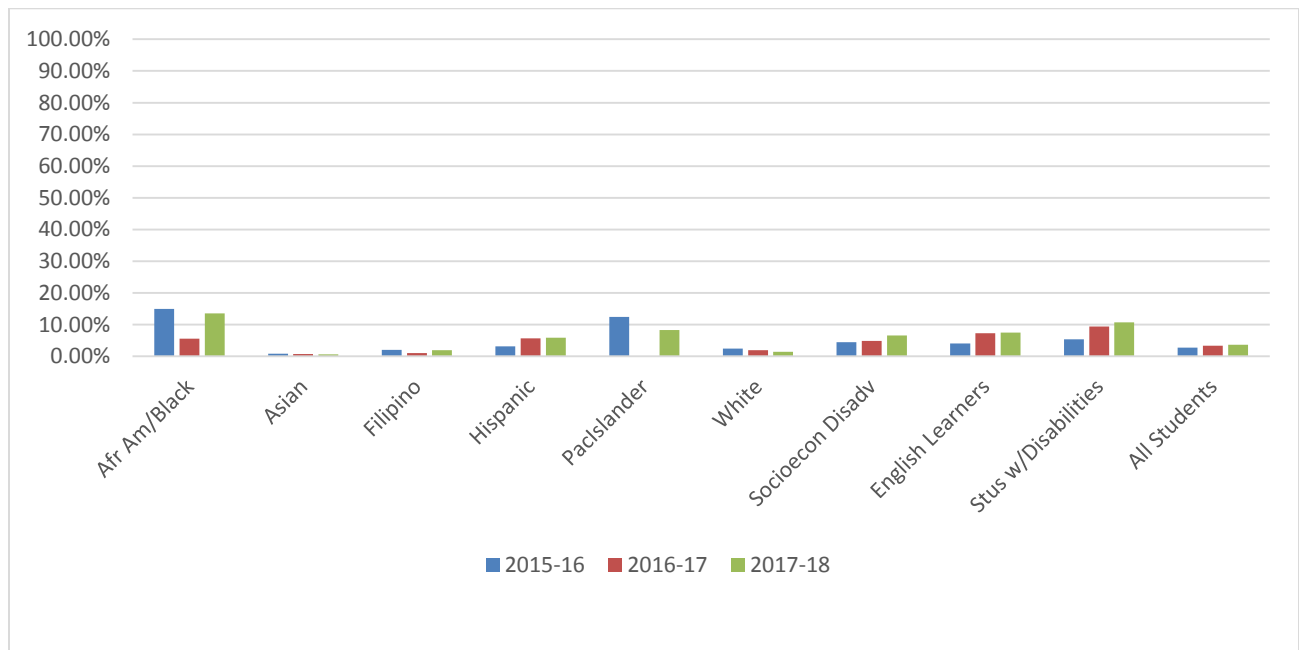
<p>presenting to FHS. The focus will be a continuation of the focus on equity and on creating a healthy school culture.</p>	<p>to better support the needs of a range of site leaders in their professional development work.</p> <ul style="list-style-type: none"> <li>• With the new bell schedule, we using 34 of 36 (94%) Wednesday morning collaboration times for primary course-alike PLC work. We believe that this targeted use of time will allow PLCs to better complete the cycle of inquiry and to take action on the results.</li> </ul>	<p>the large group morning collaboration meeting times over the course of the year.</p>	<p>who is approved by Mission to teach the class for college credit.</p> <ul style="list-style-type: none"> <li>• With this year's core of staff participating, we are just over 50 who have participated in the district's Skillful Teacher course.</li> <li>• The school continues to send staff to Solution Tree conferences to build the number of staff who have received in-depth training on the value of the PLC processes. We will be sending a team of 10 staff in September 2018. This makes over 50 current staff members who have attended or will attend a PLC conference.</li> </ul>
---	---	---	---

### 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"> <li>• Support more connections between students, school, and community.</li> </ul>
Fremont High School Target	<ul style="list-style-type: none"> <li>• Increase the portion of students who respond positively when asked about sense of well-being (safe, cared about and not overly stressed) <i>Baseline 2016:</i> <ul style="list-style-type: none"> <li>○ Teachers cared about my academic success (FHS 72%/District Average 61%)</li> <li>○ Teachers cared about my emotional well-being (FHS 48%/District Average 38%)</li> <li>○ I felt comfortable asking my teachers questions (FHS 50%/District Average 46%)</li> </ul> </li> <li>• Continue to decrease the expulsion and suspension rates and monitor that no student subgroups are over-represented among expelled students</li> </ul>

## DATA PRESENTATION

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



Student Group	2015-2016			2016-2017			2017-2018		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
Afr Am/Black	6	15.00%	40	2	5.60%	36	6	13.6%	44
Asian	3	0.80%	378	3	0.70%	425	3	0.6%	488
Filipino	4	2.10%	195	2	1.00%	193	4	2.0%	197
Hispanic	29	3.20%	911	53	5.70%	934	56	5.9%	945
PacIslander	2	12.50%	16	0	0.00%	17	1	8.3%	12
White	10	2.50%	400	8	2.00%	397	8	1.5%	409
Socioecon Disadv	41	4.50%	904	42	4.90%	857	62	6.6%	943
English Learners	14	4.10%	346	26	7.30%	357	27	7.5%	360
Stus w/Disabilities	17	5.40%	317	29	9.40%	308	36	10.7%	335
All Students	57	2.80%	2043	72	3.40%	2118	81	3.7%	2213

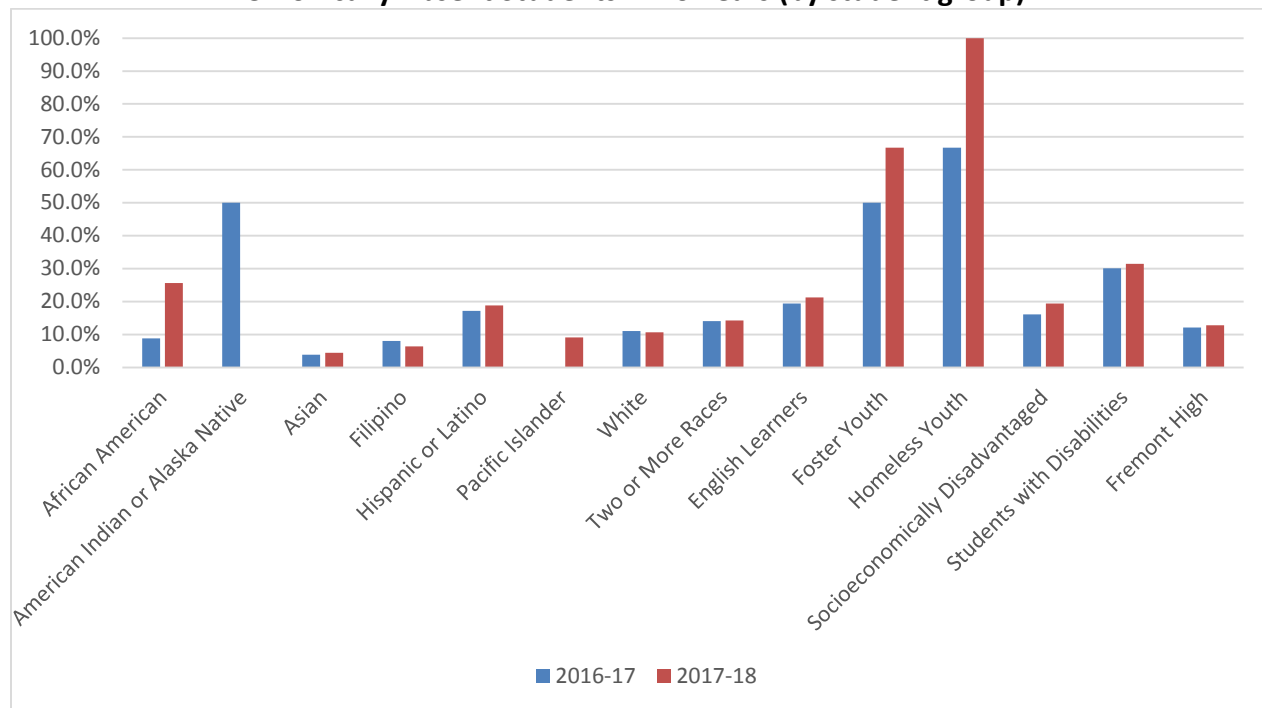
### Expulsions

Student Group	2015-2016			2016-2017			2017-2018		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
FHS--All Students	7	0.30%	2043	6	0.30%	2118	7	0.32%	2213
FUHSD--All Students	16	0.15%	10896	19	0.20%	11162	20	0.18%	11347

### 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. While attendance data was collected by the state in prior years in various ways, in 2017 the state clarified its definition of chronic absenteeism and expectations for schools and districts to report it as part of California's new accountability system. As such, this first year of data from the 2016-2017 school year represents the baseline for schools in terms of how schools monitor and report the attendance data.

**Chronically Absent Students: Two Years (by student group)**



Student Group	2016-17			2017-18		
	Eligible Enrollment	Count	Rate	Eligible Enrollment	Count	Rate
African American	34	3	8.8%	43	11	25.6%
Am Indian/Alaska Native	*	*	50.0%	*	*	0.0%
Asian	417	16	3.8%	482	21	4.4%
Filipino	188	15	8.0%	188	12	6.4%
Hispanic or Latino	908	156	17.2%	918	173	18.8%
Pacific Islander	17	0	0.0%	11	1	9.1%
White	382	42	11.0%	395	42	10.6%
Two or More Races	107	15	14.0%	113	16	14.2%
English Learners	346	67	19.4%	344	73	21.2%
Foster Youth	*	*	50.0%	*	*	66.7%
Homeless Youth	24	16	66.7%	*	*	100.0%
Socioecon Disadv	838	135	16.1%	919	178	19.4%
Students w/Disabilities	299	90	30.1%	328	103	31.4%
Fremont High	2055	248	12.1%	2151	276	12.8%
Fremont Union High	10866	649	6.0%	11183	702	0.06%

**School Site Commentary:**

The use of progressive discipline options continue to be implemented and has kept the numbers of expulsions lower than they had been previously. Our cohort group grew by 95 students and our number of expulsions grew by 1 student from the previous year. We saw relatively consistent numbers of students being suspended as well. There was an increase of 20 SED students being suspended as well as 86 more students who were designated as SED.

## STATUS UPDATE OF WASC ACTION PLAN

### FHS WASC Objective #2: Support more connections between students, school, and community

Specific Site Task	Rationale	Measurable Goal	Timeline	Strategies	Responsible Participants
<b>Task #1</b> Solidify and expand CTE opportunities, including CTE pathways.	Students who find they have more opportunities to study what they believe they will find more useful in their future career will take these classes more seriously, which may translate into more success in their more academic-focused classes. Consider CTE classes as possible interventions.	Review of current CTE courses and pathways available as offerings for students.  Increase offerings in order to meet student demand for CTE classes.	<b>Years 1-6:</b> Strategies 1 & 2  <b>Year 2-6:</b> Incorporate strategy 3	1. Educate students, parents and teachers about the various courses and pathways that are already offered here.  2. Find opportunities within classroom teaching to broaden students' understanding of post-high school options and the high school learning they will need to pursue these options.  3. Increase opportunities for CTE within CTE courses, other courses and beyond the classroom.	Administration, College/Career Counselor, teachers, Transitions Specialist, District Coordinator of Pathways to Post Secondary Success

In 2011-2018, Sports Medicine was increased from 2 to 3 sections. Along with this, the pathway has been expanded with the addition of 2 new classes through Foothill College: Kinesiology 16B + 16C. The FHS Sports Medicine class is articulated with Foothill's Kinesiology 16A class, which means that students who earn a B or better in the class and take Foothill's final exam can qualify for 3 college credits for KINS 16B. Students also complete KINS 16C and KINS 15. Students who complete Sports Medicine have the opportunity to take the rest of the pathway classes with Foothill instructors who are teaching at FHS. Students who complete both classes will have 6 college credits & 12 high school elective credits (I.e., dual enrollment credits).

#### Computer Programming

The Digital Innovation & Design (DID) course is a new offering that expands the computer science offerings at FHS. DID is designed to create access to a greater range of students than are currently enrolled in the Java and AP CS A courses. The course is project-based and provides students with the foundational problem solving, logic, and concepts for students to be successful in Java and other CS courses.

#### Engineering

We have three engineering classes - Intro to engineering design (since 2011); Principles of Engineering (since 2013);

Digital Electronics (Since 2014) - These classes show students what engineering is and whether or not they want to major on it in college. Most students enrolled in engineering courses are college bound.

2011 – 2012 -- Introduction to Engineering Design (IED) – 1 section

2012 – 2013 -- IED – 1 section

2013 – 2014 -- IED – 3 sections, Principles of Engineering (POE) – 1 section`

2014 – 2015 -- IED – 2 sections, POE – 1 section, Digital Electronics (DE) – 1 section

2015 – 2016 -- IED – 3 sections, POE – 1 section

2016 – 2017 -- IED – 2 sections, POE – 2 sections, DE – 1 section

2017 – 2018 -- IED – 3 sections, POE – 2 sections, DE – 1 section

2018 - 2019 - IED - 4 sections, POE - 2 sections, DE - 1 section

#### Culinary

A key focus in Culinary this year has been on instruction and strategies to support a wide range of learners within the classroom. Attention has been given to English Language Learners, students with disabilities, and students with students with specific learning needs. This is being achieved via the following:

- Classroom technology has been upgraded to include two monitors that project video and PowerPoint presentations, and also, project teacher demonstrations captured via and overhead camera. This upgrade improves visual access to instruction which is significant in a visual CTE class.
- This tech upgrade has facilitated the strengthening and diversification of instructional methods and tools to scaffold learning prior to hands-on labs. These methods include a combination of culinary videos, teacher demonstration, and PowerPoint presentations. Students are also presented with lab recipes and provided opportunity to read the recipe, complete comprehension questions, and work collaboratively to review lab questions and prepare for lab.

New curriculum is being developed with the following objectives:

- Reinforce California Standards for Career Ready Practice and align with Food Service and Hospitality Pathway standards.
- Intro to Culinary Careers, the first pathway class, introduces students to food preparation and the Hospitality and Food Service industries and includes the following introductory course topics: foodservice industry overview, customer service and front-of-house operations, safety and sanitation, kitchen tools and uses, nutrition, and food preparation. This objective of this class is to also prepare students for transition into the second pathway class.

#### ELD

ELD juniors and seniors take a field trip to De Anza and Foothill Community Colleges. Both colleges offer an ELD specific tour that focuses on support for EL students, financial aid and programs that the respective schools offer. The goal of this field trip is to expose students to community college as a viable post-high school option. This year ELD partners with a guidance intern to offer a 10-week flex class designed to educate and support ELD juniors and seniors through the college application process.

<b>Task #2</b> Investigate additional opportunities for students (apprenticeships, internships, concurrent enrollment, etc.)	Students will be able to more directly prepare for their future if they see the opportunities firsthand and therefore take their current classes more seriously.	Expanded opportunities for students.	<b>Year 1:</b> Establish database and baseline information.  <b>Year 2-6:</b> Increase internship opportunities with local businesses.	Prepare and maintain a database with baseline information about current opportunities.  Work with Career/College Advisor to increase internships and connections with the local	Administration, College/Career Counselor, Workability, Work Experience
---	--	--------------------------------------	--	---	--

					business/industrial communities.			
Concurrent Enrollment Information for the 2017-18 school year, including: Concurrent Enrollment (CE), College Now (CN), and Middle College (MC)								
TOTALS	CE Classes	CN Classes	MC Classes	TOTAL Classes	CE Students	CN Students	MC Students	TOTAL Students
<b>Fremont</b>	<b>224</b>	<b>26</b>	<b>45</b>	<b>81</b>	<b>149</b>	<b>2</b>	<b>7</b>	<b>19</b>
World Languages								
The Japanese teacher has invited representatives from various Japanese universities to promote government funded study programs in Japan. There are currently two students studying at universities in Japan based on these connections.								
<b>Task #3</b> Communicate more effectively the school goals, achievements and student progress to the students, parents, and other shareholders of the community.	Parents shared that they often don't know about all of the things that are taking place on campus and impacting the direction and focus of the school's work.	Parents will indicate improved access to information when responding to future parent surveys	<b>Year 1:</b> Query community shareholder groups to determine what types of information is most important to share and the best ways to communicate information from the school. <b>Year 2-6:</b> Creating the tools to share the information and regularly update.	Query community shareholder groups to determine what types of information is most important to share and the best ways to communicate information from the school. Creating the tools to share the information and regularly update.	Administration, Guidance Staff, Webmaster, College & Career Advisory, Program Leads (AVID Coordinator, EL Coordinator, Department Chairs)			
Monthly Newsletter								
There is a Monthly Newsletter sent out by the Executive Secretary that lists Important Dates about parent events, holidays, sports, theater, and music performances. This is sent electronically to all parents in School Loop. Additionally, starting during the second semester, biweekly emails are now being sent to all parents/guardians with students attending Fremont High School, not solely parents/guardians with access to School Loop. This is being accomplished through features in the new website.								
School Website								
Currently goals and achievements are posted on the FHS main website as well as the daily school news email. Morning announcements are another way FHS recognizes student's accomplishments. The daily announcements are posted on the main FHS website for all members of our community to view. If individual student's names are mentioned, students are asked permission beforehand. Recognitions such as banners can also be placed in classrooms or the Library for awards such as the Siemens Competition. In an effort to recognize FHS students a link is available in student and parent portals to submit items of recognition. Student recognition is updated as accomplishments are submitted.								

On the FHS website under Accountability, current and past School Profiles and School Accountability Report Cards are made available to the public to view. This section is updated as information becomes available.

Students automatically have a School Loop account and parents are asked to sign up for School Loop at student orientation, back to school welcome packet, and back to school night. Through School Loop daily emails are sent out to both students and parents highlighting student's accomplishments and events going on in our community. The daily email typically includes: Athletics for the week, upcoming student events such as plays or performances, upcoming special schedules, recognition of past student achievements, or any current drives (register to vote, cereal, blood, e-waste, goodwill donations, Red Cross, etc.).

#### School Marquee and daily announcements

The school marquee is updated weekly with key sporting events and activities on campus, so that community members and families are reminded of them. While the daily announcements help keep students informed of upcoming events.

#### Honor Roll Certificates

In recognition of academic achievement we honor students with three levels of certificates (honor roll, high honor roll or principal's award). These certificates are printed twice a year and distributed to students.

With changes in staff this year, Horizontes is revamping this year and planning a singular activity at the end of second semester.

#### SSC

The School Site Council (Students, Parents and Teachers work together) spends most of their time working in groups to promote or develop awareness of school successes, initiatives, and issues. SSC subcommittees for the years 2018-19 are: FHS Perception & Parent Support and Student/Staff Recognition.

The SSC is informed and provides information in the following ways:

- The SSC is part of the District LCAP goal (Goal 4). This means 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. The LCAP representative comes twice a year - First at the beginning of the year to explain the LCAP and then at the end of the year to get feedback from the SSC to help define the district's next set of LCAP goals.
- SSC -Student- Staff Recognition Subcommittee: Brainstorm ways to increase recognition. Issue brought up by student council member - Student access to Starfish awards - Teacher appreciation week with apples and teacher names so students can write notes. Suggestion: Teacher involvement in community activities. Teachers submit interesting facts about themselves to be read over the announcements.

The PTSA organizes Future Firebird Fiesta for parents of incoming freshmen. New parents meet veteran parents, the school principal and another site administrator to talk and ask questions about Fremont.

Some departments connect annually with nearby schools to increase program awareness and the successes enjoyed by students in these programs.

- The math department hosts or visits feeder middle schools each year.
- Band and Orchestra do exchange concerts with feeder middle schools and local high schools annually to expose students to other groups studying music in similar ways elsewhere. This articulation between feeder schools greatly helps middle school students to know what to expect and prepare for at the high school level. Articulation with other high school students really helps current students to put what they are doing into perspective. This is something performing arts done right can really add to a school that many other subject areas cannot do.

#### Los Padres

Los Padres host Spanish-speaking parent meetings every month. Meeting topics include navigating high school, guidance presentations, and presentations made by outside organizations on mental health and the dangers of drug use. Committee members are actively seeking ways to increase attendance; this year Los Padres is partnering with AP Spanish to phone bank to Spanish speaking families. Los Padres is also re-introducing a parent board to

collaboratively plan future meetings and address parent needs.

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<ul style="list-style-type: none"> <li>Initial PBIS and restorative justice training has begun in the climate office with the intent to bring both practices to FHS in the future. We have staff on campus who are interested in participating and who have attended some early trainings.</li> <li>Following up on Noguera's visit last year and leading up to Muhammad's visit this year, the staff leadership team is working with the larger staff to better define our core values and to determine what this means for students. It has been labeled as finding the "Fremont Way."</li> <li>Though it wasn't able to get off the ground to start the year, with the added day of Flex Time, we have had some initial discussions about starting a 9th grade advisory. These conversations will continue this year in the hopes of piloting at least one session during Flex this year.</li> </ul>	<ul style="list-style-type: none"> <li>This will be the fourth year of Horizontes staff supporting our Latino students. The intent of this group is to strategically build supports for FHS Latino students that will make them feel more connected to school. With a change in admin leadership for the group this year, we will need to review practices to determine the most effective way to continue the work of the group.</li> <li>This year we went away from Common Ground for our incoming 9th graders and instead implemented LINK crew training. To support our incoming 9th graders, LINK staff trained 10th, 11th, and 12th graders to coach incoming 9th graders on navigating FHS. Approximately 420 9th graders attended the initial implementation of LINK crew activities.</li> <li>After trying out Challenge Day two years ago, last year we implemented it with two different groups of students as well as holding an assembly for all 9th &amp; 10th graders during CAASPP testing. We plan to continue to implement the Challenge Day activities and we will consider doing an assembly for 9th graders again.</li> </ul>	<ul style="list-style-type: none"> <li>ASB continues to work on the inclusiveness of the campus culture (e.g. Welcome Wagon on 1st day, chalking the campus w/ welcoming messages). This year the back to school dance was changed to the Welcome Back Firefest to try to make it more inclusive and inviting for all students.</li> <li>Starting in January 2017, the Dean's Office began sending out a monthly newsletter. Each month, they work to inform students, families, and teachers about important topics to think about. The goal of the newsletter is to make the information relevant, concise, and impactful. Topics in the first newsletter included such things as "Bullying, Spreading Rumors, and Being a Bystander," "The Fremont Way," "Academic Integrity," and "Self-Care." With two new deans this year, there will be a review of the newsletter to determine future direction.</li> </ul>	<ul style="list-style-type: none"> <li>Using multiple interventions to support students with addiction and making positive choices (e.g. Saturday school, lunch detention, drug &amp; alcohol course, Project Insight, Perspectives course)</li> <li>SDPS works with our PE department to give a digital safety presentation to all 9<sup>th</sup> grade students.</li> </ul>

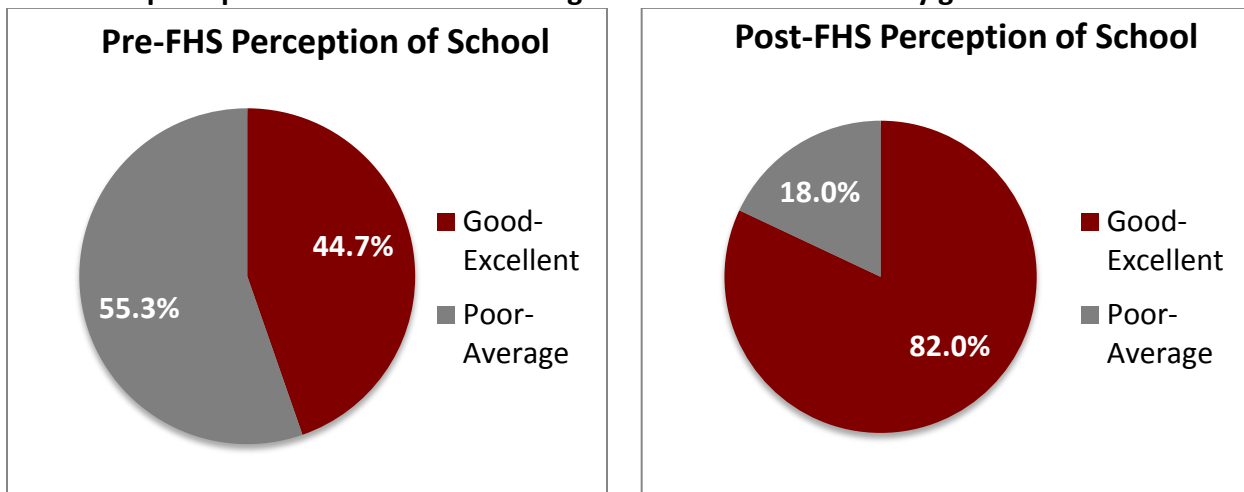
**FUHSD LCAP GOAL #4 Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.**

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

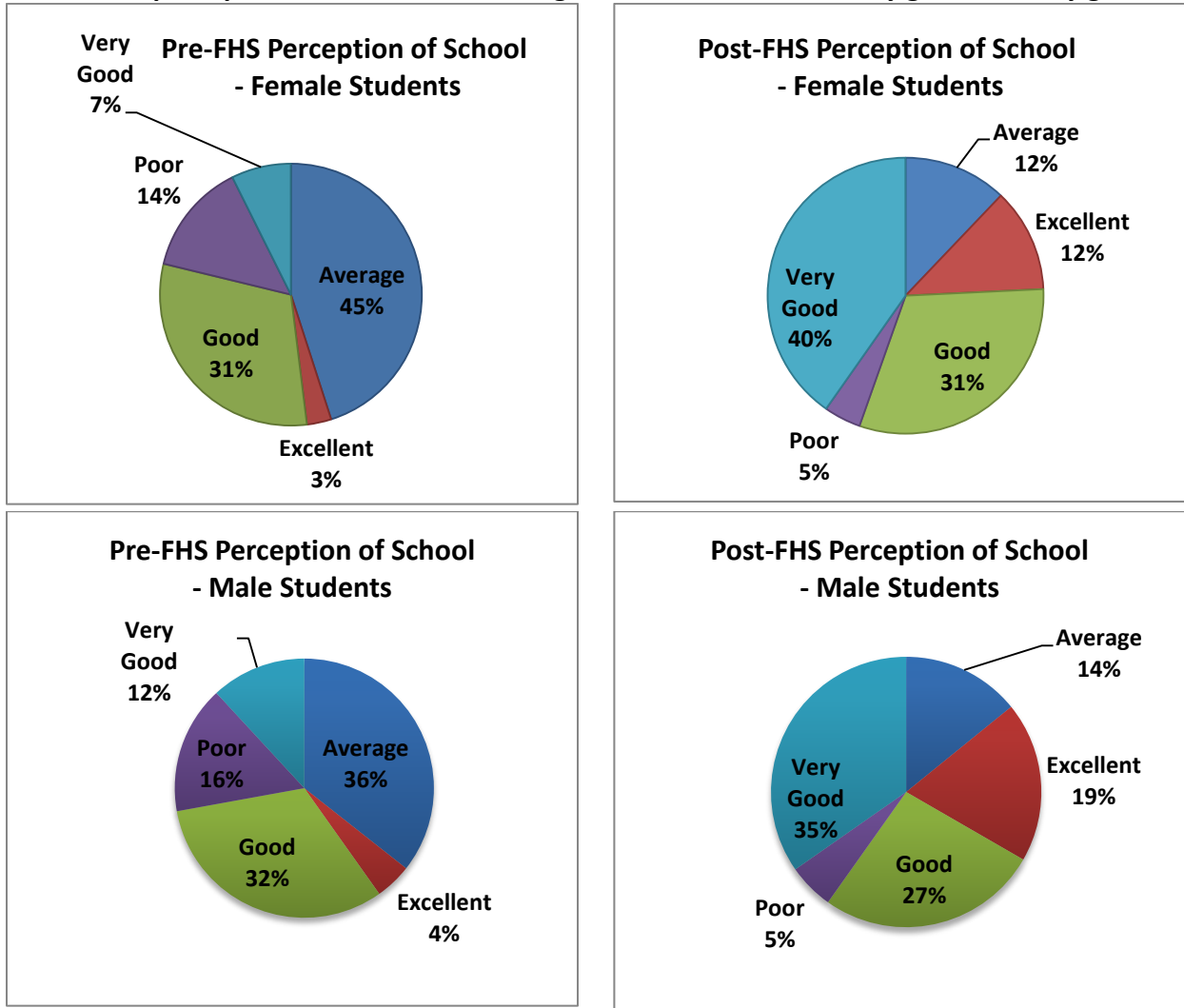
## DATA PRESENTATION

### Senior Perception Survey – Class of 2018

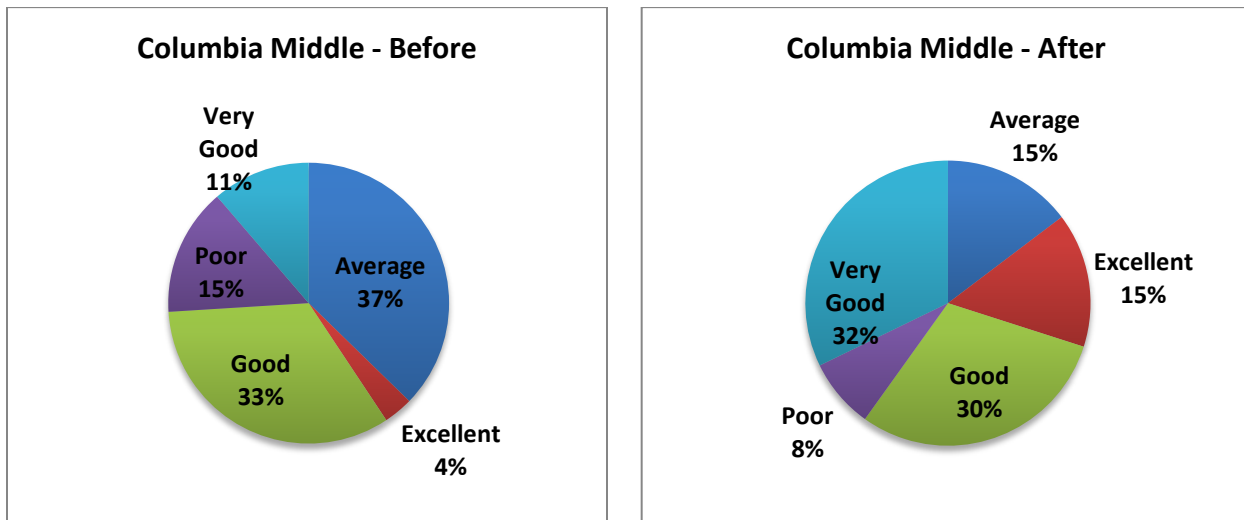
Students' perception of FHS before coming to Fremont vs. when they graduate – All Students



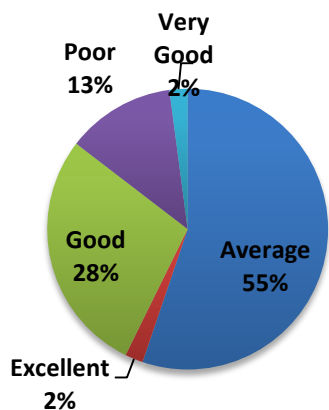
Students' perception of FHS before coming to Fremont vs. when they graduate – by gender



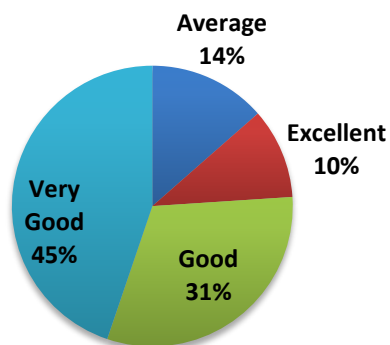
Students' perception of FHS before coming to Fremont vs. when they graduate – by middle school



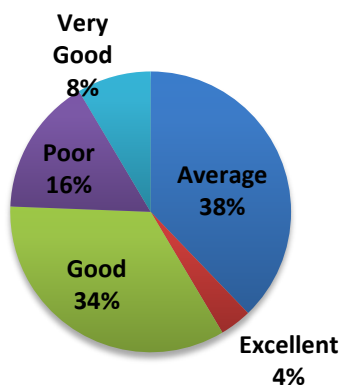
**Cupertino Middle - Before**



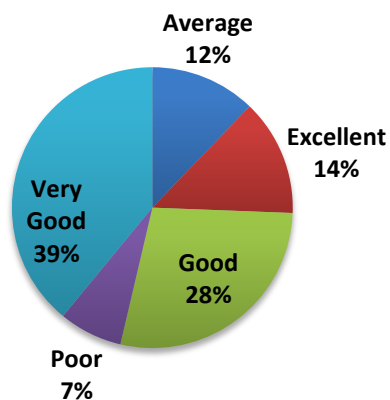
**Cupertino Middle - After**



**Sunnyvale Middle - Before**



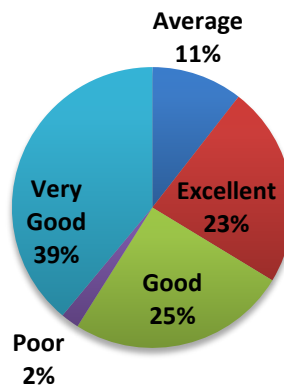
**Sunnyvale Middle - After**



**Other Middle - Before**



**Other Middle - After**



**School Site Commentary:**

While we had previously surveyed students in the graduating classes about their experiences at Fremont, for the first time in 2018, we made this a requirement as part of their checkout process at the end of the year. As a result, we ended up with 450 students providing us with their feedback. As we have seen in previous years (even with fewer students responding), students' perception of Fremont changes greatly from their time in middle school through the end of their senior year. For the class of 2018, there was a 37.3% change in the number of students whose view of the school was positive. Students coming from Cupertino Middle School in the class of 2018 reported an increase of 51% of those who left the school viewing it as excellent or very good.

This data was shared with School Site Council where a subgroup is working on FHS perception and parent support. They continue to work on ideas to help better inform incoming students and families about Fremont.

Along with that, this year the Equity Task Force held Fremont Family Fun Night at Columbia Middle School. It began right at the end of their school day and there were games, activities and workshops with some of our student groups (drama, choir, band) for the middle school students to participate in. That was followed by a showcase of several sports teams and performance groups and then the annual parent guidance presentation. Though the number of students staying for the full event decreased as the day went along, the sense from the task force members as well as the feedback from middle school staff indicated that this could be a successful first start for an annual event. Going back next year, Columbia students would be more familiar with the name of the event and might have good memories to influence their decision to attend and/or to share with friends to have them attend. The parent information night sessions (both in English and Spanish) were slightly more full than they have been in previous years.

With the change to the new district platform for school websites, Fremont staff and families are still adjusting to maximize communication activities. Just recently, the school webmaster began sending out bi-weekly news updates through the website in the hopes of being able to reach all families rather than just those who have actively registered in School Loop. For the first couple of messages that went out, we saw return rates of over 40% of recipients who opened the email.

Exploration & Research	Initial Implementation	Full Implementation	Full Implementation and Sustainability
<p>As we get more staff involved, the Equity Task Force is working on plans to reach out to families to include them in the work being developed. The Equity Task Force has decided to focus 100% on community this year.</p>	<ul style="list-style-type: none"> <li>• The GOALS teachers plan to continue to host parent engagement workshops and meetings to get parents involved in their student's learning. Agenda from previous meetings includes: GOALS overview, Program Purpose, Program Placement, Placement Data, and a 60-Day Action Challenge that allowed parents to share their struggles, triumphs, and learn from other families on how to support their student's learning.</li> <li>• During our staff workdays, the Equity Task Force designed an activity, with a focus on equity and awareness, to have staff spend time in North Sunnyvale and experience the community and see what things impact students who live in that area.</li> </ul>	<ul style="list-style-type: none"> <li>• ELAC &amp; DELAC meetings are in place to help families of English learners better understand the school and district to help their own students.</li> <li>• FHS continues to make efforts to get more parents signed up for School Loop and Infinite Campus. With On Line Registration going live this year, all families were given information to sign up for Infinite Campus in the spring. School Loop information was sent to all parents in during the first week of school in August. Academic Foundations teachers, AVID teachers, staff in the EL department and guidance counselors will be distributing this information to students as well. Los Padres offers sign up support to all Spanish-speaking parents at each meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Los Padres meetings continue to support the needs of our Spanish speaking families</li> <li>• School Site Council has continued to work on ways that parents, students and staff can work together to help get the word out about all of the good things that FHS has been doing.</li> <li>• ASB's use of Instagram (firebirdfelipe), YouTube (Fremont High School ASB) &amp; Twitter (@firebirdfelipe) to share information.</li> <li>• The Principal's Advisory Board is continues this year. This group brings together a cross-section of students to share and talk about items that are of interest to them. In previous years, topics covered such things as OCP, Flex Time, dance policies, ASB's connection to the whole school, etc. Representatives from the different programs and/or groups also attend the lunchtime meetings to hear the ideas and concerns that the students on the advisory board raise.</li> </ul>