



FREMONT HIGH SCHOOL

2024-2025 SCHOOL PLAN
Mid-Year Update

FREMONT HIGH SCHOOL

575 W. Fremont Ave., Sunnyvale, CA 94087
Ph (408) 522-2400 | www.fhs.fuhdsd.org

School Profile 2024-25

CEEB Code 053460

Title 1 School
Western Association of Schools and
Colleges Accredited

Class of 2024

Individual class rank is not reported;
GPA distribution chart shows the
number of seniors in each unweighted,
cumulative GPA category.

3.75 – 4.0	150	24.4%
3.5 – 3.74	86	14%
3.0 – 3.49	140	22.8%
2.5 – 2.99	93	15.1%
2.0 – 2.49	66	10.7%
< 2.0	79	12.9%

Graduation Requirements

English – 4 years
Social Studies – 3 years
Math – 2 years
Physical Education – 2 years
Science – 2 years
Core Electives: World Language, Fine
Arts, Applied Academics – must
complete 1 year from two of these
subjects
Additional Electives – 7 courses

GPA and Related Procedures

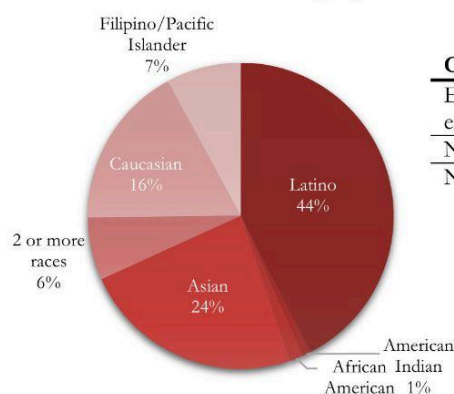
- Grades and credits are posted at the end of each semester.
- Most FUHSD classes are year-long (10 credits total; 5 each semester) and meet for 150 instructional hours.
- Coursework from non-accredited or out-of-country schools are transferred as Pass/Fail.
- GPA is calculated at the end of each semester (A=4, B=3, C=2, D=1, F=0)
- Final semester grade marks include letter grades only and no +/- scale option.
- Coursework earning P (pass), NM (no mark), I (incomplete), W (withdrew) are not calculated into the GPA.
- Students only guaranteed 6 classes per year.
- to 1 course per subject area per year.
- Many students supplement with community college or online classes.

Our Community

Established in 1923, Fremont High School is a comprehensive, 4-year suburban public school on a modified block schedule, offering a well-rounded educational program to students from Sunnyvale and Cupertino. In the heart of Silicon Valley, our student body represents highly diverse racial, ethnic, religious and socioeconomic groups. The vision of the school is to create a supportive, rich environment of community and achievement where anyone can get involved and explore their identities, find their passions and learn deeply – having the opportunity to apply their knowledge, collaborate, and excel. Our goal is for students to graduate prepared to succeed in the 21st century by being able to communicate effectively, research, work, self-assess, connect, and demonstrate literacy. Five school counselors and a College and Career Advisor engage with students, parents, and staff to deliver a comprehensive counseling program that personalizes the planning and counseling experience based on each student's needs and postsecondary goals.



Student Racial Demographics



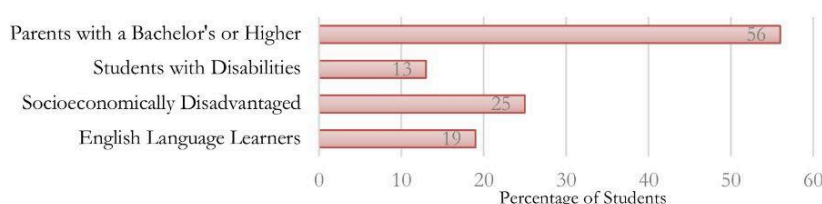
Quality Education

CASSP (SY 22-23)	ELA	Math
Exceeding or meeting expectations	61%	42%
Nearing standard	20%	18%
Not meeting standard	19%	40%

Faculty Information

Certificated Staff	114
Classified Staff	77
W/ Master's degree	94 / 82%
W/ Doctorate degree	1 / .8%

Additional Student Demographics



Administration

Bryan Emmert
Principal

Susan Rocha
Assistant Principal A-GO

Chris Moore
Assistant Principal GR-O

Andy Walczak
Assistant Principal P-Z

Mayra Valdivia
Dean of Students A-L

Sarah Michelet
Dean of Students M-Z

School Counselors

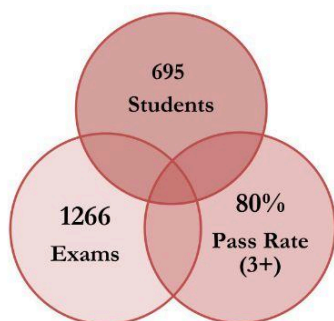
Vanessa Goulart (A-C)
Sandy Woosley (A-C)
Sherry Fazzio (D-HUR)
Ana Franco (HUS-MEK)
Dan Amezcua (MEL-ROM)
Eric Medeiros (RON-Z)

College and Career Center Advisor

Adriana Magallon

*All staff can be reached by
email: first_last@fuhdsd.org*

AP Score Summary 2024



* 60% of 2023 Cohort students who completed 1 or more AP classes.

NMSC 2024
Commended
18

NMSC 2024
Semi-Finalist
7

ACT/SAT Score Summary 2024

ACT	28 students	
	30 mean composite	
	29 (Math)	28.6 (Science)
	30.2 (English)	29.6 (Reading)
	7.7 (Writing)	26.4 (ELA)

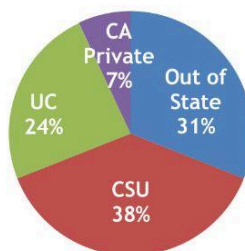
SAT	268 students	
	1255 mean composite	
	634 (Math)	621 (ERW)

Class of 2023 Post-Graduation

4 Year College/University	45%
2 Year College	44%
All Colleges	89%
Unknown or Other	11%

Class of 2024 Top Intended Majors (of 549)

- Business/Finance/Acct – 14%
- Computer Science/Data Science – 7%
- Biological Sciences/Health Sciences – 22%
- Engineering (various fields) – 14%
- Art/Media/Entertainment – 9%
- Public Service – 5%



Fremont Graduate Matriculation from 2021-2024 (list not exhaustive)

Community Colleges

American River
Bakersfield
Butte
Cabrillo
Chabot
De Anza
Evergreen
Foothill
Mission
San Jose City
Santa Monica
West Valley

Cal State Universities

Cal Poly, SLO
Cal Poly, Pomona
Chico
East Bay
Fresno
Long Beach
Sacramento
San Diego
San Francisco
SJSU

Univ of California

Berkley
Davis
Irvine
UCLA
Merced
Riverside
San Diego
Santa Barbara
Santa Cruz

Private/Out of State

Arizona State University
Baylor
Biola University
Boise State University
Boston University
Cal College of the Arts
Carnegie Mellon Univ.
Chapman
Columbia
Cornell Univ.
Drexel
Duke
East Texas Baptist Univ.

FIDM

Georgia Institute of Tech
Gonzaga
Harvard
Hawaii Pacific Univ.
Indiana Univ., Bloomington
John Hopkins
Lewis & Clark
Loyola Marymount
MIT
Michigan State Univ.
NYU
Northeastern
Oregon State
Penn State, Main
Pitzer
Purdue
Saint Mary's
Santa Clara
Scripps
Southern Oregon
Stanford
Stevens Inst. of Tech
Syracuse
Texas A & M

Tufts

University of Arizona
Univ of Chicago
Univ of Colorado Boulder
Univ of Hawaii
Univ of Illinois, Urbana-Champaign
Univ of Maryland College Park
Univ of Michigan
Univ of Nevada-Reno
Univ of Oregon
Univ of Portland
Univ of Redlands
USF
USC
UOP
Univ of Victoria
Univ of Washington – Seattle
Univ of Wisconsin-Madison
Virginia Tech
Washington State

Outstanding Co-Curricular and Extra-Curricular Programs

- State and nationally recognized competitive Robotics Team, Science Olympiad, FBLA, Speech & Debate, and other STEA-related clubs.
- Career Technical Education (CTE) programs including engineering, automotive technology, kinesiology, and culinary careers.
- An award-winning student publication: Yearbook. & Journalism.
- Visual arts program, Award-winning music programs, and comprehensive performing arts programs.
- Interscholastic athletic program with 20 sports teams, marching band, Colorguard, and competitive dance team and cheer.
- Over 90 active clubs with faculty advisors.
- ASB Leadership class with mission to get every student involved at school & events
- No volunteer work required for graduation, yet students complete thousands of hours.

AP/Honors at FHS

English
American Lit. Honors (11th)
AP English Language & Composition (11th)
AP English Literature (12th)

Mathematics
Pre-Calc Honors
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science

Science
Chemistry Honors (10th-12th)
Physics Honors (10th-12th)
AP Biology (11th/12th)
AP Chemistry (11th/12th)
AP Environmental Science (11th/12th)
AP Physics (11th/12th)

Social Sciences
AP US History (11th)
AP US Government (12th)
AP Microeconomics (12th)
**Students limited to either AP Gov or AP Econ, they cannot take both.*

Visual and Performing Arts
AP Studio Art 2D
Advanced Drama Honors

World Languages
Chinese 4 Honors
French 4 Honors
Japanese 4 Honors
AP Chinese
AP French
AP Japanese
AP Spanish

School Site Participation in District Initiatives

Title	Description	Site Participation
Beyond Literary Analysis	While there will always be a place for literary analysis in our English classrooms, this course seeks to support PLCs interested in designing authentic analytical writing tasks that require students to make choices about what it is they want to analyze; what their purpose is for writing analysis; who it is they want to write to; and the structure, word choice, and use of grammar and conventions that will best communicate their thinking to their audience.	FHS: 3
Building Thinking Classrooms book club	Math education researcher Peter Liljedahl has become an expert in how students behave in math classrooms. He knows the savvy ways in which students can engage in “non-thinking” behavior, which includes rote memorization and repetitive calculations, but also behaviors like “mimicking,” which make it look like a student is learning when they are, in fact, not learning at all. In Building Thinking Classrooms, Liljedahl offers 14 research-based teaching practices for enhancing learning in the math classroom. This professional learning opportunity is intended to build upon two previous Math PD offerings: the Math Discourse PD and the Productive Math Struggle PD. The purpose of the Building Thinking Classrooms Book Club is to provide teachers with the opportunity to discuss key ideas from the book, which will help them learn practical tools and moves they can use to create a classroom environment in which students learn math deeply. The monthly book club sessions will also provide teachers with a support system as they apply their learning in the classroom. Outcomes: -An understanding of high-leverage teaching practices to move toward a thinking classroom -Experiments in the classroom via “mini” action research projects	FHS: 5

Coaching Skills for Leaders	The mission of this course is to help leaders develop essential coaching skills that support the continued growth of educators within FUHSD. Over the course of the sessions, participants will develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all. In order to achieve this mission, we have structured the course so that all participants can: ● Practice coaching skills in a safe space with a fellow participant ● Identify when and how to coach from the three different coaching stances ● Develop their toolkit of trust-building strategies ● Inquire into their own coaching practice to meet their growth goals as a coach ● Apply coaching skills with a willing colleague (optional)	FHS: 6
Communications for Deep Learning	Goals for the 2-day meeting: ● To develop a shared understanding of the spectrum of effective communication with consideration for social-emotional components (e.g. your own culture(s), family, heritage, age/generation, personality, learning differences, education, socio-economic status, other identity markers) ● To share an immersive experience to engage as a learner in reflection around communication (preferences, how we include/exclude others, etc.) ● To develop a shared understanding of learner variability and how providing options and scaffolds will remove unintended barriers to developing communication as a skill ● To design teaching and learning opportunities for students to engage deeply in various subject areas with attention on communication as a skill	FHS: 14

Career Technical (CTE)	Career Technical Education (CTE) teachers and paraeducators met with the goal that by the end of the day they would be encouraged by success stories, heard by sharing challenges, and inspired by resources. Participants were provided an overview of CTE pathways, dual enrollment, and grants; student enrollment data; and model standards. There were presentations on web-based platforms that support the implementation of work-based learning. Participants were provided time to work with their pathway colleagues from across the district.	FHS: 3
Courageous Leaders	The mission of Courageous Leaders is to provide participants with the opportunity to explore the essential question: How can we, as Courageous Leaders, use mechanisms and create the conditions that promote healthy collaboration and support adult and student learning? Over the course of the sessions outlined in the table below, we will learn both about the mechanisms (organizational tools, protocols, and structures) we can use and the conditions (inclusivity, safety, and trust) we can foster as we work together in pursuit of our goal of ensuring high levels of learning for all.	FHS: 6
ELD 2/3	ELD 2 Release Days: "District ELD 2 teachers collaborate to implement promising practices for language instruction that meet the needs of the students in front of us." After establishing this overarching collaborative purpose and establishing working agreements, teachers now voluntarily and periodically meet to share what curriculum their students have and are engaging with, the successes and challenges of implementation, and ideas or wonderings regarding next best steps for students. Texts such as Amplifying the Curriculum are used to ground curricular decisions and revisions, along with building a bank of student work samples to analyze as a team. ELD 3 Release Day: "District ELD 3 teachers collaborate to implement promising practices - with continuously evolving common curriculum- for language instruction." After establishing this overarching collaborative purpose and working agreements, teachers grounded their work through reading about student-centered language scaffolding in Amplifying the Curriculum.	FHS: 3

High Leverage Practices	The purpose of the High Leverage Practices (HLP) PD is to support special education teachers in expanding their knowledge of research based best practices to support student learning in the least restrictive environment. All special education teachers participated in the first two sessions of this PD during Spring 2023 which targeted the HLPs of Adapting Tasks and Materials and Providing Scaffolded Supports. The final two sessions will happen in Fall 2023 and will focus on Strategies to Promote Active Student Engagement and Teaching Cognitive and Metacognitive Strategies. In addition to focusing on HLPs, teachers will frame their work using the essential beliefs of Universal Design for Learning: 1. Learner variability is the rule, not the exception 2. All learners can work toward the same firm goals and grade level standards 3. All students can become expert learners when barriers are removed.	FHS: 0
Onward	<u>Onward</u> is a year-long course based on the book written by Elena Aguilar, designed to cultivate emotional resilience in educators. Using the book and accompanying workbook, we will engage in a book-club style professional development offering that will meet once a month for the duration of the 2022-23 school year. We will discuss dispositions such as empowerment, courage, and trust. Our meetings will be low-prep and low-pressure discussions about the chapter of the month along with engaging activities from the book.	FHS: 9
Queer Affinity Family	Using a Queer Educators in Community analytical framework, affinity professional development is about designing spaces of support, learning and healthy career development that are responsive to the needs of a particular marginalized community. Participants will be asked to participate in small/whole group community building, self-analysis, and written responses to critical questions. Emphasis on: intersecting identities, building community through shared experiences, understanding and recognizing heteroprofessionalism in the workplace, and agency.	FHS: 6

Racial Affinity Group (BIPOC)	What is an affinity group? It is a community formed around a common identity shared by a group of people. There is diversity within the group and their experiences and perspectives will vary due to their intersecting identities, but they share this common aspect of their identity that brings them together. Why does FUHSD need this? FUHSD staff of color have expressed informally and formally (through interviews and focus groups) that they can feel isolated as part of a minoritized identity group and often lack opportunities to share and process the experiences they have had related to their racial identities. A racially-based affinity group for staff of color will offer participants a chance to better understand the role their racial identities play in their experiences in FUHSD, and a space to develop supportive relationships and build community. We hope this will support staff of color to thrive and expand their capacity to serve our students and families.	FHS: 4
Sheltered/ Integrated ELD	Each PD is smaller in size and will allow participants to zero in on integrated ELD/sheltered instruction in a specific content area. Teachers will: • Experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening). • Have an opportunity to share ideas and ask questions in a roundtable format with colleagues. • Have time to apply learnings by working individually, with a colleague, or with a facilitator. <u>English Language Arts-</u> During the one-day PD, we will explore: • When during an instructional sequence in English Language Arts would it be meaningful for students to engage in verbal discourse? • How do we create a classroom environment that encourages students to contribute ideas verbally? • How do we prepare students with background knowledge and the English language necessary to engage in verbal discourse?	<u>English Language</u> FHS: 4

Sheltered/ Integrated ELD	<u>Science</u>- During the one-day PD, we will explore: • Where in an NGSS routine would it make sense for students to read and listen using academic English? • How might teachers support EL students to read in science? • How might teachers support EL students to listen/ comprehend audio texts in science? <u>Social Studies</u>- During the one-day PD, we will explore: • Why is speaking important in social studies classrooms? • What are different types of thinking/speaking skills important for social studies? • How might teachers support EL students (in language and content) to engage in rich conversations?	<u>Science</u> FHS: 0 <u>Social Studies</u> FHS: 5
Sexual Orientation, Gender Identity and Expression (SOGIE)	The purpose of this training, developed by R.I.S.E. is to build knowledge of information and issues to better Recognize, Intervene, Support and Empower LGBTQ+ youth in our school system. Our Sexual Orientation, Gender Identity and Expression (SOGIE) workshop will focus on: • Defining SOGIE in a comprehensible way, allowing us to become familiar with various terms and concepts that enable us to better serve and include our youth ...and staff • Recognizing the challenges youth who identify as LGBTQ+ often face in our school system and community, and how to best support them • How to respond when our students come out • Actions we can take to advocate and create safer spaces for our LGBTQ+ youth at FUHSD • Accessing LGBTQ+ policies, practices and forms at FUHSD	FHS: 5

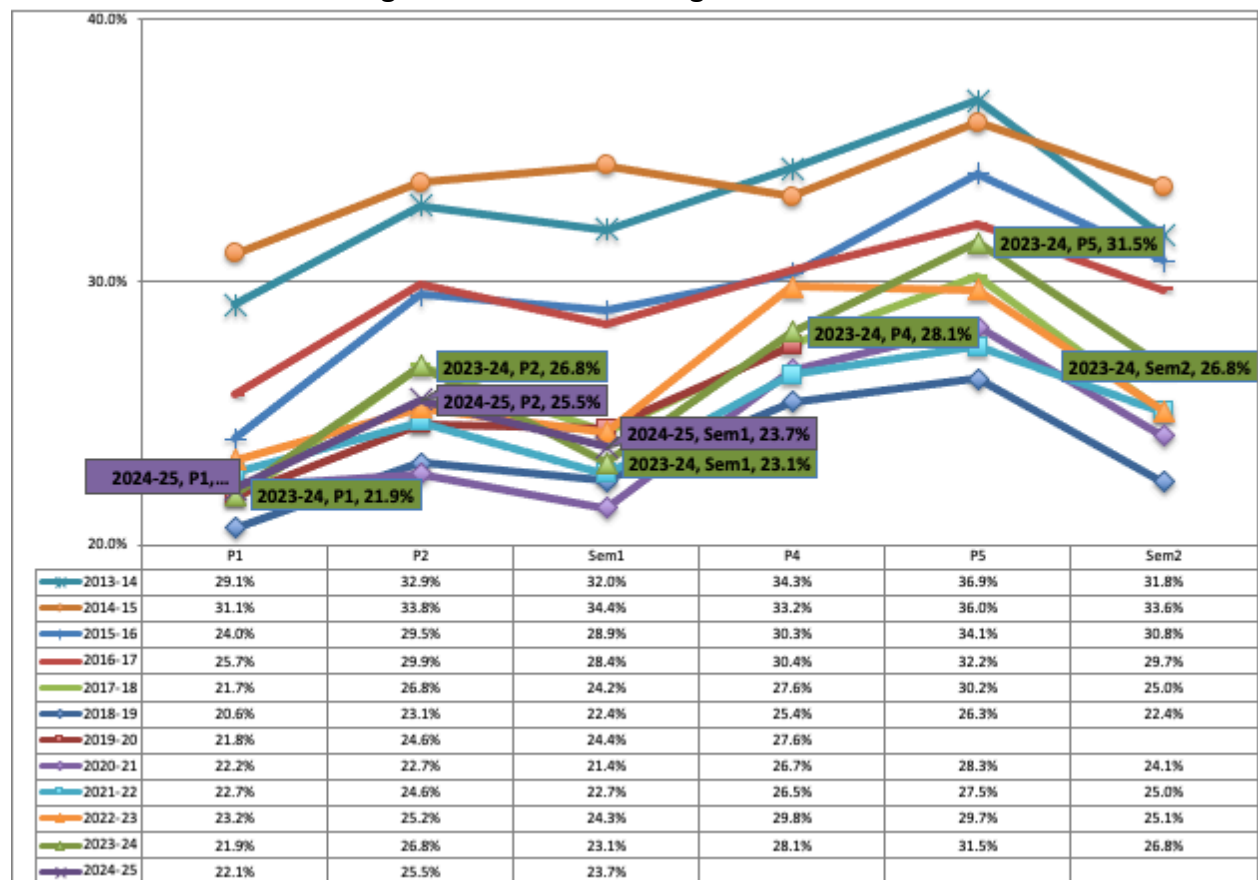
Assets & Abundance	<u>What will we learn and how will we learn it?</u> Using healing-centered engagement and transformative SEL practices in schools is not about being a therapist, sharing deep and personal trauma, or creating practices that are only about feelings. In a setting that uses these new frameworks, participants will be asked to reflect on their identity, experiences, and relationships with students, emphasizing personal agency and psychological safety in making choices about what and how much to share. Participants will learn how to: • view themselves and their students through an asset-based lens • create richer, deeper learning experiences <i>within</i> the curriculum and practices that they <i>already</i> use • integrate immediately implementable Transformational SEL strategies in any role or setting	FHS: 3
UDL Now Book Club	The purpose of the UDL Now! book club is to introduce teachers to Universal Design for Learning. Author Katie Novak has spent 20+ years in education and provides practical insights and strategies to support all learners by using the principles of universal design. She makes strong connections between UDL and equity, illustrates how providing voice and choice empowers learners, and gives examples and resources to help teachers plan proactively to reduce barriers in their lesson design and classrooms. By focusing on Universal Design for Learning, teachers will be continually examining and improving their practice to ensure high levels of learning for all students.	FHS: 3

FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student as evidenced by graduation rate, achievement of A-G requirements, performance on the CAASPP.

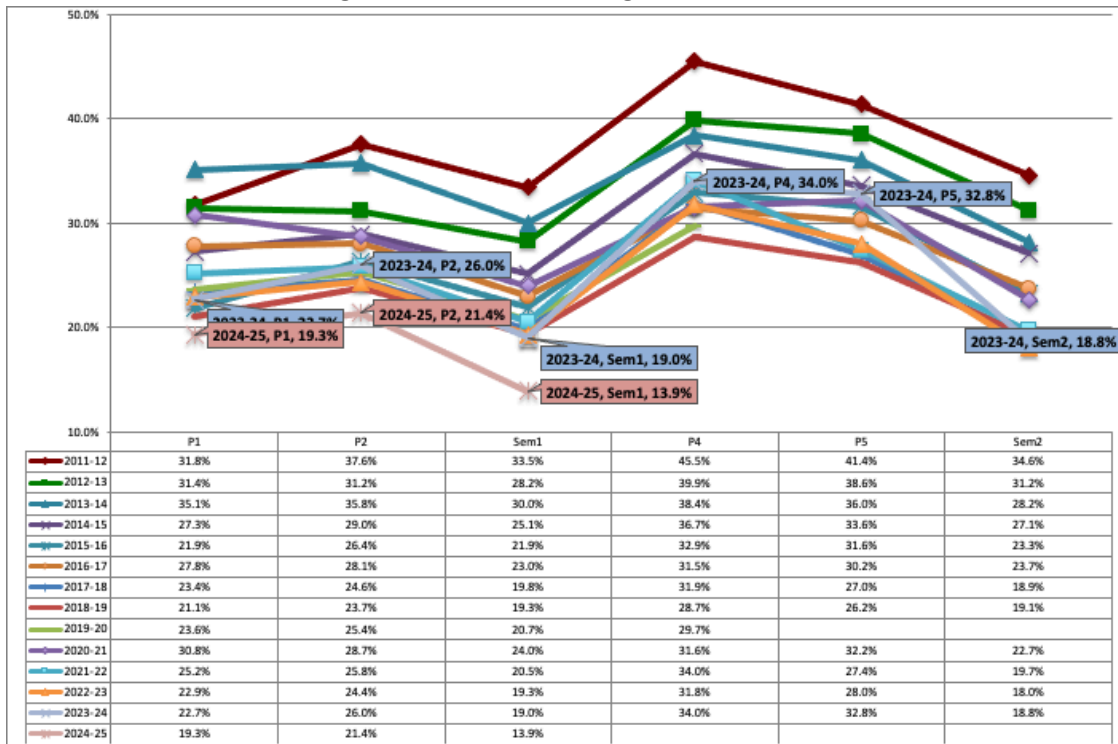
Fremont High School WASC Goal	● Goal 4: Increase diversity and access in advanced academic courses ● Goal 5: Measure and Report Progress toward ELOs (Essential Learning Outcomes) & Schoolwide Learner Outcomes (SLOs)
Fremont High School Target	● Decrease the percentage of students earning one or more grades below a "C" on their semester report cards. ● Increase special education and EL student performance on the CAASPP from Very Low to Low (or higher) on ELA and math. ● Increase participation on the ELA and math sections of the CAASPP to 95% (or higher) for all subgroups and for the school. ● Increase English Learner reclassification rate to 5%.

DATA PRESENTATION - High School Achievement and Outcomes

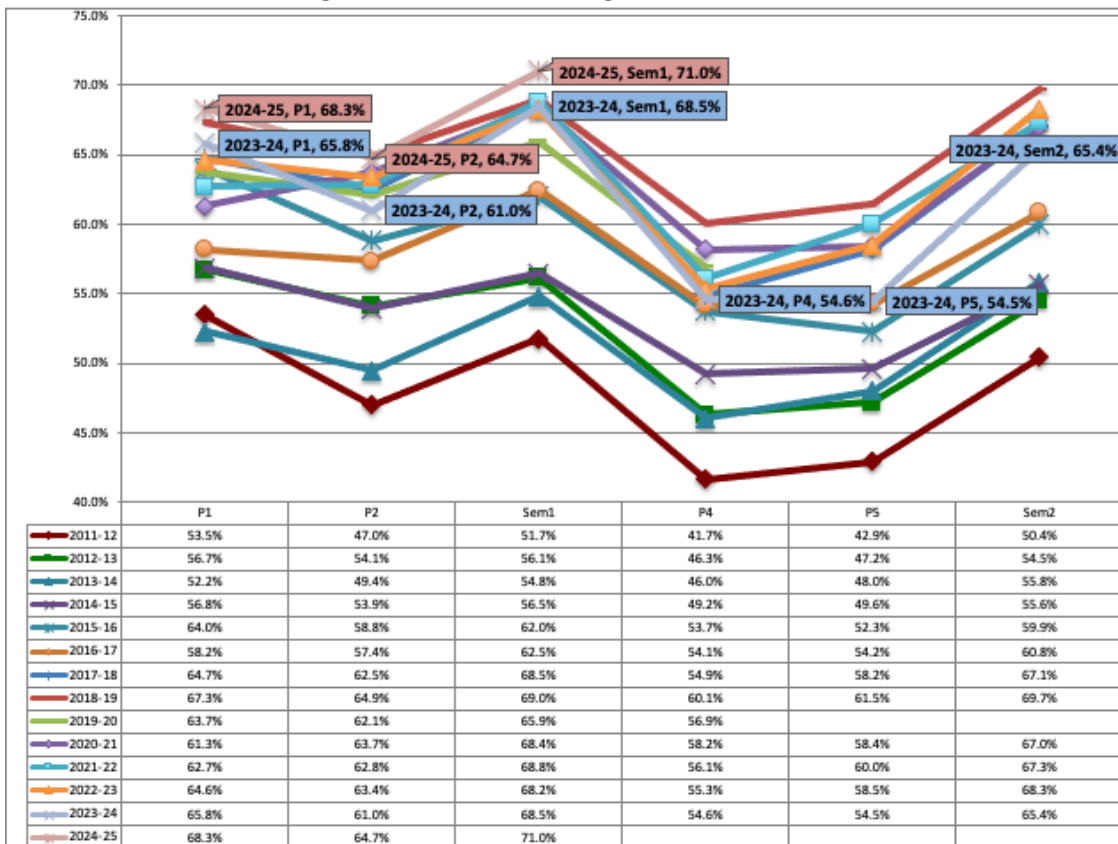
Percentage of Students Receiving One or More D Grade



Percentage of Students Receiving One or More F Grade



Percentage of Students Receiving All Grades of C or Above



CAASPP Smarter Balanced Assessment Results

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

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

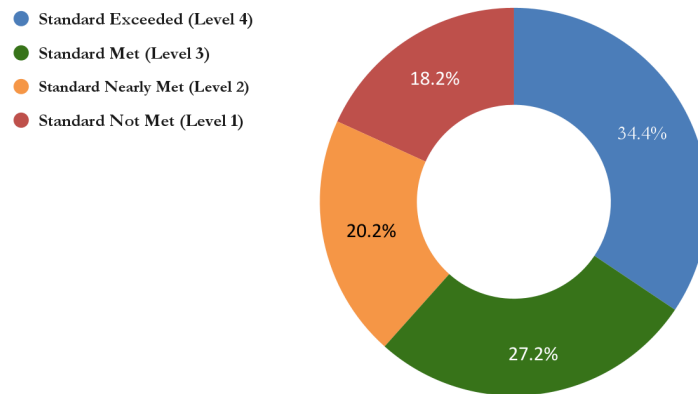
Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in general education English and/or mathematics college level courses upon entering the CSU. Students who score at the "Standard Met" (Level 3) performance level must complete an approved year-long English and/or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

Table 1.1: Performance Levels on the Smarter Balanced Summative ELA and Math Assessments at Fremont High School, FUHSD, Santa Clara County, and California

Achievement Level	FREMONT		FUHSD		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	34.4%	26.7%	57.0%	57.9%	38.8%	29.0%	26.2%	12.3%
Standard Met (Level 3)	27.2%	15.5%	23.7%	15.8%	27.1%	17.0%	29.5%	15.6%
Standard Nearly Met (Level 2)	20.2%	17.8%	10.6%	10.0%	16.4%	17.0%	20.9%	21.2%
Standard Not Met (Level 1)	18.2%	39.9%	8.8%	16.4%	17.7%	36.9%	23.4%	51.0%

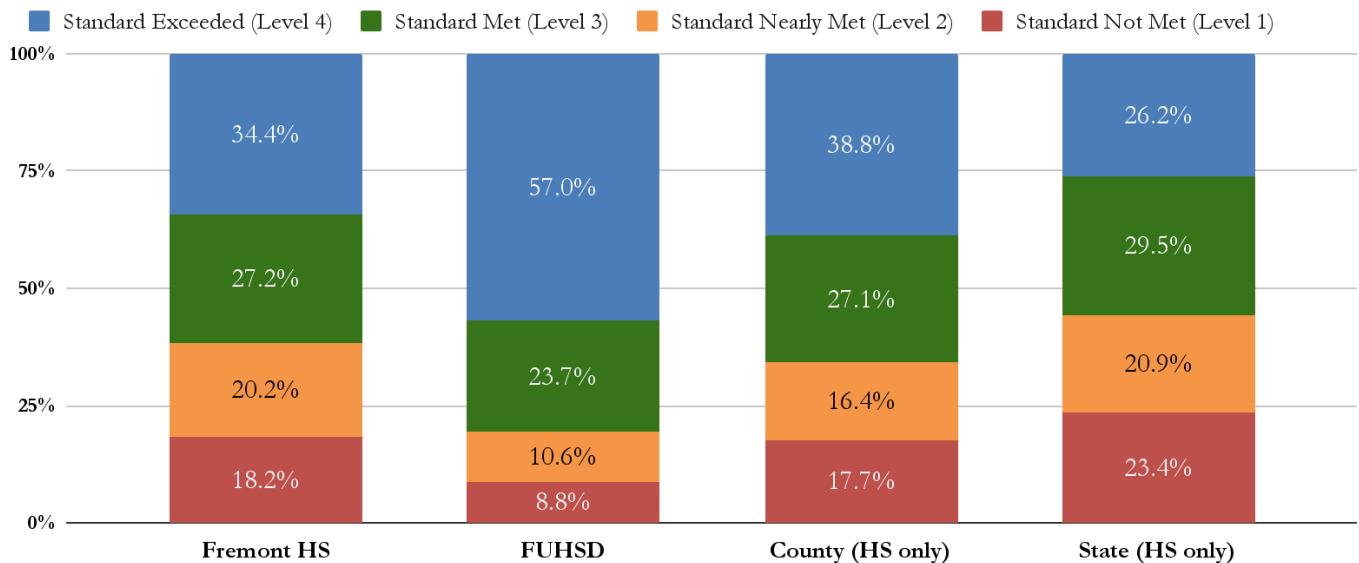
Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.1: 2024 Smarter Balanced Summative English Assessment Performance at Fremont High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.2: 2024 High School Students' Performance on the Smarter Balanced Summative English Assessment at Fremont High School, FUHSD, Santa Clara County, and California



Source: <https://caaspp-elpac.ets.org/caaspp/>

Table 1.2: Smarter Balanced Summative English Assessment by Subgroup at Fremont High School

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
- English Learners - Hispanic - Long-Term English Learners - Socioeconomically Disadvantaged - Students with Disabilities	None	None	OVERALL - Two or More Races	- Asian - Filipino - White

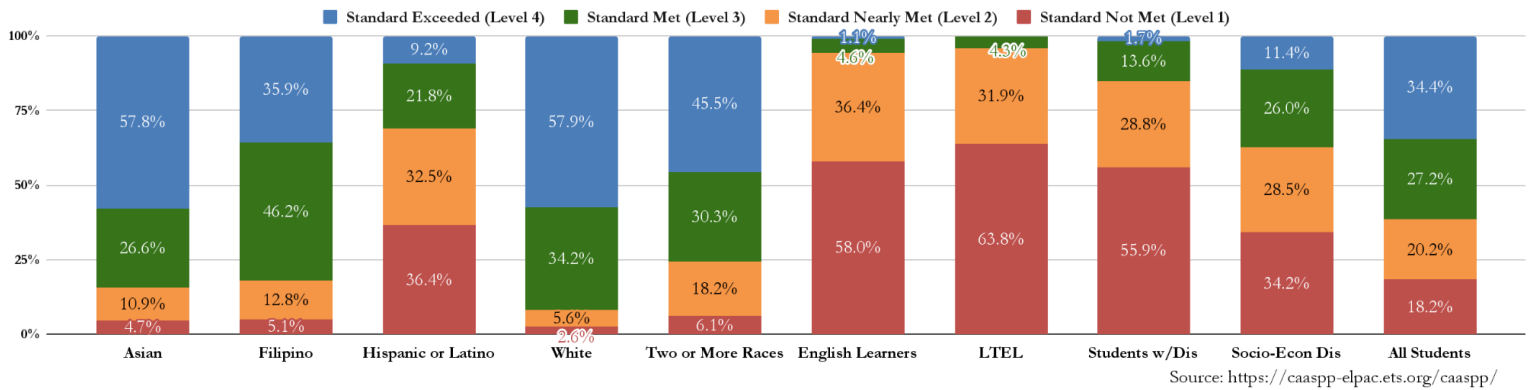
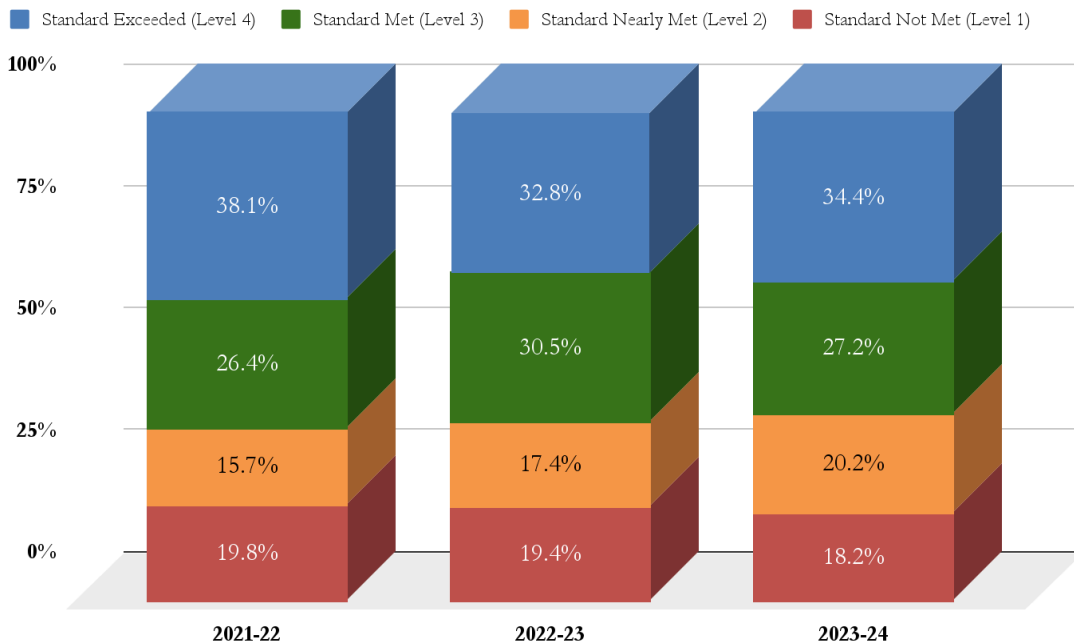
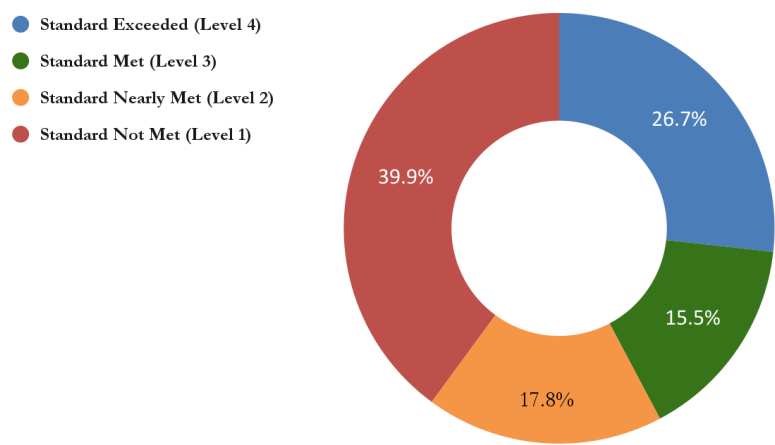
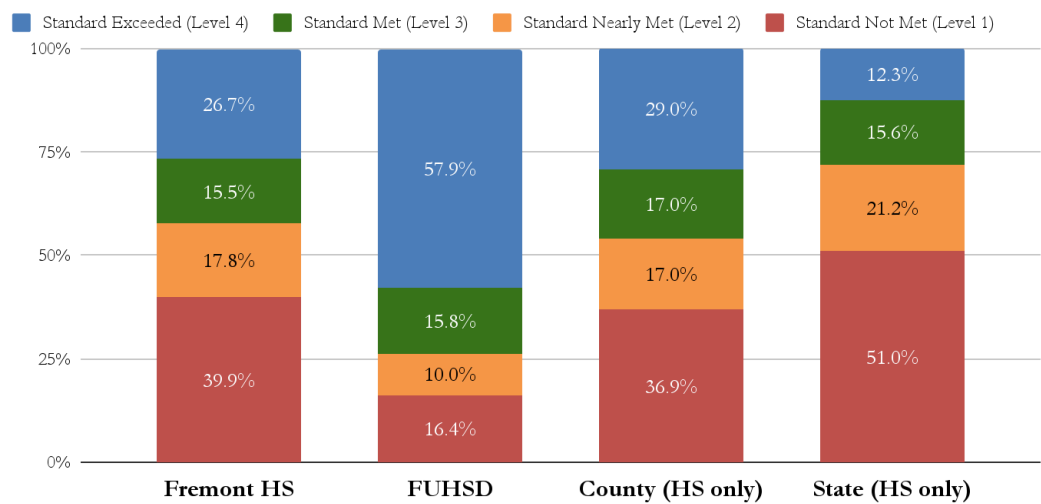
Source - <https://www.caschooldashboard.org/>**Figure 1.3: 2024 Smarter Balanced Summative English Assessment by Subgroup at Fremont High School****Figure 1.4: 3 Year Comparison (2021-2024) of Smarter Balanced English Assessment Performance at Fremont High School**

Figure 1.5: 2024 Smarter Balanced Summative Math Assessment Performance at Fremont High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.6: 2024 High School Students’ Performance on the Smarter Balanced Summative Math Assessment at Fremont High School, FUHSD, Santa Clara County, and California



Source: <https://caaspp-elpac.ets.org/caaspp/>

Table 1.3: Smarter Balanced Summative Math Assessment by Subgroup at Fremont High School

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
- English Learners - Hispanic - Long-Term English Learners - Socioeconomically Disadvantaged - Students with Disabilities	None	OVERALL - Two or More Races	- Filipino	- Asian - White

Source: <https://www.caschooldashboard.org/>

Figure 1.7: 2024 Smarter Balanced Summative Math Assessment by Subgroup at Fremont High School

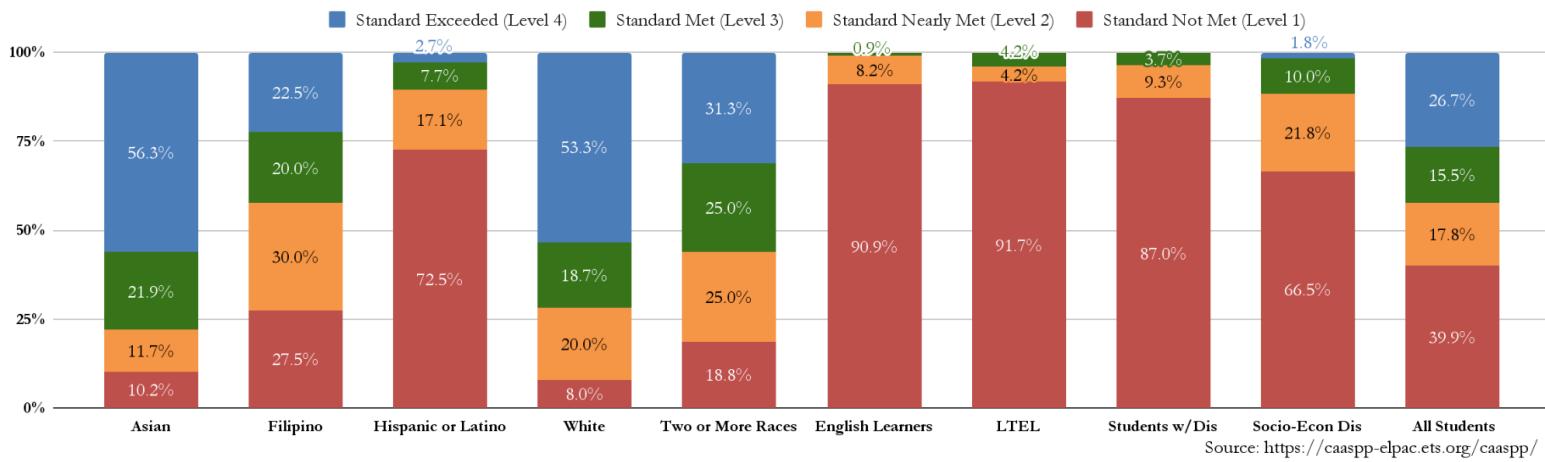
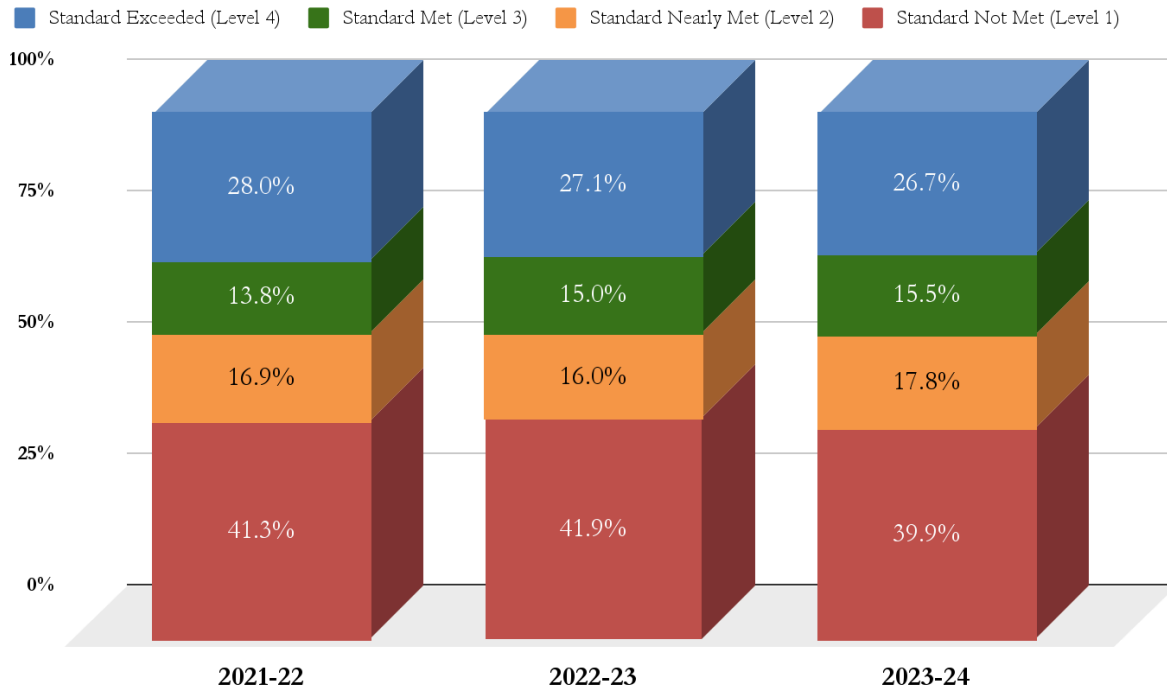


Figure 1.8: 3 Year Comparison (2021-2024) of Smarter Balanced Math Assessment Performance at Fremont High School



California Science Test

The California Science Test (CAST) is part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). The CAST measures what students know and can do using the California Next Generation Science Standards, which focus on understanding the scientific concepts found in the Earth and Space Sciences, Life Sciences, and Physical Sciences. These standards integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world.

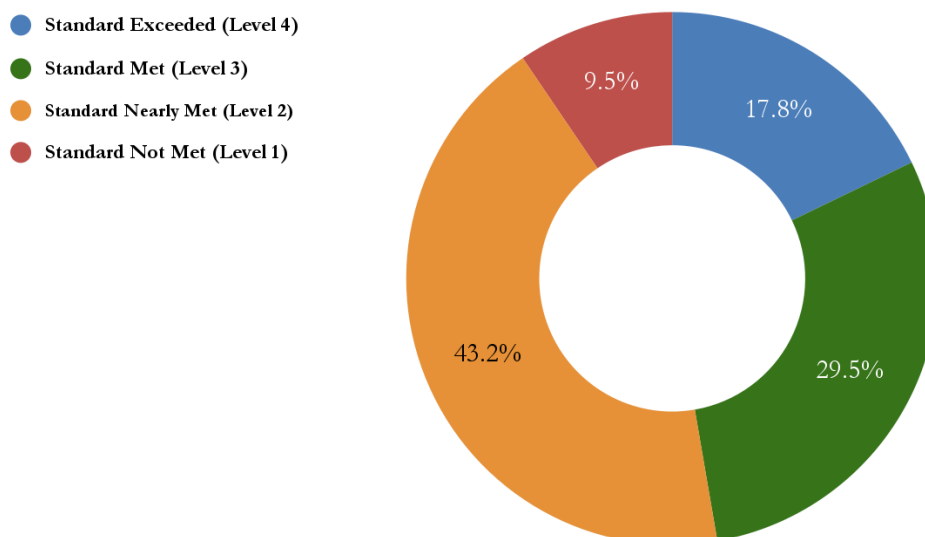
In July of 2024 the State Board of Education approved the Science Indicator on the Dashboard and results are displayed for LEA's, schools, and student groups on the 2024 Dashboard for informational purposes only. In anticipation of future performance indicators, the results from 2024 CAST are displayed below.

Table 1.4: Performance Levels on the Smarter Balanced Summative Science Assessment at Fremont High School, FUHSD, Santa Clara County, and California

Achievement Level	Fremont High School	FUHSD	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	17.8%	38.0%	21.6%	7.7%
Standard Met (Level 3)	29.5%	33.9%	25.5%	22.9%
Standard Nearly Met (Level 2)	43.2%	24.3%	41.6%	57.8%
Standard Not Met (Level 1)	9.5%	3.9%	11.3%	11.7%

Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.9: 2024 Smarter Balanced Summative Science Assessment Performance at Fremont High School



Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.10: 2024 High School Students' Performance on the Smarter Balanced Summative Science Assessment at Fremont High School, FUHSD, Santa Clara County, and California

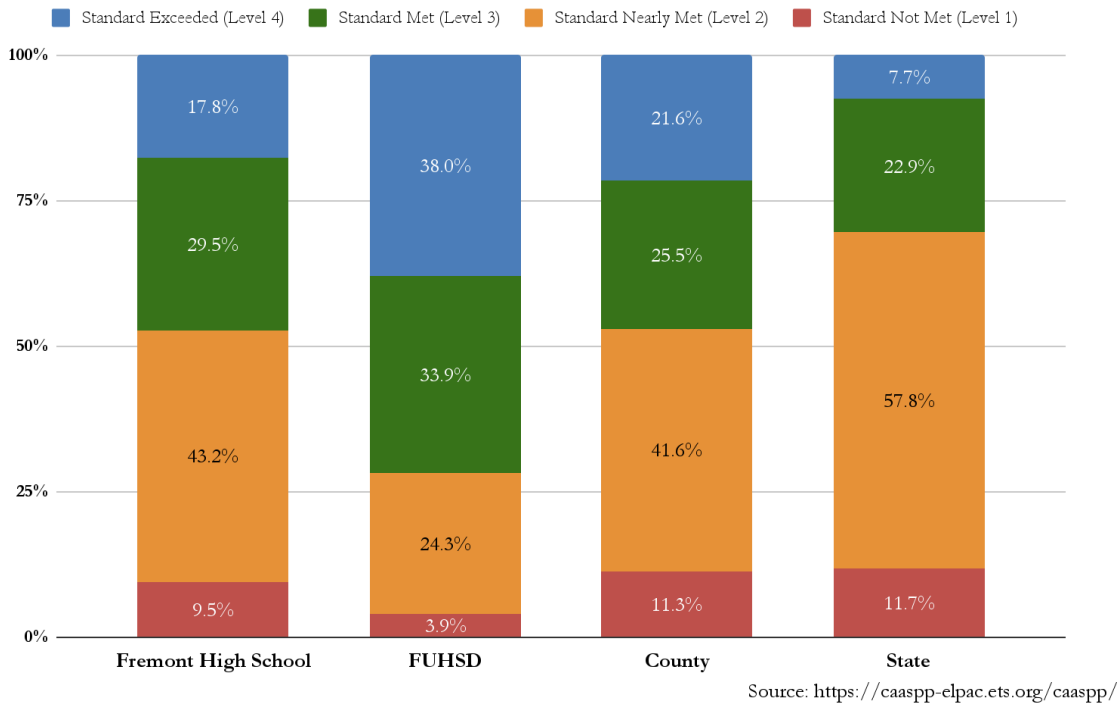
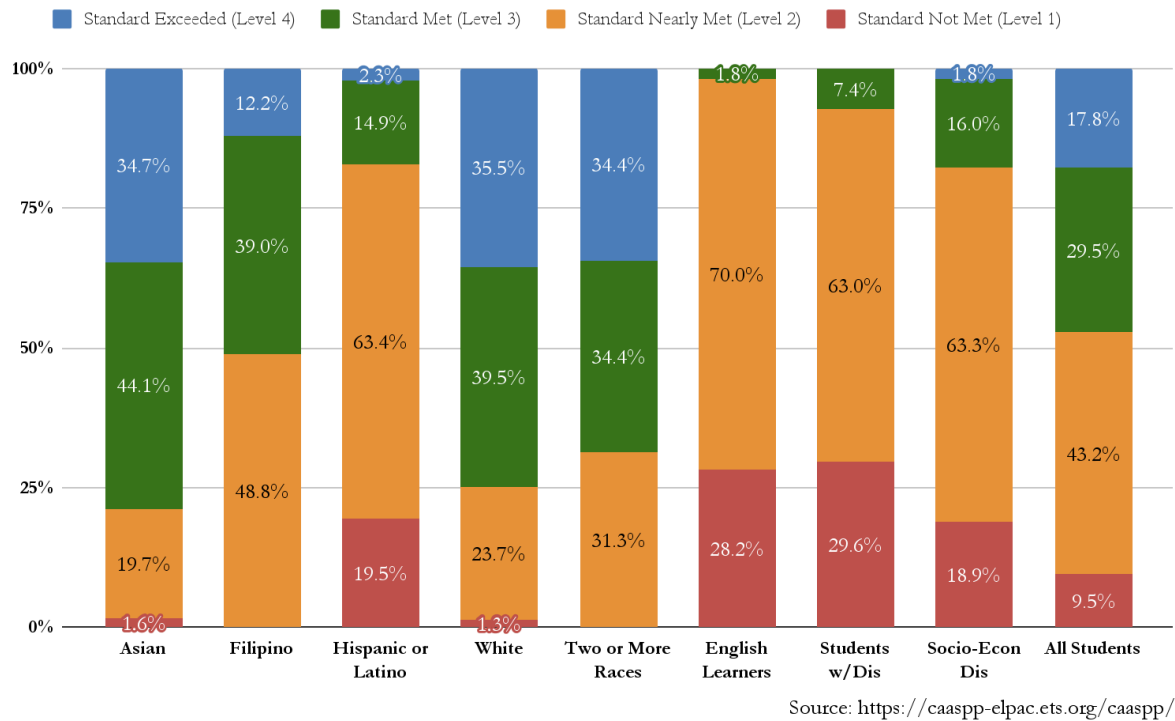


Figure 1.11: 2024 Smarter Balanced Summative Science Assessment by Subgroup at Fremont High School



School Site Commentary:

Please note - because this year we had our mid-term WASC visit, there is more commentary in the WASC Action Plan charts than in other years. Those charts contain a range of school activities that are taking place. We have tried to not duplicate all of that information in the commentary sections of this plan.

Since the 2011-2012 school year, we have been tracking student grade performance data for all grading periods each year. The trends during a school year have remained very consistent between grading periods (e.g. more students do well during the first grading period of the first semester than they do during the first grading period of the second semester), while over the years, we have seen an overall improvement in the percentage of students who earn all grades of C or better. The grades for the first semester of the 2024-2025 school year are the strongest they have been since at least the 2011-2012 school year (if not longer). This year there was an increase of 2.5% of students earning all grades of C or higher. Compared to the first year we tracked this data, we have seen an increase of 19.3% of students earning all C's or above. When looking at students receiving one or more F grades, this year saw a 5.1% decrease in these students. This has also decreased since the 2011-2012 school year by 19.6%. We are continuing our work of looking at the grading practices that we have in place with the goal of more students demonstrating mastery worthy of grades of C or better.

Despite efforts to talk up the test and encourage students to attend, we continue to not meet the 95% participation rate with our initial testing efforts on CAASPP. Administrators visit all 11th grade social studies classes to explain the importance of the tests and provide rationale for why students should take the tests and try their best. Each year, when we still don't meet the required testing percentage, our team works diligently to find and pull students from classes well after the testing week to push for the 95% participation target. While we have done well to reach the participation target in most areas, we continue to struggle to get all students to take the test with their optimal effort.

As with most previous years, FHS 11th graders demonstrated both gains and declines on CAASPP testing. On the ELA test, we saw a 1.4% increase in those exceeding standards (Level 4) and a 3.2% increase in students nearly meeting the standard (Level 2), but a decrease of 3.8% of those meeting the standard (Level 3) and a decrease of .8% of those students not meeting the standard. These scores kept us in the "High" ranking on the dashboard for all students. On the math test we had a greater decrease in the percentage of students not meeting standard (Level 1) with a 2.1% drop. Those gains showed up with 1.8% more nearly meeting the standard (Level 2) and .5% meeting the standard (Level 3). We also had a .3% drop for those exceeding standards (Level 4). These scores on the math assessment kept us in the "Medium" ranking on the dashboard for all students.

For the 2024 English CAASPP testing dashboard, the Asian, Filipino and White subgroups improved by at least one ranking. Two or More Races, English Learners, Hispanic, SED and Students with Disabilities subgroups all decreased a level from the previous year. With the math dashboard, the Asian, Filipino and White subgroups again improved by at least one ranking. While English Learners, Hispanic, SED and Students with Disabilities subgroups all decreased a level from the previous year. Two or More Races decreased two levels from the previous year.

The data for the California Science test is newly added to the report this year so we don't have comparison data for FHS. When looking at the data for FHS vs. other groups, we saw a greater percentage of our students meeting or exceeding standard than the state, while being very comparable to the county scores. Compared to those two groups, FHS did have a fewer percentage of students scoring in the lowest range (Level 1) than did both the state and county.

ELPAC Summative Assessment

English Learner Performance

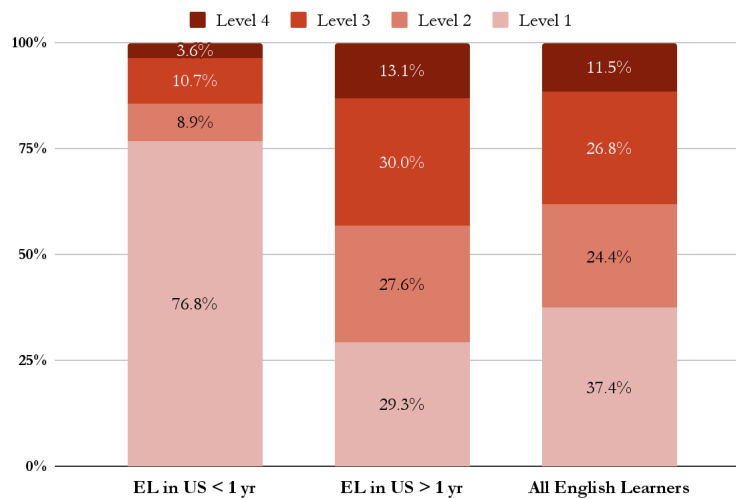
Students who are designated English Learners and have not yet been reclassified take the Summative English Language Proficiency Assessments for California (ELPAC) annually as one measure of their English language development. The ELPAC measures how well English learners are progressing toward English language proficiency.

Table 1.4: Overall Performance Levels on the English Language Proficiency Assessment of California by English Learner Group

Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	76.8%	8.9%	10.7%	3.6%	56
EL in US > 1 yr	29.3%	27.6%	30.0%	13.1%	283
All English Learners	37.4%	24.4%	26.8%	11.5%	339

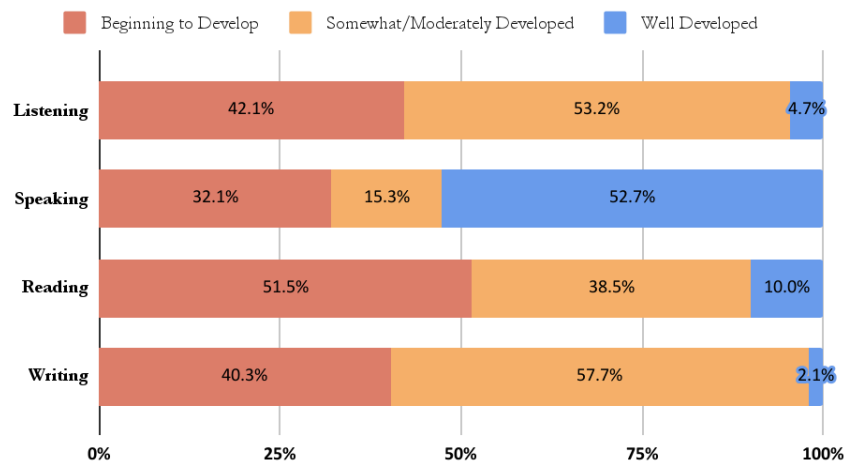
Source: <https://caaspp-elpac.ets.org/elpac/>

Figure 1.9: 2024 English Language Proficiency Assessment of California Performance by English Learner Group at Fremont High School



Source: <https://caaspp-elpac.ets.org/elpac/>

Figure 1.10: 2024 English Language Proficiency Assessment of California Performance by Domain at Fremont High School



Source: <https://caaspp-elpac.ets.org/elpac/>

Reclassification of English Learners

The summative ELPAC score of “Overall PL 4” is used to determine whether a student has met the ELP assessment criterion. The criteria used for reclassification in the Fremont Union High School District are the following: (1) Summative ELPAC Overall score of “4”, (2) Final semester grades in academic classes of “C” or higher, (3) 9.0 grade equivalence in reading based on Gates McGinities or another district-approved reading assessment AND a passing score on a writing task, and (4) parental consultation/opinion. Reclassification of EL students is conducted on an annual basis each spring following the finalization of the fall term final grades. The reclassification rate is determined by the number of students reclassified divided by the prior year enrollment count.

Table 1.6: 3 Year Comparison of Reclassification Rates at Fremont High School and Santa Clara County

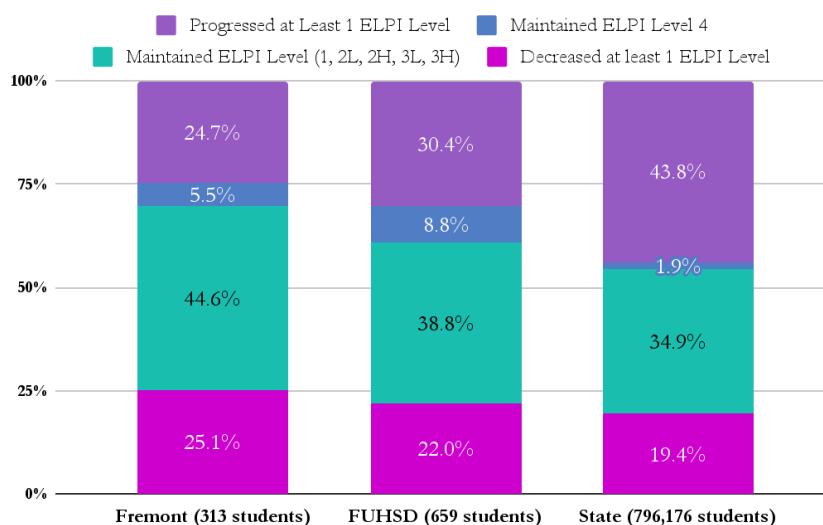
School Year	Percent of FHS Students Reclassified	Percent of EL Students at FHS Prior Year	SC County Reclassified
2021-22	4.1% (18)	18.6% (417)	13.0% (6,582)
2022-23	2.1% (9)	19.4% (426)	11.9% (6,460)
2023-24	5.0% (22)	20.1% (437)	11.8% (6,249)

Sources: <https://dq.cde.ca.gov/dataquest/>, Calpads reports, and county information

English Learner Progress Indicator

The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative Assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, “progress” is defined as a student who maintains a performance level 4 (highest possible) from the previous year or increases one or more performance levels. The charts below represent the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Fremont Union High School District earned a status level of “low” for the English Progress Indicator on the CA School Dashboard for the 23-24 school year.

Figure 1.14: 2024 High School Students’ English Language Acquisition Results on the Summative ELPAC at Fremont High School, FUHSD, and California



Source: <https://www.caschooldashboard.org/>

School Site Commentary:

Teachers of ELD 2 and ELD 3 have been intentionally revising listening activities in their respective curriculums to improve student listening skills. The increases shown in "Somewhat/Moderately Developed" more than we decreased in "Well Developed" on the ELPAC is a hopeful sign that we are moving in the right direction with these efforts. That effort to improve listening experiences for student learning is something they are planning to continue.

The district English Learner Instructional Lead has been researching reading programs, specifically for high school students who are below grade level in reading. One of our ELD 2 teachers is almost finished taking a class called, "Reading Instruction for Multilingual Learners" and, together they are organizing and testing out resources that may help ELD teachers more actively teach reading in the way our students need.

Fremont has continued to implement proactive staffing to support the needs of our English Learner (EL) students, knowing that their enrollment patterns are not the same as traditional feeder school students. As a result, we continue to over allocate sections of classes (beyond what the initial sign ups indicate) so that we have room to add new students when they arrive at our school. This process has really minimized the disruption to EL student schedules and has helped to ensure that the classes are staffed with people who have planned to teach the courses rather than having to add teachers later.

The EL team continues to meet monthly as a whole PLC and many of the teachers meet regularly each week as well to strategize the best ways to support the needs of the EL students enrolled in their classes. FHS Site EL Meetings have had some reserved time over the last two years for communicating entry and exit essential learnings for each level (and the content courses that go with them). Each year, ELD 1, 2 and 3 teachers along with the site EL coordinator and EL admin liaison have taken a full release day to look at student work, assessment results, along with teacher feedback to get a holistic view of each student to help determine the most appropriate placement for their classes the following school year.

While we continue to have a diverse group of English Learner students, the majority of our EL students (both newcomers and long term English learners) tend to primarily speak Spanish as their home language. Below is a chart showing the distribution of home languages for current newcomer and long term EL students.

2024-2025 EL & LTEL Home Languages

Home Primary Language	LTEL #	LTEL %	ELD #	ELD %
Chinese - Mandarin (Putonghua)	0	0.0%	7	3.8%
Finnish	1	0.5%	1	0.5%
Hebrew	3	1.5%	5	2.7%
Hindi	1	0.5%	1	0.5%
Ilocano	0	0.0%	1	0.5%
Indonesian	0	0.0%	1	0.5%
Japanese	2	1.0%	1	0.5%
Mayan Languages	0	0.0%	1	0.5%
Nepali	1	0.5%	2	1.1%

Home Primary Language	LTEL #	LTEL %	ELD #	ELD %
Punjabi	2	1.0%	8	4.3%
Farsi (Persian)	0	0.0%	3	1.6%
Filipino (Pilipino or Tagalog)	4	2.0%	7	3.8%
Portuguese	0	0.0%	1	0.5%
Pashto	0	0.0%	2	1.1%
Russian	1	0.5%	2	1.1%
Spanish	181	89.6%	134	72.0%
Swedish	1	0.5%	0	0.0%
Tamil	0	0.0%	1	0.5%
Telugu	1	0.5%	1	0.5%
Tongan	3	1.5%	0	0.0%
Urdu	0	0.0%	2	1.1%
Vietnamese	1	0.5%	3	1.6%
Chinese - Cantonese	0	0.0%	1	0.5%
Grand Total	202	100.0%	186	100.0%

- # of FHS LTELs in the Class of 2025 - 72

Last year, we had our highest rate of reclassification in several years - we met our 5% targeted reclassification goal. Despite this achievement, we didn't see gains in the performance of EL students on the ELPAC testing. On the positive side, FHS had 2.9% fewer students decreasing a level on the test and an increase of 12.6% maintaining their level. This showed that more students were not regressing than before and holding at their current levels. However, we saw a decrease in the percentage of students who either progressed a level (-8.3%) or maintained at the highest level (-1.5%). As it is with all students and CAASPP testing, a component of our work with ELPAC testing is to help motivate students, particularly the LTEL students, to take the test with their best efforts so that we can better determine their areas of need for additional supports.

The district's Coordinator of Curriculum & Teacher Leadership and the district English Learner Instructional Lead, who also teaches a section of ELD at Fremont, will be implementing an ELPAC PD next year partly as a response to the ELPAC data. The goal of this professional development offering is NOT to show teachers how to teach to a test; rather, to increase stakeholders' understanding of what students are asked to do for this test, and highlight how relevant many of the test experiences are to academic and real world communication demands. The hope is that this will help district teachers realize that incorporating some ELPAC-style activities using content they already have isn't a huge leap, and having these common routines should increase learning opportunities for our students!

Cohort Graduation Rates

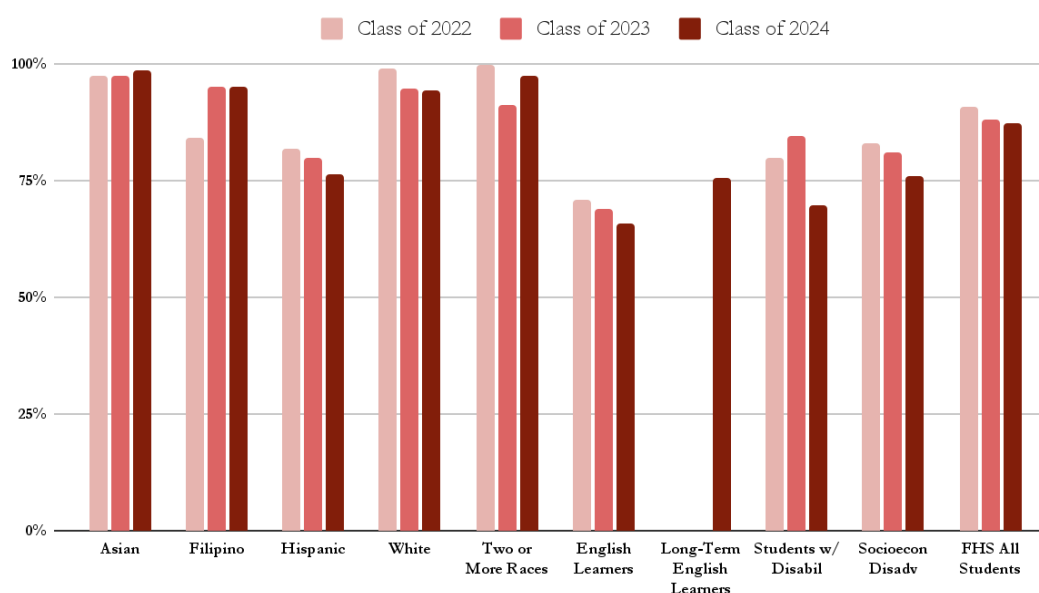
California adopted the adjusted four-year cohort methodology to calculate graduation rates, consistent with federal guidelines, beginning with the Class of 2017. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 graduation rate indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2023-24. For the ACGR, a “regular high school diploma” is the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals.

Table 1.7: 3 Year Comparison of Cohort Graduation Rates by Student Group

Student Group	Class of 2022		Class of 2023		Class of 2024	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	157	97.5%	117	97.4%	133	98.5%
Filipino	38	84.2%	42	95.2%	40	95.0%
Hispanic	192	81.8%	258	79.8%	264	76.5%
White	93	98.9%	99	94.9%	122	94.3%
Two or More Races	25	100.0%	35	91.4%	38	97.4%
English Learners	103	70.9%	138	68.8%	123	65.9%
Long-Term English Learners	--	--	--	--	69	75.4%
Students w/ Disabil	84	79.8%	96	84.4%	93	69.9%
Socioecon Disadv	230	83.0%	276	81.2%	258	76.0%
FHS All Students	525	90.9%	562	88.0%	622	87.3%

Source: <https://www.caschooldashboard.org/>

Figure 1.15: 3 Year Comparison (2022-2024) of Cohort Graduation Rates by Student Group



Source: <https://www.caschooldashboard.org/>

Table 1.8: California Dashboard Graduation Indicator by Subgroup

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
- English Learners - Socioeconomically Disadvantaged	OVERALL - Hispanic - Long-Term English Learners - Students with Disabilities	None	- White	- Asian - Filipino - Two or More Races

Source: <https://www.caschooldashboard.org/>

School Site Commentary:

The overall graduation rate continues to be an area of concern. For the second year, despite a graduation rate of 87.3%, FHS has been in the Low column of the graduation dashboard. The Class of 2024 was 60 students bigger than the Class of 2023, but their graduation rate decreased by .7%. There were 3 fewer Students with Disabilities graduating last year, but that represented a 14.5% decrease. Our biggest increase was 6% (3 more students than the previous year) for our Two or More Races group. With a 65.9% graduation rate (a decrease of 15 students/2.9%), our EL students continue to be the lowest graduating subgroup at Fremont. As has been noted previously, many of our EL students are coming to us with limited schooling and without any credits to apply towards graduation. Because of this, they often will not be able to complete the credits requisite for graduation during their time here. However, site EL staff and Guidance Counselors continue to work with these students to explore options after the end of their 12th grade year. For some, staying with us an additional year is an option. Others will transition to Adult Education and/or one of our local community colleges.

In the Class of 2024, Socioeconomically Disadvantaged and EL students also dropped one column and Students with Disabilities dropped two columns on the graduation dashboard. We saw an increase for our White group while all other groups remained in the same columns as last year.

Graduates Meeting UC/CSU A-G Course Requirements

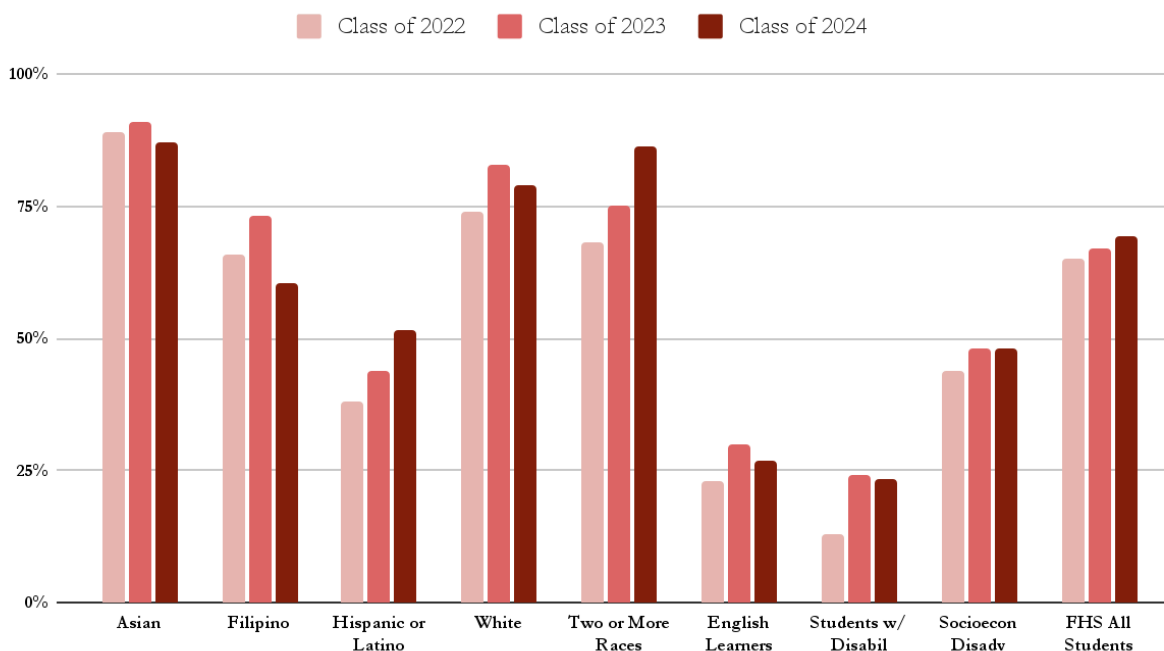
Students must complete at least 15 courses in 7 content areas (a-g) with a “C” or higher to meet minimum UC/CSU eligibility requirements.

Table 1.9: 3 Year Comparison of Graduates Meeting UC/CSU Requirements by Student Group

Student Group	Class of 2022		Class of 2023		Class of 2024	
	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met	# in cohort	% UC/CSU met
Asian	157	89.0%	117	91.0%	133	87.0%
Filipino	38	66.0%	42	73.0%	40	60.5%
Hispanic or Latino	192	38.0%	258	44.0%	256	51.5%
White	93	74.0%	99	83.0%	122	79.1%
Two or More Races	25	68.0%	35	75.0%	38	86.5%
English Learners	103	23.0%	138	30.0%	116	27.0%
Students w/ Disabil	84	13.0%	96	24.0%	92	23.4%
Socioecon Disadv	230	44.0%	276	48.0%	252	47.9%
FHS All Students	525	65.0%	562	67.0%	614	69.2%

Source: <https://dq.cde.ca.gov/dataquest/>

Figure 1.16: 3 Year Comparison of Graduates Meeting UC/CSU Requirements by Student Group



Source: <https://dq.cde.ca.gov/dataquest/>

College and Career Readiness Indicator

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments.

Table 1.10: California Dashboard College and Career Indicator by Subgroup

Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
None	- English Learners - Socioeconomically Disadvantaged - Students with Disabilities	- Filipino - Long-Term English Learners	OVERALL - Asian - Hispanic	- Two or More Races - White

Source: <https://www.caschooldashboard.org>

School Site Commentary:

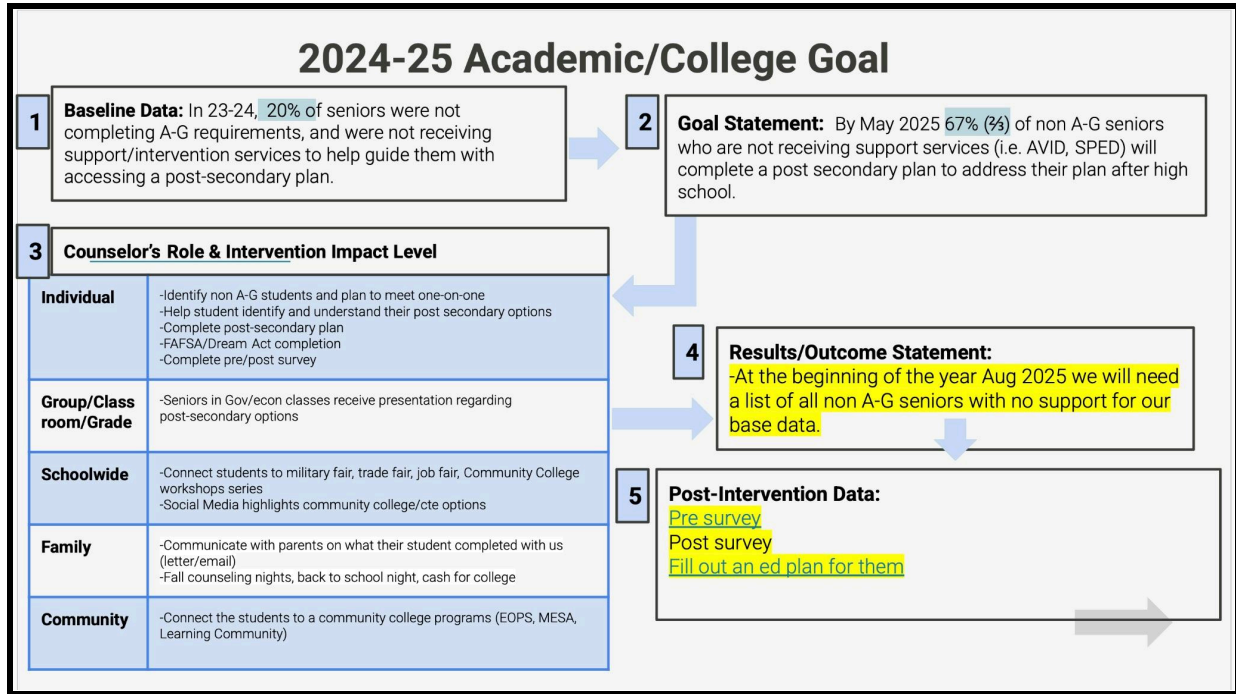
As was the case with the Class of 2023, the Class of 2024 demonstrated an increase in the percentage of students meeting UC/CSU requirements. This has helped to keep the dashboard ranking in the High column for the second year in a row. Compared to last year, English Learners, Students with Disabilities, Two or More Races and the White subgroups remained in the same columns. There were one column decreases for the Asian, Filipino and Socioeconomically Disadvantaged groups and the Hispanic group improved by one column.

After two years of declines in the percentage of FHS students meeting the UC entry level writing requirements, students in the Class of 2024 showed much improvement.

Class	Admitted to a UC	Enrolled at a UC	Meeting Requirement
2024	162	58	46 (79.3%)
2023	149	61	34 (55.7%)
2022	146	60	43 (71.7%)
2021	158	78	63 (80.8%)

We continue to offer General Education & Special Education co-taught classes this year. We currently have teachers working together in Algebra 1, Geometry, Biology, Literature & Writing and World Literature classes. Since these are all at the lower level it will take a few years to see the impact when these students are 12th graders. Our hope is that through these efforts, more of our special education students will be able to complete coursework that will make them eligible for UC/CSU admission directly from high school.

The FHS guidance team has regularly worked to counsel students to consider taking and remaining in courses that will apply to their eligibility for UCs and CSUs. Though we continue to see increases in the percentage of students meeting these requirements, we still have many students who aren't. To address this, the guidance team has been working to ensure that seniors who haven't met the requirements will have a post secondary plan in place by the time they leave Fremont. The goal for their work is detailed below:



To aid in this work, the counselors are using the tool below to work with students to complete post secondary plans.

Student Name:		Counselor:		☐ Pre-survey completed
1. CAREER INTERESTS	2. MAJOR	3. EDUCATION/ TRAINING NEEDED		
4. My goal after graduation is: (community college, 4 year university, work, military, travel)				
5. AM I ON TRACK TO GRADUATE? ☐ Yes, I'm on track ☐ No What's missing: _____ _____ _____ _____		6. FINANCIAL AID: If you're a US Citizen/US Resident 1 year of CA residency is required to have in-state tuition. If you have a different citizenship status, you MUST have 3 years of schooling in CA (AB 540) ☐ FAFSA: US Resident or US Citizen ☐ CA Dream Act: Dreamer, DACA, Undocumented ☐ Other? Refugee/Asylum/Visa Please contact Mrs. Magallon, College & Career Advisor for next steps Need more help? Attend our Cash for College Event on Tuesday, February 25th from 3:00pm-6:30pm in the FHS Library. You must bring at least one of your parents and their 2023 income tax information.		
7. FAFSA/DREAM ACT submitted on: _____ 2 Weeks after you submit your FAFSA/DREAM ACT application do the following: ☐ Create a WebGrant Account (to verify gpa and financial aid for CA schools) ☐ Completed on: _____		 https://bit.ly/4IBH7v7		

8. TO DO BEFORE GRADUATION		9. IMPORTANT CONTACTS AT MY COMMUNITY COLLEGE:				
☐ Find Colleges that offer my Major/CTE program 1. 2. 3.	☐ Recommended: Register for a summer Counseling class at the Community College WHEN: ☐ Meet with College Counselor and create an Educational Plan DATE: ☐ Register for Fall Classes DATE: ☐ Apply/register for a support program (ex: Puente, First year experience) NAME OF PROGRAM:: ☐ Check your Financial Aid portal to make sure you're not missing any documents	<table border="1"><tr><td>COUNSELING DEPARTMENT:</td><td></td></tr><tr><td>FINANCIAL AID:</td><td></td></tr></table> The major/CTE program that I'm going to pursue is : The Community College that I'm going to attend is: My first day of College is:	COUNSELING DEPARTMENT:		FINANCIAL AID:	
COUNSELING DEPARTMENT:						
FINANCIAL AID:						

☐ POST-SURVEY COMPLETE



<https://bit.ly/3Do6qFy>

STATUS UPDATE OF WASC ACTION PLAN

Goal 4: Increase diversity and access in advanced academic courses

Specific Task	Steps	Milestones / Benchmarks	How will progress/success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 4.1: Investigate and report the reasons students choose courses and what makes students stretch to take more challenging courses in each department.	- Develop a method to gather evidence about student course selections by department. - Develop a method to gather information about what makes students “stretch” - Report the results to the school.	- Document that details the data to be gathered and the method for gathering it. - Document that explains what makes students stretch in each department. - Staff meeting held with departments presenting the findings.	- Surveys of students and teachers about the accuracy and confidence of the results. - Existence of the documents.	- Department Leads and PLC Leads manage the documents and discussions. - Administration to plan the schoolwide share outs and manage the documents and reports in Google Drive.	Year 1: - Develop survey - Distribute survey to sample year (all 10th grade) Year 2: - Identify and interview students from sample year (10th) who have shown an inclination to “stretch” themselves academically. - compile data for sample year - Distribute survey to current 10th & 11th grade students. Year 3: - Report data to school of the changes to the number of students in the sample group who have “stretched” themselves academically. - Distribute surveys to grades 10-12 to keep updating the data.
2024-2025 Updates: - Science: - The science department is actively discussing diversity in courses, including: - Strategies to increase sign-ups for advanced courses by less common student groups - Course information presented to provide clarity to students to help make them aware of what is available to take - One on one conversations with students - Connecting biology to AP biology (“in this class we are doing...In AP you would be...you can do it!”) - The science department gave all students a survey to determine why students choose each science course and reviewed the results as a department. Answers ranged from personal interest, to friends influence to family influence (as some examples). The department will continue to survey now that course selection is over for the 2025-26 school year to look at student rationale for their course selection. - English:					

- Last year the American Lit team developed and implemented an empathy interview process to gather evidence about student course selections. We also named the supports available to students in advanced courses and explained the course options for the following year.
- Interventions:
 - The GOALS team meets with each 9th graders to discuss their History/Lit placement for 10th grade. The GOALS team makes recommendations for some students to stretch themselves and move out of GOALS by including what we see in each student and their areas of strength. (The student is obviously allowed to make their own decision, but they are giving specific reasons for why the “stretch” would benefit them).
 - At the AVID 10 level the team presents a [slideshow](#) with messaging about balance and taking “challenging classes” that make sense for them, regardless of whether that class is labeled AP or Honors.
- ELD:
 - The one criteria that ELD staff use for their students for all classes is language level. For lower English level students this can be a barrier to entry for some.
- Performing Arts:
 - In Advanced Stagecraft, students create a video on why someone should take a theatre class that will be used to attract students to theatre. Additionally, in all theatre classes, students take a short survey asking their plans for the next school year’s electives and if they want to come back to theatre in the future. A list is compiled of students who wish to return in 2 years and then the following Jan/Feb, those students are sent a message encouraging them to return to theatre.
- Math:
 - We have created a Computer Science + Engineering focus group to examine the reasons students are/are not electing into those courses as there is a big gender and race disparity in those courses specifically. The team started meeting in January 2025.
 - No work has been done (to my knowledge, since this is year 1 as DL) about gathering evidence/information about what makes students “stretch” and the reasoning behind students choosing different courses -- I wasn’t aware this was a task the math department was supposed to be working on
- World language:
 - Surveying course offerings
 - Created a survey for possibly adding the AP Spanish Literature course
 - Juntos partnership with elementary and middle school
 - Course selection conversations around the sequence of language courses and where students are demonstrating proficiency
 - End of the year survey regarding advancement in certain languages
- Special Education:
 - SpEd Department Case Managers meets individually with their caseload to discuss courses students plan to take the following school year and for some it does include how students stretch to take courses in General Education if they are in SAI and did well, Honors and AP if they are in Gen Ed and do well and are recommended, and/or Advanced Math or Science courses for further post-secondary preparation.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 4.2: Implement practices that accommodate students with a larger range of skills in courses that don’t already reflect the diversity of the school.	● Conduct a focus group study of students by department to gather suggestions about how best to accommodate a larger range of student skills in advanced courses. ● Teachers in each department discuss and document ways that honors and AP courses can accommodate a	● Creation of a document with questions to start the conversation with students. ● Creation of student focus group and selection of members. ● Student focus group meetings held. ● Teacher Meetings scheduled.	● Increase in range of AP/Honors enrollment (checked by department) ● Continuous survey check-ins with students to gauge their interest in taking particular AP/ Honors courses	● PLC/ Department Leads	Year 2 End of Year: ● Conduct focus groups by departments Year 3 Beginning of Year: ● Share results with departments Year 3 ● Decide on ways to support more students in advanced courses. ● Use the results in the student course selection process.

	larger range of student skills in advanced courses. - Examine practices in our intervention courses as possible ways to support more students. - Synthesize results and select areas to change. - Create a plan for implementing the changes.	- Ideas from both meetings documented - Document of synthesized results and plan for changing specific courses.			Year 4-6: Implement changes in courses to support varying student needs.
--	---	--	--	--	---

2024-2025 Updates:

- Math:
 - Currently the department lead has been interviewing students who took a variety of math courses at Fremont about their experiences in classes to learn about supports and barriers they are encountering in math classes.
 - Teachers have been implementing practices from the Culturally Responsive Education Framework and the Building Thinking Classrooms Framework over the past couple of years in most math classes -- these frameworks are designed to meet students where they're at and create a classroom where students with a variety of prior knowledge are learning and growing.
- Social Studies:
 - Social Studies AP teachers have a structure in place to support and accommodate a wide range of students. This includes corrections and/or retakes of assessments. Some AP classes create focus groups of struggling students and/or occasional closed tutorial sessions to target students and improve/correct particular skills/content.
- World Language:
 - Students who meet the general requirement (and do well) are encouraged to advance to the next course.
- Guidance:
 - When counselors do one-on-one check-ins with students during course selection, they are looking at helping students choose challenging courses, but also helping them maintain a healthy balance.
- Science:
 - The science department is meeting to address increasing access and support for students at all levels (honors meeting with honors, AP with AP, CP with CP, intervention classes together). Teachers discussed what strategies they are using in their classrooms to increase access and offer suggestions to other department members.
 - The department has collected student data across all science courses and levels of courses. As a department, each teacher analyzed it to see what accommodations and strategies students prefer in their own classrooms and shared the results in groups. Teachers were then asked to pick strategies they wanted to attempt in their own classes and to explain how they were planning to measure the success of those strategies. The guiding questions to facilitate the discussion were:
 - Part 1: Survey analysis
 - What are two class structures that students report are the most supportive?
 - What are two assignment structures that are supportive?
 - What do students report as being least supportive strategies or interventions?
 - Part 2: Strategy Selection
 - Think about a student that regularly comes to class that is currently not successful. Based on the data/strategies you have just heard from your content team, what strategy might support that particular student?
 - How could you measure the success of that strategy?

Specific Task	Steps	Milestones / Benchmarks	How will progress/success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 4.3: Encourage diversity in students taking advanced courses.	During course description meetings explain to students the	Increase 1-1 discussions with students/ staff who may be uncertain	Course teachers collect data on students who have been spoken with.	- PLC team leads. - Teachers update live Drive Doc w/	Year 1: PLC leads discuss w/ team ways to hold conversations

	supports as well as the challenges in Advanced courses. ● Clarify what student/ teacher conversations might look like. ● Build time into PLC meetings to deliberately discuss diversity within our courses.	of what course to select. Help them understand what supports are available to them so they can make a more informed decision. ○ Review messaging/ language in how teachers discuss w/ students ● Scheduled 1-1 discussions in the classroom between student/teacher. ● Schedule PLC dates at school level.	○ Teachers share w/PLC lead their specific language ● Schedule targeted instruction opportunities. ○ SFS ○ Course ○ Department ● Provide time in teacher workdays prior to the start of school to discuss. Revisit in January w/ PLC teams.	opportunities (students can view) ● PLC Team leads, report to admin the team plan for upcoming year.	● Core academic discussions framework created (including supports) Year 2: ● Hold discussions w/ students using framework created in year 1 ● PLC meetings focus discussion on student diversity Year 3: ● Compiling data from years 1 and 2 and see if discussions have increased enrollment
--	--	--	--	--	--

2024-2025 Updates:

- AP Informational meetings are open to all students and during a time when all students have access—all parents and students were notified multiple times about these meetings.
- Social Studies
 - The Social Studies department actively works to target students who are traditionally underrepresented in AP Classes and/or have not taken an AP class in previous years. Teachers identify students and have individual conversations with those students about taking an AP class the following year (this is done by World History and US History teachers). Teachers for these advanced courses hold informational meetings during the course selection process to encourage (and support) enrollment. In addition the AP Classes have structures in place (corrections, retakes, etc.) to support struggling students. Over the past few years, the number of 11th grade students taking AP/Honors courses at the 11th grade level for the first time have increased significantly.
- Performing Arts:
 - In performing arts, we struggle to attract students if they don't start in middle school. To address this, there are several things being tried. The vocal music teacher currently has a .2 to work with Sunnysvale School District music teachers to help strengthen their programs to attract more students in the hope that this will help to create a pipeline to high school. Additionally, the vocal music teacher and instrumental music teacher each do two exchange performances with the feeder middle schools each year.
 - Our theatre teacher has reached out to offer middle school matinees for final dress rehearsals as a way to bring middle schoolers to us. Last year Lawson brought their entire 7th grade over for a matinee of Alice in Wonderland and will again bring the 7th grade this year for Freaky Friday. We've reached out to offer this to our other feeder middle schools and are hoping to add a 2nd matinee for our March play. The middle school teachers are included in the email blasts inviting people to see our theatre productions. We are going to explore our theatre teacher visiting our feeder schoolers this year or next as well to strengthen those relationships.
 - AP Music Theory is going to be added to the 2025-2026 course selection as an advanced option for students who might not take other AP classes.
- Math:
 - This year we are emphasizing having 1-1 conversations between student/teacher during course selection (beyond giving the general pathway) for courses like Geometry, Algebra 2, and Pre-Calc to help students choose the appropriate next course
 - We discussed as a department the messaging to students about what a student/teacher conversation might look like during one of our meetings.
 - The math department is exploring the possibility of adding AP Computer Principles.
- AVID:
 - Teachers work with their students to find areas in which they can challenge themselves with advanced courses.
- World Language:
 - The department has created an intervention program (during tutorial) to support struggling students in the base classes to support them into advanced placement.
 - Students who meet the general requirement (and do well) are encouraged to advance to the next course.

- Collaboration with the middle school through the Juntos program which adds diversity to the upper level courses.
- Special Education:
 - Department Case Managers meet with caseload to discuss recommendations of taking Advanced Courses as part of their course selection discussions, Case Managers will reach out to AP and current teachers if students are interested in taking Advanced courses, which helps add to the learner diversity of students in those classes.
- Interventions:
 - AVID teachers encourage students to take courses that challenge them but to be mindful to take those that make sense for them (they have to like the content, be ready, and have shown proficiency in the non-Honors/AP level)
- Science:
 - The reverse verification process in science and the way that courses are presented allow us to have individual conversations with students about challenging themselves and to also provide reverse verification feedback where we intentionally offer suggestions to students to challenge themselves by taking a high level course. We also intentionally meet with all students we have provided alternative course selection feedback to, in order to explain our reasoning, answer questions they may have, and gauge their interests.

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

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 5.1: Reconfirm/ revise and decide how to measure the SLOs.	● Bring SLOs to GCL (Guided Coalition for Learning, the Academic Leadership team) to determine if they still reflect the goals of the school or if any changes are needed. Reconcile with new school values. ● Determine how to measure progress toward the SLOs. ● GCL reps get feedback from their departments/ PLCs about the SLOs and how to measure them. ● GCL reviews feedback and adjusts SLOs as necessary. ● Share SLO progress with the school.	● Finalized list of SLOs ● Measurement criteria for SLOs	● Report and discuss with the GCL at the end of the school year	● GCL ● Administrators	Year 1 Fall: ● Confirm/ Revise SLOs and how to measure progress. Year 1 Spring: ● Share with departments and PLCs and get feedback on the SLOs and their measurements Year 1 – End of Year: ● First share out of progress toward SLOs Year 2-6 – End of Year: ● Share Out of progress toward SLOs

2024-2025 Updates:

We are continuing with the work to explore equitable grading practices and grading alignment with the GCL. While this goal was originally targeted to begin early in the six-year cycle, it has been pushed back to focus on building alignment around ELO's and grading practices within the PLCs.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 5.2: Communicate progress toward ELOs (Essential Learning Outcomes) from PLCs to all staff	- Formalize a schoolwide process for sharing progress toward ELOs - Share the process with all staff including the connection of site work with district LCAP. - Start conducting share outs	Agreement across departments/ PLCs on share out process	Share with the school	- PLC / GCL Leads - Administrators	Each Year in January - Document progress and report out in January for update of SPSA. May of each Year - GCL share out at the end of the year for department/ PLC achievements towards goals.

2024-2025 Updates:**Shared at ERAP Staff Meetings:**

- There has been lots of work to align and discuss ELO's but we don't have agreement towards common assessment nor have we begun sharing the work beyond the GCL.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 5.3: Standardize Grading Practices	- Staff Leadership Team (SLT) work around Grading practices. - SLT leads discussions with full staff to decide on philosophy and how to create more equity.	- Staff identification of some key components of grading practices. - Alignment of grading practices within departments - Clear articulation of grading practices and rationale available for students and parents.		- SLT - GCL - Administrators	Year 1: - SLT planning and initial large group meetings to surface issues Year 2: - Department implementation of grading practices based upon schoolwide agreements. Year 3-6: - Continued monitoring and revision of aligned practices.

2024-2025 Updates:

- Math:
 - Course-alike teams in math are aligned in grading practices (scales, weighting, rubrics for assessments)
- Social Studies
 - Course Alike teams have an agreed upon small range for weighting and grading categories. All teachers offer a redemption policy (late-work, revisions and/or retakes of assessments). We have Vertical Alignment for reading, writing, researching, and identifying bias in history. Though this was adopted years ago and probably needs to be revisited/readopted.
- Performing Arts:
 - The Performing arts team has a common assessment called the performance review. All three teachers use the same rubric and they calibrate this rubric at the beginning of the school year. Though the three performing subjects are different, they have aligned on the focus of grades being on the performances and in-class participation and they all have implemented redemptive policies for students who struggle. We have agreed on a percentage of the gradebook that is based on quality of

performance/skills and a percentage of our gradebook that is more “completion credit” and are aligned in those ways. We also created a Code of Conduct last summer that we rolled out to our classes this year and are all using.

- World Language
 - Syllabus, 8th grade course selections, website, Back to School Night conversations, placement visits at middle school, inviting middle schoolers to do placement tests at FHS and reporting results to families.
 - Standardized grading practices within course alike.
- Science:
 - Across the whole science department we have these norms among all of our PLCs
 - Same essential learnings across the PLC for the same level courses
 - Alignment across honors and CP courses to know same connect goals are being taught, but at different breadths and depths
 - Same Summative Assessments for course alike teams (Tests, CERs, Projects)
 - With attempts to give them on the same days or as close as possible
 - Same Grading categories and percentages in the gradebook
 - Same rubrics for key labs, projects, tests, CERs etc
 - Same unit order and content

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, as evidenced by metrics associated with least restrictive environment, Advanced Placement, college and career readiness.

Fremont High School WASC Goal	● Goal 1: Create more awareness and help students plan for non-university education/careers ● Goal 3: Increase the success of intervention programs to help students better access General Ed classes
Fremont High School Target	● 100% of the site and district level course-alike or professional learning teams will establish and work towards annual goals for implementation of curriculum aligned to new state standards (Common Core, NGSS, ELD and CTE) as reported to school and district administrators. (Educator Effectiveness Funds) (Baseline 2016) ● Every student who needs additional support will have access to interventions/assistance necessary to achieve at high levels as monitored by school leadership teams, guidance staff and student/parent requests. ● Increase the number of FUHSD courses that result in credit from a post-secondary program.

DATA PRESENTATION - Access to College- and Career-Ready Curriculum

Scholastic Achievement Test (SAT) Results

Table 2.1: 2 Year Comparison of Performance Levels on the Scholastic Achievement Test (SAT) at Fremont High School, FUHSD, and California

SAT Results	FHS		FUHSD		State	
	22-23	23-24	22-23	23-24	22-23	23-24
Number of Test Takers	299	374	2,649	3,014	131,941	138,829
Read & Writ Mean	639	619	662	658	551	555
Math Mean	656	633	705	698	544	556
Overall	1,295	1,253	1,367	1,357	1,094	1,118

Source: www.collegeboard.org

School Site Commentary:

Though there were slight declines in the SAT Reading & Writing and Math mean scores for both FHS and the FUSHD, though the performance of these students on the SAT remains significantly higher than that of the nationwide scores for both math and reading/writing. Fremont saw the number of test takers increase from 2022-2023 to the 2023-2024 school years. This is likely due to the return of some colleges to using the SAT scores for admissions.

Advanced Placement (AP) Exams and Course Enrollment

Table 2.2: 2 Year Comparison of Performance on Advanced Placement Tests

AP Tests	2021-22	2022-23	2023-24
# of AP Test Takers	454	498	549
Total # of Exams Taken	954	1,052	1,251
% of Scores 3 or Greater	81%	78%	82%

Source: www.collegeboard.org

Table 2.3: 2024 Advanced Placement Course Enrollment by Subgroup

SY 24-25	Amer. Indian/ Alaskan Nat.		Asian		Filipino		Hispanic		African American		White		Two or More Races		Pacific Islander	
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	2	0.9%	115	50.0%	15	6.5%	35	15.2%	4	1.7%	40	17.4%	18	7.8%	1	0.4%
Math	2	0.7%	159	56.2%	16	5.7%	16	5.7%	2	0.7%	67	23.7%	21	7.4%	-	-%
Other	-	-%	32	46.4%	2	2.9%	6	8.7%	-	-%	26	37.7%	3	4.4%	-	-%
Science	-	-%	106	54.4%	8	4.1%	16	8.2%	4	2.1%	46	23.6%	15	7.7%	-	-%
Social Science	2	0.5%	170	40.8%	25	6.0%	87	20.9%	9	2.2%	90	21.6%	33	7.9%	1	0.2%
World Lang	1	1.2%	33	37.9%	1	1.2%	35	40.2%	1	1.2%	12	13.8%	4	4.6%	-	-%
Total	7	0.6%	615	48.0%	67	5.2%	195	15.2%	20	1.6%	281	21.9%	94	7.3%	2	0.2%

Source: Reports from Student Information System - Infinite Campus

Table 2.4: 2023 Advanced Placement Course Enrollment by Subgroup for Comparison

SY 23-24	Amer. Indian/ Alaskan Nat.		Asian		Filipino		Hispanic		African American		White		Two or More Races		Pacific Islander	
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	1	0.5%	104	50.7%	16	7.8%	25	12.2%	3	1.5%	39	19.0%	15	7.3%	2	1.0%
Math	3	1.0%	165	52.1%	14	4.4%	22	6.9%	4	1.3%	84	26.5%	24	7.6%	1	0.3%
Other	1	0.8%	79	65.3%	4	3.3%	6	5.0%	1	0.8%	26	21.5%	4	3.3%	-	-%
Science	3	1.1%	143	52.6%	13	4.8%	21	7.7%	5	1.8%	66	24.3%	20	7.4%	1	0.4%
Social Science	3	0.7%	169	37.5%	28	6.2%	100	22.2%	7	1.6%	108	24.0%	34	7.5%	2	0.4%
World Lang	1	1.2%	38	44.7%	-	-%	27	31.8%	-	-%	12	14.1%	7	8.2%	-	-%
Total	12	0.8%	698	48.1%	75	5.2%	201	13.9%	20	1.4%	335	23.1%	104	7.2%	6	0.4%

Source: Reports from Student Information System - Infinite Campus

Table 2.5: 2024 Advanced Placement Course Enrollment by Program Subgroup

SY 24-25	SpEd		LEP		SED		Total
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu
English	1	0.4%	2	0.9%	26	11.3%	230
Math	1	0.4%	2	0.7%	19	6.7%	283
Other	2	2.9%	4	5.8%	4	5.8%	69
Science		0.0%	3	1.5%	11	5.6%	195
Social Science	4	1.0%	4	1.0%	62	14.9%	417
World Lang	1	1.2%	12	13.8%	24	27.6%	87
Total	9	0.7%	27	2.1%	146	11.4%	1281

Source: Reports from Student Information System - Infinite Campus

Table 2.6: 2023 Advanced Placement Course Enrollment by Program Subgroup for Comparison

SY 23-24	SpEd		LEP		SED		Total
Subject Area	# Stu	%	# Stu	%	# Stu	%	# Stu
English	2	1.0%	2	1.0%	26	12.7%	205
Math	3	1.0%	1	0.3%	16	5.1%	317
Other	2	1.7%	4	3.3%	5	4.1%	121
Science	3	1.1%	2	0.7%	19	7.0%	272
Social Science	7	1.6%	17	3.8%	72	16.0%	451
World Lang	2	2.4%	5	5.9%	19	22.4%	85
Total	19	1.3%	31	2.1%	157	10.8%	1451

Source: Reports from Student Information System - Infinite Campus

School Site Commentary:

During the 2024 AP testing window, Fremont saw an increase in all areas of the test. There were 52 more students taking 199 more tests. Those taking the test also saw a 4% increase in scores of 3 or higher. For the 2025 testing window, though we have fewer students signed up to take tests this year, they are taking almost the same number of tests as last year. Last year's senior class had more students than any of our current classes, but the current classes are taking more AP tests per student this year. Additionally, for the 2025 testing window, all AP tests will have some digital component to them. In order to prepare for this, FHS AP teachers have been having their students do work and practice sessions on the computer so that students will be prepared to work electronically rather than on paper tests.

Consistent with these lower enrollment numbers, while we had 170 fewer special education, EL and SED students enrolling in AP courses, the percentages of each group enrolling was very similar to last year. The enrollment of other subgroups into AP classes had the biggest increase (1.3%) for Hispanic students and the biggest decrease (1.2%) for White students. All other groups saw only negligible changes in the percentage of enrollment.

Post-Secondary Enrollment Persistence and Graduation

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

Figure 2.1: 5 Year Comparison of Students Entering Post-Secondary Institutions Immediately after High School

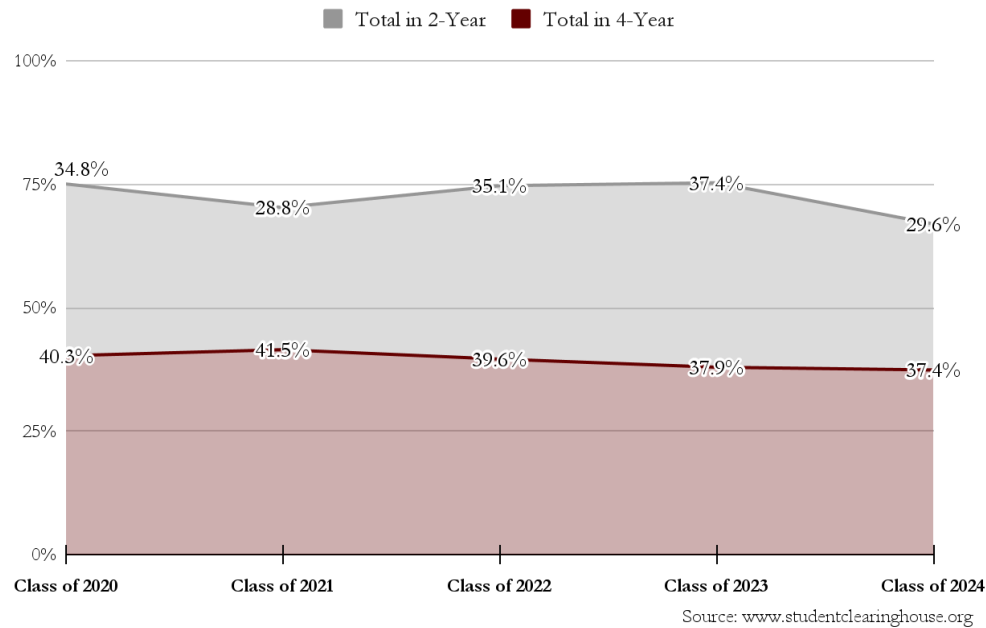
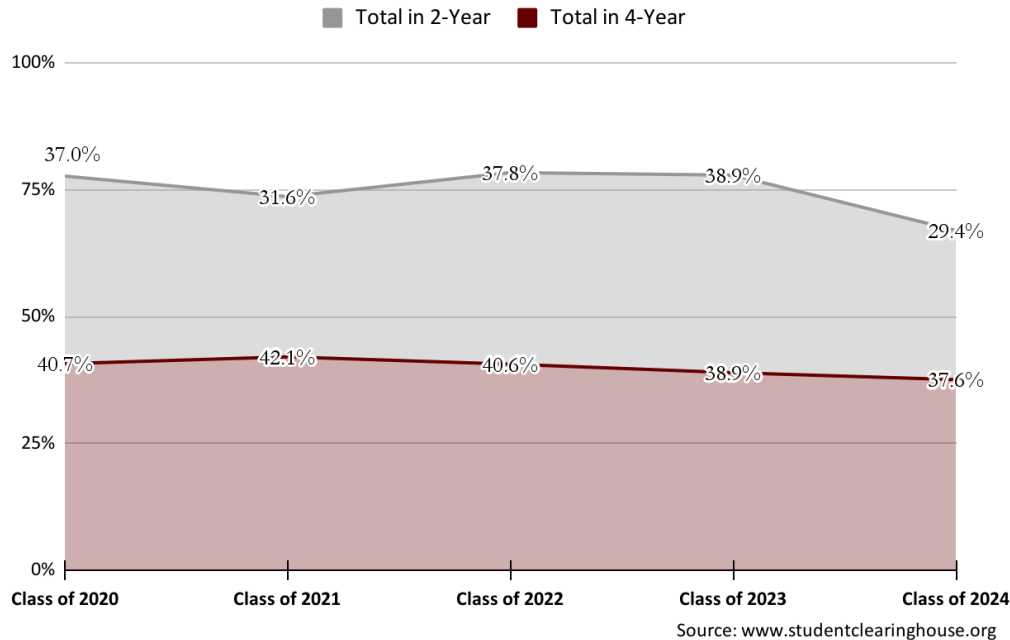


Figure 2.2: 5 Year Comparison of Students Entering Post-Secondary Institutions within 1 Year After High School



2.3:

Figure
5 Year

Comparison of Students Entering Post-Secondary Institutions Any Time During their First Two Years After High School

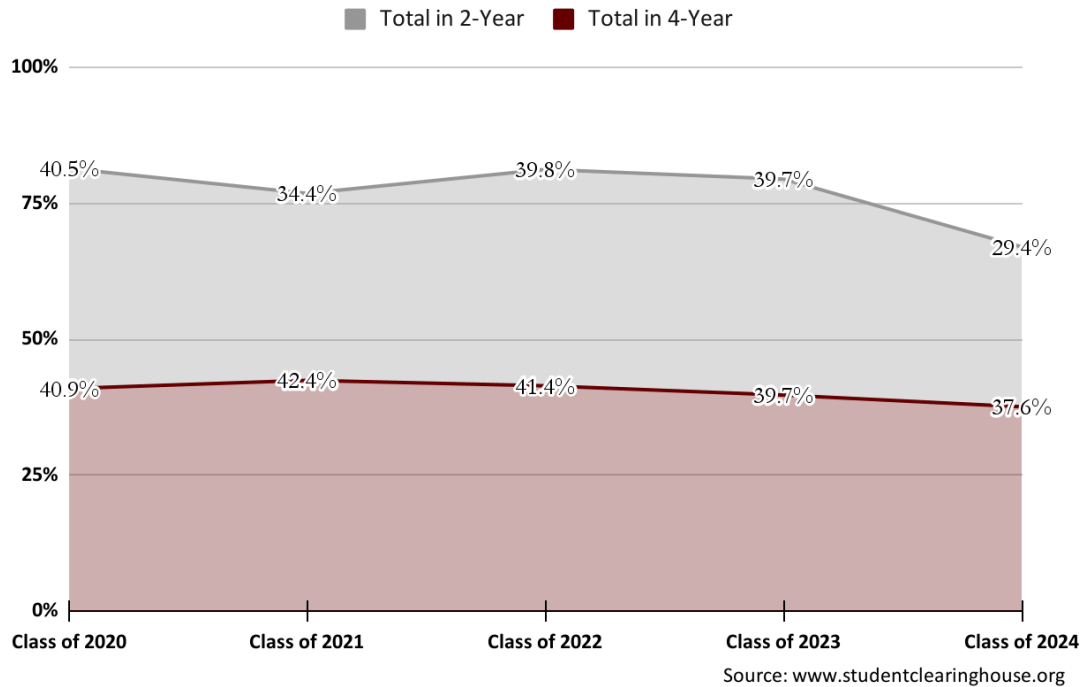
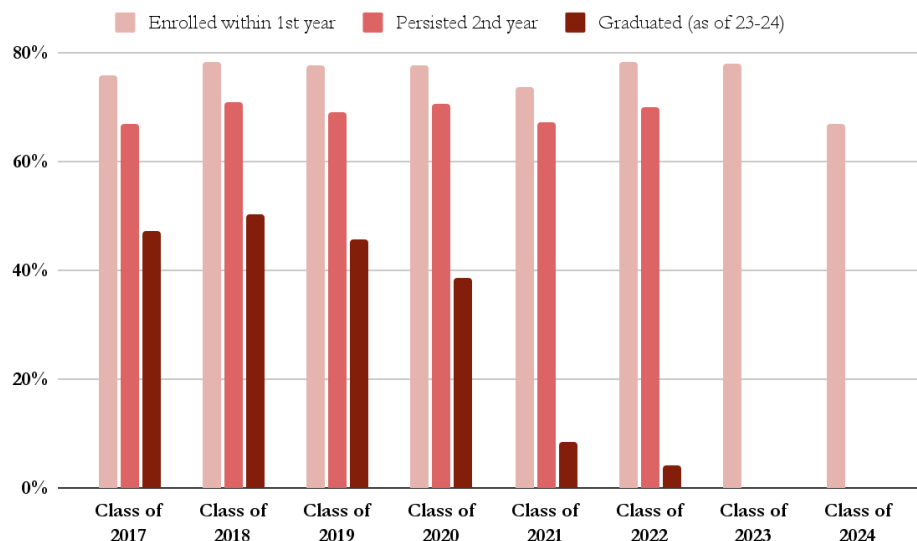


Table 2.7: Trends in College Enrollment, Persistence, and Graduation

	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Enrolled within 1st year	75.9%	78.4%	77.8%	77.7%	73.6%	78.4%	77.9%	67.0%
Persisted 2nd year	66.9%	71.0%	69.1%	70.7%	67.1%	70.0%	-%	-%
Graduated (as of 23-24)	47.1%	50.3%	45.7%	38.5%	8.6%	4.3%	-%	-%

Source: www.studentclearinghouse.org

Figure 2.4: Post-Secondary Enrollment and Graduation by Cohort



School Site Commentary:

FHS saw a decrease in the percentage of students enrolling in 2-year and 4-year institutions right after high school or 1 year after high school.

STATUS UPDATE OF WASC ACTION PLAN

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

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 1.1: Create more ongoing opportunities to learn about and be exposed to non-university education/ careers (outside of CTE courses)	- Survey Staff/Students: - Survey to staff: what can you share with students about how you came into your career, or previous career. Show the steps to get to your career (volunteer, to receptionist, to tech, to vet). - Student Interest in: College/ CTE/AA - Ask teachers to include a mini-lesson on how their content/course can lead to future careers/what careers their content applies to (why is learning this important?) - Add visuals within the College & Career Center to represent school demographics indicating current grad student paths - Expand Guidance opportunities/ discussions for CTE/AA - Expand Career Day (clusters of careers, trades, etc.) - Intentionally include more careers at Career Day that do not require	- Write Survey - Staff - Path towards career(s) - Create database w/ staff career path info - Student - If you are not college bound what are you interested in? - Can we guide you to a certificate program? - Teachers create mini-lesson individually - Use provided template - Visuals - Look at graduate data from 12th exit survey - Create/ Procure - Career Day & Monthly CTE Focus Presentations - Cluster by month - Focus on additional CTE - Guidance includes CTE pathways plans in all schoolwide and parent presentations. - Expand career curriculum into 9-12th grade guidance presentations. Curriculum career mapping	- Completion of Survey - Staff - Student - Lessons Created - Implemented - Visuals Added - Data previewed - Let students know the next steps. "You have taken XYZ course, now you can continue at De Anza or beyond." - Completion of CTE Pathways - Student enrollment in our CTE courses and at other schools in the district - Give a survey every year, to measure career growth. - Naviance senior exit survey, question regarding job shadowing and internships, increase every year	- College and Career Counselor - CTE Teachers - Guidance Counselors - AP as Organizer - Staff Surveys - Guidance interns (student teachers reaching out for resources) - AP of Career Day	Year 1: - Document Template complete, 25 students have met with a counselor and filled out a personal plan, investigate businesses to approach and start relationships, Talk to city of Sunnyvale about current opportunities Year 2: - Career day for CTE and HS diploma entry level jobs. - Send an email to 5-year alumni in the future to see if this was successful, did you go to college, what career are you in, are you looking to change careers, if so, what?

	university degrees - o Have students currently in CTE programs at CCs come in and talk about what their classes are like, etc. • Reach out to industries/ local businesses with entry level jobs - o Create partnerships • Tutorial/Lunch Opportunities - o Partner w/ local Community Colleges to help students explore their CTE programs. - o Workshop for Certificate Programs/AA - o Target students to invite to Tutorial using previous survey cluster data • PTSA organize a job shadow day (21-22 → 3/14)	– scope and sequence. • Partnerships - o City of Sunnyvale to recruit speakers - o Solicit staff connections w/ businesses/ speakers • Create schedule of opportunities - o Community College Liaison as resource for information - o Continue to offer workshops - o Update data with an annual student survey • Partner with PTSA to determine logistics and shadow opportunities			
--	--	---	--	--	--

2024-2025 Updates:

- Performing Arts:
 - o Career focused workshops from outside presenters (special effects make-up, stage makeup, set construction, hand sewing, & playwriting)
 - o Field Trips to local theatres with emphasis/meet and greets with non-performing employees (arts admin, electricians, etc.)
 - o Include awareness of jobs/careers/fields connected to Stagecraft Units (ie looking at all the jobs available in a costume shop or on a costume run crew)
- CTE:
 - o CTE Teachers have access to the California Earn and Learn Occupations Tool. This resource provides access to work-based learning resources and activities to implement in the classroom.
 - o The Culinary program includes a lesson on the Hospitality, Events, & Tourism Career Cluster. To best illustrate opportunities, the District has engaged with Career Tree, a tool that allows customization to best present employment and career opportunities within a given industry.
 - o In-class assignments include active entry level job posting research in the Culinary and Food Service cluster plus a more comprehensive Career assignment. Additional resources presented to students include Career Zone and O*NET/mynextmove.org.
 - o Business classes work with Financial Literacy Curriculum through Everfi.com that is Sponsored by Star One Credit Union. Star One Credit Union offers to come to business classes to talk and teach students about Financial Literacy and also about careers in Banking.
 - o Guest speakers in Principles of Engineering - 17 engineering disciplines

- **Special Education:**
 - FUHSD works with the Department of Rehabilitation through its Transition Partnership Program (TPP) to support in preparation for employment and postsecondary education for students who meet the eligibility requirements. The Culinary program does include students who are utilizing this resource and have been placed in entry-level positions.
 - ACT students to on-campus and community job sites
 - Students with IEPs in Training for Transitions Class receive regular lessons and/or guest speakers in different fields of employment
- **Interventions:**
 - GOALS/AF/Communications is working on increasing student motivation as it relates to success in school.. Part of this has included getting them to think more closely about their futures. GOALS Biology does a Career Project where students research careers after taking a personality assessment. AF/Communications has a unit about future plans (jobs/careers) and kids outline the path to achieve these plans. GOALS Bio is also developing a mini-community college (related to careers) project for the middle of semester 2.
 - GOALS is working with West Valley college for students to attend Juvenated Rising - field trip to West Valley where students attend panels discussing careers/community college/etc. (At beginning stages of development)
 - "Intervention Team" (some school counselors, GOALS Coordinator, a dean, and Family & Community Liaison) working with De Anza Men of Color Leader to hold student discussion groups about future paths. Includes a field trip to De Anza in the spring. (Initial planning underway, first meeting held at the end of January.)
 - AVID 12 specifically explores the community college path and how transferring actually works. AVID teachers also encourage kids to pursue whatever career is best for them, regardless of whether it's going to require a 4-year degree or something else.
- **Math:**
 - In Upper-level math courses the teachers make sure to provide a variety of meaningful/real contexts for content to be used in so that students see connections to multiple career pathways beyond engineering or made-up contexts (ex of made up context - counting watermelons)
 - In Applications of Advanced Math, the course is structured for students to use prior mathematical knowledge in real-life decision making process
- **World Languages**
 - Students in Spanish-Speakers 2 research careers and make presentations. Many of the careers that they research are in the trades such as electrician, mechanic, hair stylist, photographer, etc.
- **Guidance:**
 - Added "Trades Fair" to have presenters about specific trades share their experiences/ed journey
 - "Job Fair" in the spring to offer students opportunities for employment
 - Every grade level is exposed to the Career Clusters in school counseling presentations
 - Working intensely with ELD population to provide community college and CTE/post-secondary plan
 - workshops and programming offered to students hosted by community college staff showcasing CTE options and resources.
- The FHS PTSA continues to arrange and host a career shadow day for students during the non-school Monday in March. Each year, the PTSA Job Shadow committee arranges a variety of industry hosts to support students who sign up to participate.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 1.2: Increase awareness of existing CTE pathways and opportunities	● Poll students on CTE areas of interest based on possibilities at local colleges (build from the Advisory training) ○ Started this Oct 2021 ● CTE teachers: bring guest speakers within their classes specific to people in the industry. Or	● List of CTE possibilities to pursue ● List of current Community College certificates - Job training - pathways available at our local colleges ● Memorandum of understanding with Sunnyvale Outreach Center	● CTE Workshop attendance numbers ● Track the number of students taking a CTE pathway plan and the number graduating	● AP in charge of Guidance ● Associate Superintendent, Teaching and Learning ● Partnerships with community colleges.	Year 1: ● Create and administer poll for students Year 2: ● Identify all of the possible certifications we can offer for our students Year 3: ● Add a certification pathway.

	show videos/ Zoom • Create a (periodic) CTE PLC, with an AP as organizer • Identify what we already have within CTE pathways: ◦ Document current CTE courses and pathways ◦ All FUHSD Pathways • Include the CTE pathway plan in guidance presentations and meetings with students. ◦ Make students aware of concurrent enrollment for cross-campus within FUHSD	• Establish a connection with the District for support. • Publish a list of Internships for students ◦ Publish and market known internships. • Have someone talk about the Sunnyvale Explorers program in Sunnyvale. • Increase the number of classes available with a partnership with De Anza or Foothill. Ask students what pathways they are interested in. • Timeline for Course Approval Process • New Course Proposal - Roles • CTE Guiding Principles • Develop a graduation plan template for individual students that guides them through CTE pathways (under Applied Academics) (Or add this to the current A-G requirement docs), (have CTE teachers develop and promote the pathway within their courses)			
--	--	--	--	--	--

2024-2025 Updates:

- Guidance:
 - Counselors poll students about CTE offered in the district and meet with them, and share CTE pathways in course selection.
 - In 10th grade presentations, counselors talk with students about CTE pathways we offer here and in other places in the district
 - This district office sends out a district-wide interest email to all FHS students and then counselors pull in students to explain the various programs to them.
 - During course selection presentations for 9th-11th graders, counselors present about all pathways.

- **Special Education:**
 - In SAI classes, some teachers bring in the job development support specialist to present information to students about jobs available. Case managers work with Andrew Suarez and Jayson Huliganga to help students complete job interest surveys and explore available jobs. This is especially evident in the 11th/12th grade Learning Skills classes.
- **CTE:**
 - Culinary students had the opportunity to hear from a Bay Area restaurateur to learn about career progression in the food service industry along with small business operations.
 - FUHSD maintains an articulation agreement with Mission College, thus enabling culinary students to gain college credit upon completion of both pathway courses at FHS. Students are also informed of dual enrollment opportunities within Mission College's Hospitality Management program.
 - Business department FBLA CTSO Club introduces our school's CTE Pathways to its 150+ members each year when going over FBLA membership requirements and also during the process when students choose a discipline or topic to study for FBLA competitions.
- The Climate Office introduced a new event to expose students to different careers and presenters from a range of life experiences. The Climate Roundtable events launched with our School Resource Officers presenting to 35 students about their careers and the Sunnyvale Explorers Program. There will be additional Roundtable events throughout the year that expose students to more careers by presenters who they identify with. Sunnyvale Police Activities League (PAL) is no longer an option, but staff are working to replace it with a new partnership.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 1.3 - Increase the number of CTE pathways and opportunities (within the reality that district enrollment is shrinking over the next few years).	● Expand existing pathways within existing sections. ○ Business working to have a formal CTE pathway ■ Principles of Business ■ Law ■ Community College Course (Dual-Enrollment) ● Expand current courses into pathways within existing sections ○ Stagecraft from one course into a pathway. ● Expanding certification opportunities within CTE classes (i.e., safe serve). ○ Determine what possible certifications exist within CTE pathways & how they would benefit	● Timeline for Course Approval Process ● New Course Proposal - Roles ● CTE Guiding Principles ● Fremont Firebird Academy (FFA) –opportunity for current freshmen to start dual enrollment classes as sophomores and pursue a career pathway in digital marketing, child development, geospatial technology, or music technology.	● Track the number of CTE pathways and sections each year in the school report. ● Gather data from FFA class of 2025 (dual enrollment credits completed, college and career plans)	● Admin overseeing CTE ● Associate Superintendent, Teaching and Learning ● CTE teachers	Year 1: ● Add the CTE sections to the school report. Year 2: ● Review student interest based on Task 2 Year 3: ● Add a new course, increase sections, or add a new pathway Year 4-6: ● Monitor CTE sections and student interest to adjust school course offerings

	students (skills or hireability) ■ Safe Serve in Culinary 2 ■ Ladder Safety & OSHA 10 for Advanced Stagecraft, starting in spring 2022 ○ Begin to implement in courses or have as options for students.				
2024-2025 Updates: ● CTE: ○ Students in Culinary 1 take the eFoodHandlers certification - this certification is required in California for employment in food service. In addition to embedding this certification within the curriculum, teachers also have access to YouScience, a resource that provides students with Aptitude and Career Discovery opportunities as well as Industry Certifications. ○ The Culinary program saw an expansion of sections from 5 to 7 in the 2024-25 school year (6 Culinary 1 sections, 1 Culinary 2). ○ FHS Business department now offers Principles of business class, and Law class which when combined with dual enrollment business marketing classes now creates a formal and viable CTE Pathway with capstone course through DeAnza ● Performing Arts: ○ Advanced Stagecraft has 22 students enrolled this year, with 10 2nd year students (who took Stagecraft in 2023-2024) and 12 students who are in their 3rd or 4th year of Stagecraft pathway here at FHS. All students completed the OSHA 10 online training and completed Ladder Safety training with our theatre teacher. We have expanded the curriculum this year to dig deeper into different elements of technical theatre, such as teaching them how to make periaktoi, design tickets, and so graphic design work with resizing images for social media. All students have created a digital portfolio of their work which they can use to apply for jobs and colleges in the future. ● Despite numerous efforts to reverse the trends, declining enrollment in the Firebird Academy program has led to the decision to discontinue it next year after this year's seniors have graduated. The numbers were low last year and we weren't able to create as robust of a second cohort as we needed. After recruitment efforts last year, when students signed up for courses for this year, we didn't have enough students to continue with two separate cohorts so we only ran the senior class. Once this year is over, the program will officially end.					

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

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 3.1: Document the purpose of these intervention programs: ELD, AF, GOALS, AVID	● Identify intervention programs offered	● Coordinators provide for each intervention program offered ○ Descriptions ○ Purpose ○ Intended students	● Descriptions & purpose provided & presented to staff.	● Coordinators & teachers	Year 1: ● Establish clear descriptions of all intervention programs.
2024-2025 Updates: ● This is summarized each winter as FHS prepares to meet with the counselors/teachers/admin from the three feeder middle schools. Additionally, the group clarifies intervention course offerings for the upcoming school year and uses a variety of measures (test scores, teacher/counselor requests, history of receiving support, etc.) to provide support to incoming 9th graders.					

- ELD has been working on aligning the entrance and exit expectations for the ELD 1, 2 and 3 classes. [Working chart](#). ELD is also conducting Academic Reviews, grade level changes and credit reduction as appropriate.
- The GOALS program has also [crafted an overview of the program](#) and its efforts to support long-term English learner students.
- During a certificated staff meeting December 6, AVID staff presented information about the AVID program. The AVID team provided the FHS certificated staff with information about the AVID program broadly along with information about what types of students would benefit from AVID. They also shared ways in which staff can support AVID students in their classes (giving time to write HW in agendas, showing them how to take notes, etc.). Lastly, the team encouraged other staff to take advantage of opportunities to teach AVID themselves.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 3.2: Measure the success of the intervention programs and support mechanisms	• Identify the criteria for success for each intervention programs offered • Apply criteria (#1) to student outcomes in intervention programs ○ Evaluation ■ ELD ■ AF ■ GOALS ■ AVID	• Establish a team to define criteria for success in intervention programs. ELD, AF, GOALS, AVID • Create a list of criteria for success such as grade reports and student surveys.	• Creation of team. Ongoing involvement of team members. • Document of criteria. • Document with graphs showing number of students by various demographics meeting (and not meeting) the criteria of success	• Program Leads: ELD, AF, GOALS, AVID • Admin Liaisons: ELD, AF, GOALS, AVID	Year 1: • Establish Team -Identify criteria for the first two intervention programs Year 2: • Identify criteria for third/ fourth intervention programs. • Measure the success of the first two intervention programs. Year 3: • Finalize criteria for all intervention programs. • Measure the success of the final 2 intervention programs. • Establish a calendar for frequency of measurements. Year 4: • Measure criteria for all intervention programs 1-2 times per year.

2024-2025 Updates:

- The GOALS Coordinator checks the progress/term grades for all GOALS students (9th-12th) every grading period. Students achieving 2.5 are celebrated on our Honor Roll. The GOALS coordinator will look for additional support for students who are struggling (1 on 1 conversations with the student, SAT referrals, conversations with staff members). In early spring before course placement, the GOALS team assesses the 6 habits (attendance, effort, advocacy, tenacity, independence) of each 9th grader. In addition, GMRT scores and grades are reviewed so the team can make a informed recommendation to the students about their World Core placement for 10th grade (GOALS or no GOALS).
- AVID staff survey students to determine their level of success in AVID and their other classes. The survey also looks to determine the strategies and practices in AVID that are most supportive of their learning.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 3.3: Adjust, improve and remove intervention programs depending on achievement against criteria for success	- Identify adjustments needed to intervention programs - Make adjustments needed to intervention programs - Explore removal/replacement of an intervention program	- Document the adjustments that we will make and the changes as they happen. - Build school course schedule based on efficacy of intervention programs	- Intervention Program Team Members from Task 2 - Updated/changed schedule course offering.	- Program Leads: ELD, AF, GOALS, AVID - Admin Liaisons: ELD, AF, GOALS, AVID	Year 3: - Determine and make adjustments to ELD and AF Year 4: - Determine and make adjustments, if necessary, to GOALS and AVID

2024-2025 Updates:

- Within the ELD courses staff are working to strengthen benchmarks and vertical alignment to better ensure proper placement and movement between the different ELD levels.
- The GOALS team has consistently monitored the success of its students and modified our program as needed. In addition to modifications to our curriculum and focusing on different academic skills (reading, elaboration in writing, etc.), we have enhanced the non-academic parts of our program, which is an area we believe many of our kids need more support with. We have formalized a call-home process and SAT referral process. We run Case Management discussions to our PLC meetings to identify kids that need additional support. We have modified the process for 8th grade articulation to get better data and more input from middle schools.
- Consideration has been given for which block to offer AVID classes. The team has considered moving AVID 9 to Block 1 to less directly affect the 9th grade classes offered during that block (for example, GOALS Lit/Writing is usually offered during Block 6 but hasn't had any AVID students in the past two years because of the block's timing). However, they ended up keeping two classes at Block 1 and two at Block 6 to avoid "fighting" for the same tutors.
- AVID has returned the pre-pandemic practice of taking 11th graders on the SoCal/MidCal field trip in order to show students options that they otherwise may not be able to view/access.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 3.4: Increase the number of special education inclusion classes	- Determine the teachers for the Year I inclusion courses. - Provide training for staff participating in inclusion work. The District has committed funds for training related to various Inclusion models for General Education, Special Education teachers and Paraeducators	- Currently working to map out Inclusion for next four years. Ideally a four-year process that builds upon itself each subsequent year - For 2022-2023, Inclusion will continue in Geometry and Biology. It has been proposed to add Lit/Writ and Algebra 1. Staff is working to find the right pairings to make this happen.	- Increase in number of inclusion classes available - Have at least two different inclusion courses in each of the 4 core departments (English, Math, Science, Social Studies) - Increase enrollment of students in inclusion classes - Decrease in number of students enrolled in	- Lead Resource Specialist - AP of Interventions - Director of Educational & Special Services	Year 1: - Geometry, Algebra 1, Biology, English Year 2: - Add 10th grade courses Year 3: - Add 11th grade courses Year 4: - Add 12th grade courses.

		• Determining the best type of inclusion for each course: - o Para support: paraeducators support students with IEPs in the general education setting, students are further supported in Learning Skills classes with those specific paras. Special Ed teachers support Learning Skills, case management, and modifications to the curriculum as needed. - o Push-In: Special Ed teacher and para supporting students with IEPs in the general education setting across two academic classes during the same block. Example: SpEd Teacher A and Para A would support 10 students with IEPs across two general education Lit/Writ classes with two different teachers (5 students/class). This may include proposing modifications to the curriculum as needed. - o Co-teaching: general Ed and Special Ed	resource/modified classes. • Increase in number of inclusion students receiving regular (not modified) grades of C or higher?		
--	--	--	--	--	--

		teachers sharing the role of teaching in the general education setting, possible para support. Modifications to curriculum as needed.			
2024-2025 Updates: • This year FHS continues to offer inclusion classes in the following subjects: Biology, Geometry, Algebra 1, World Lit, Lit/Writing. We would like to offer more next year and we have been working with staff to find the right match for other classes including Science & Society, and World History or perhaps a math class beyond Geometry. • While there isn't an inclusion class in the Culinary program, the program does support a wide range of students, enabling students in support programs to access a General Education class. The expansion of sections noted above, further increased enrollment of students in support programs in this course. This year, approximately 30% of the students in the program receive special education support. The course incorporates a variety of teaching strategies with and emphasis on practical skill development, thus allowing a wide range of students to access course content. • Inclusion biology: ○ will end up having no modified grades for this school year ○ runs best as a co-teaching model, where the students can consistently go to both teachers for support, test in a separate setting as needed, and be assigned tutorials to offer extra support to get work done ○ will be taught by all biology teachers to allow us to collaborate and apply more UDL principles across all of our courses and make this a priority to increase access universally in our curriculum. By having all biology teachers teaching it, it would allow for the students to have multiple adults to get support from, rather than just one or two adults supporting multiple blocks of inclusion. ○ is improved with a consistent Para and Co-Teacher to help build better collaborative relationships over the years to better support students in inclusion					

FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school, as evidenced by the CA Healthy Kids Survey (CHKS), suspension and expulsion rates, attendance and absenteeism.

Fremont High School WASC Goal	● Goal 2: Develop support plans to meet the social emotional learning (SEL) needs for all students.
Fremont High School Target	● Decrease the expulsion and suspension rates across student subgroups ● Continue to use progressive discipline practices to reduce expulsion and suspension rates across student subgroups ● Increase the use of other means of correction when responding to student behavior ● Reduce the average number of days for out of school suspensions ● Decrease the suspension rate by 9% or approximately 10 fewer special education students. ● Increase the use of multi tiered support to improve school climate and culture on campus that include social events.

DATA PRESENTATION - Safe, Supportive, and Engaging School Environment

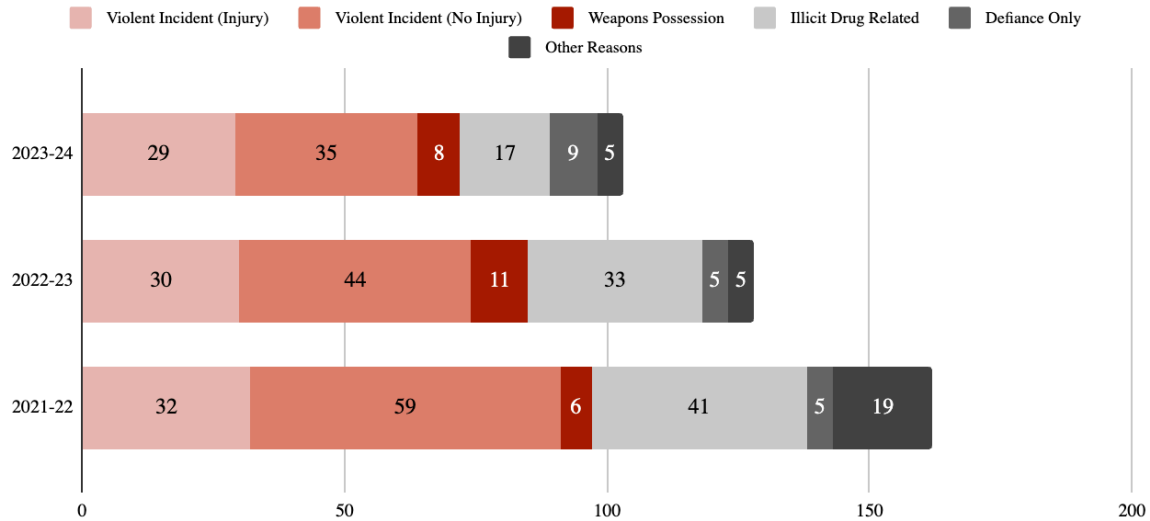
Discipline

These tables and figures show the annual suspension and expulsion rates by Ethnicity, Program Subgroup, and Academic Year. They include the total number of suspensions and expulsions, as well as the unduplicated count of students involved in one or more incidents that led to suspension or expulsion. An incident refers to one or more students committing one or more offenses at the same time and date. Expulsion counts include all expulsions, even if the term was shortened or enforcement was suspended.

Table 3.1: 3 Year Comparison of Expulsions at Fremont High School and FUHSD

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2021-22	2,296	5	5	0.20%	0.09%
2022-23	2,262	4	4	0.20%	0.00%
2023-24	2,268	1	1	0.00%	0.00%

Source: <https://dq.cde.ca.gov/dataquest/>

Figure 3.1: 3 Year Comparison (2021-2024) of Suspensions by Category of OffenseSource: <https://dq.cde.ca.gov/dataquest/>**Table 3.2: 3 Year Comparison of Students with One or More Suspensions by Subgroup**

Student Group	2021-22			2022-23			2023-24		
	# of students	%	# total cohort	# of students	%	# total cohort	# of students	%	# total cohort
African American	2	5.3%	38	0	0.0%	31	0	0.0%	31
American Indian/ Alaskan Native	0	0.0%	14	3	15.8%	19	1	6.7%	18
Asian	10	1.8%	557	4	0.8%	517	4	2.6%	511
Filipino	7	4.2%	168	5	3.1%	161	3	0.0%	157
Hispanic/Latino	77	8.2%	934	69	7.0%	990	52	6.1%	987
Pacific Islander	3	15.0%	20	1	6.3%	16	4	18.8%	22
White	8	1.9%	414	3	0.8%	376	9	9.7%	375
Two or More Races	3	2.2%	134	7	5.4%	130	3	15.4%	136
English Learners	53	11.2%	475	50	10.3%	487	23	4.9%	474
Homeless Youth	2	11.1%	18	2	8.0%	25	6	21.4%	28
Socioeconomically Disadvantaged	77	9.6%	800	49	6.5%	749	47	6.0%	789
Students with Disabilities	43	11.7%	369	27	8.1%	335	34	10.7%	318
All Students	111	4.8%	2,296	93	4.1%	2,262	77	3.4%	2,268

of students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate.

Source: <https://dq.cde.ca.gov/dataquest/>

Table 3.3: California Dashboard Suspension Indicator by Subgroup

Very Low (High rate of suspension and/or increase from previous year)	Low	Medium	High	Very High (Low rate of suspension and/or decline from previous year)
- Students with Disabilities	- White	- Long-Term English Learners	OVERALL - Asian - English Learners - Filipino - Hispanic - Two or More Races - Socioeconomically Disadvantaged	- African American

Source: <https://www.caschooldashboard.org/>

School Site Commentary:

Fremont continues to show improvement in the suspension rates for four of the six categories being tracked. Between 2022-2023 and 2023-2024, “Violent Incident (Injury)” decreased by one, “Violent Incident (No Injury)” decreased by 9, “Weapons Possession” by 3 and “Illicit Drug Related” by 16. “Defiance Only” increased by 4 and “Other Reasons” remained the same. Looking at suspensions by subgroups, we had a decrease of 16 students (.7%) from the previous year which was also down from the year before that.

On the CA School Dashboard, this correlated to an overall ranking in the High category, which was the same as the previous year. English Learners and Two or More Races improved two indicators and the Hispanic and Socioeconomically Disadvantaged subgroups improved by one. The African American, Asian, and Filipino groups all remained the same. The White and Students with Disabilities subgroups both declined from the previous year.

Through the Climate Office, we continue to try to use a progressive discipline approach to respond to student behavior. This includes using alternatives to suspension (detentions, Saturday school, peer mediations, student conferences, counseling classes, etc.) but for the more egregious violations and for repeat offenders, suspension is still a tool that we are using.

The Climate Office also implemented several new strategies this year, intended to build connections with students most at risk and help better connect them to the school.

- Money Moves: This involved 6-8 tiered check and support meetings with the deans. In these meetings, the deans meet with students in need of Tier 3 support, based on attendance, behavior incidents, and academics.
- Breakfast with the Deans: a monthly event where we invite students from our Tier 2-3 list to enjoy a homemade breakfast with the deans, allowing for a positive touchpoint.
- Climate Office Roundtable Chats: A roundtable conversation with a professional that interested the students. It's an opportunity for the students in our tier 2-3 list to meet a professional, asking questions about their career and learn about their life journey.
- Kudos & Trends Newsletter: the deans send out a weekly newsletter to staff to highlight things connected to the climate office. The newsletter includes such things as highlights about the activities listed above, shout outs to staff who are supporting the efforts for a positive school climate, sharing data around student discipline to help staff better understand the events that are

taking place on campus (both numbers and types of events) and what things were being done in response to these events and trends that are being seen in the data.

Beginning in the fall of the 2020-2021 school year, FHS has hosted Mike Domitrz from the Center for Respect to present his Safer Choices Assembly to students. The first year, we presented to all students via Zoom and since then he has come to campus each year to give the initial presentation to 9th graders and a follow-up presentation to 12th graders. This program helps all genders discover the power of "Asking First" in consent; how to intervene when alcohol and sexual pressures are combined at parties and friends' houses; and how to support survivors of sexual assault (friends and peers). These assemblies help us to be proactive with providing our students the skills and knowledge for making the safest choices for themselves and their peers. He returned this year and presented to students for the fifth year in a row.

With the student equity task force put on hold last year, Fremont was grateful to participate in the district's work with the USC Racial Equity Student Leadership Academy this year. Students from ASB, Black Student Union, Filipino Youth Organization, Gender Sexuality Alliance, Jewish Student Union, Latino Student Union, Muslim Student Association were selected to participate and represent Fremont High school. After participating in six sessions, the FHS team is working to plan an activity for next year's 9th grade orientation that will help set a positive tone for respect and how students should treat each other.

This year Fremont has also increased the SEL Supports for students. Starting at the beginning of the school year, teachers were provided access to Wayfinder which is a tool bank with a wide range of easy to implement SEL activities for classes. Staff from Wayfinder presented to the FHS staff in September, held a Zoom office hours in November and returned in January for additional support for staff. In January, The Nest, Fremont's new Wellness Center opened for student use.

Last year, two cubicles in the main office were removed to create a more welcoming space for students to wait when coming to see counselors in the Guidance Department. Since this change was made, we regularly see students, including many ELD students, taking advantage of the space as a place to hang out and socialize during brunch and lunch.

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.

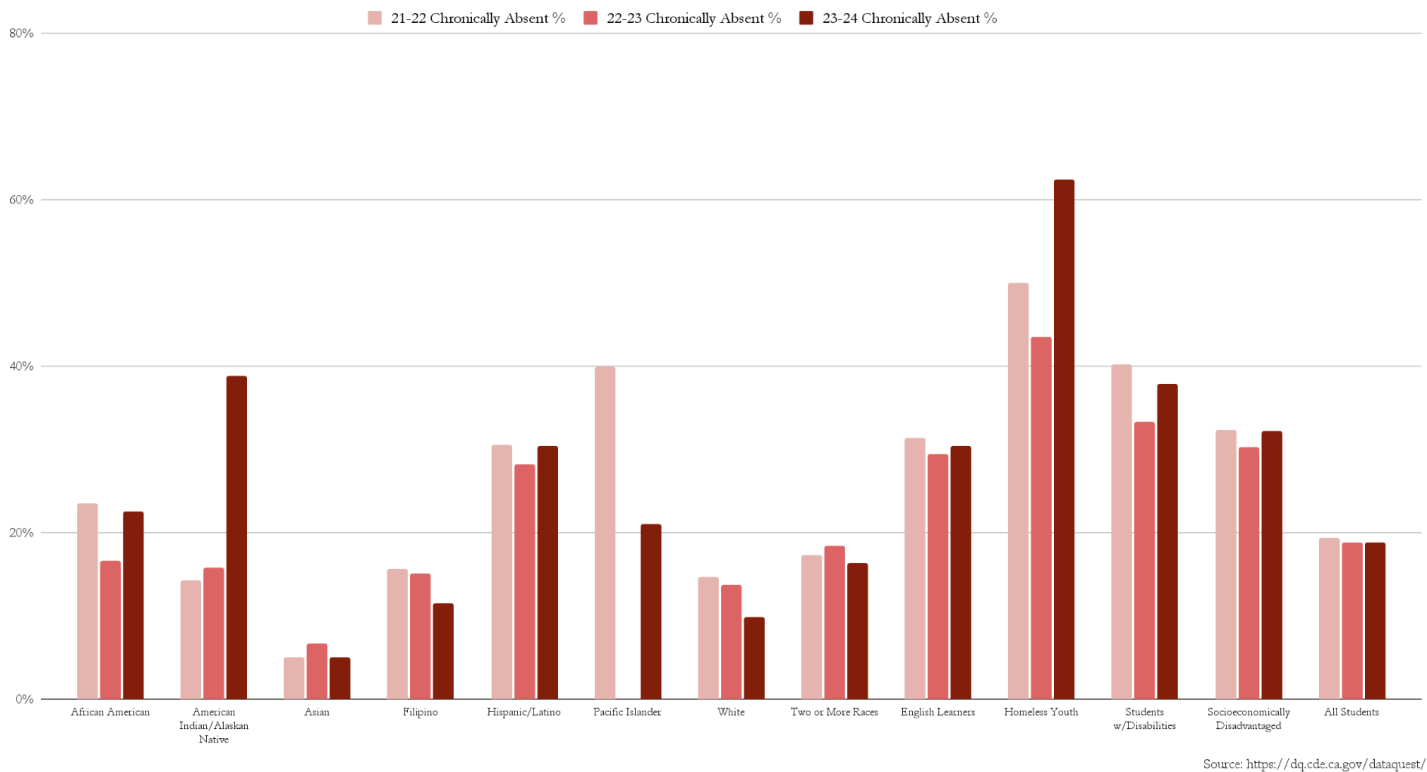
Table 3.4: 3 Year Comparison of Chronically Absent Students at Fremont High School

Student Group	21-22		22-23		23-24	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	34	23.5%	30	16.7%	31	22.6%
American Indian/Alaskan Native	14	14.3%	19	15.8%	18	38.9%
Asian	551	5.1%	508	6.7%	506	5.1%
Filipino	166	15.7%	159	15.1%	156	11.5%
Hispanic/Latino	914	30.6%	973	28.3%	956	30.5%

Student Group	21-22		22-23		23-24	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
Pacific Islander	20	40.0%	15	33.3%	19	21.1%
White	407	14.7%	371	13.7%	374	9.9%
Two or More Races	133	17.3%	130	18.5%	134	16.4%
English Learners	459	31.4%	475	29.5%	452	30.5%
Homeless Youth	16	50.0%	23	43.5%	24	62.5%
Students w/Disabilities	355	40.3%	321	33.3%	309	37.9%
Socioeconomically Disadvantaged	778	32.4%	733	30.3%	768	32.2%
All Students	2,256	19.4%	2,227	18.9%	2,221	18.8%

Source: <https://dq.cde.ca.gov/dataquest/>

Figure 3.2: 3 Year Comparison (2021-2024) of Chronically Absent Students



School Site Commentary:

Overall, the percentage of chronically absent students at Fremont decreased by only .1% which was about 3 students. Within the subgroups we saw the biggest improvements with the following subgroups: Filipino (-3.6%), Pacific Islander (-12.2%) and White (-3.8%). We saw the biggest increases in the chronically absent percentages for: African American (5.9%), American Indian/Alaskan Native (33.1%) and Homeless Youth (19%). These improvements and declines should be taken in context though. With the exception of the Filipino (156 students) and White (374 students) subgroups, the other subgroups are very small (the other 4 groups combined only have 92 combined students at Fremont) so changes with individual students have large impacts on the total percentages.

To help address our chronically absent students, the climate office and admin team have continued calling in students to have conversations with them about their attendance or ensuring that attendance concerns are brought up during IEP meetings for students receiving special education services. We have also increased home visits to the most chronically absent students and have been doing additional parent outreach to have SART meetings to support families in getting their students to improve their attendance. Staff are attempting to work with these students to strategize ways to improve their attendance and avoid being flagged as truant.

Tutorial sessions are also used to bring in chronically absent students to determine what supports they might need. These supports could involve referral to the mental health team, adjusting the class schedule and/or doing a grade and transcript review so students can see the impacts of their absences. Teachers this year are using Reach My Teach to notify students and parents about classroom attendance concerns. Some of the messages to students are to let them know that they are missed in class and the teacher wants to see them there.

Staff are also working with the middle schools (particularly Sunnyvale and Columbia) to identify chronically absent students to provide early intervention before they come to Fremont.

California Healthy Kids Survey (CHKS)

The California Healthy Kids Survey (CHKS), created by the California Department of Education (CDE), is an important tool used to help guide District efforts to promote better health and well-being among our students and improve the school learning environment. The survey gathers information on developmental supports provided to students; school connectedness and barriers to learning; school safety; health-related concerns; risk of depression and suicide; and protected class identifiers such as sexual orientation and gender identity. Prior to administration in January 2023 the District had been utilizing other surveys and last administered CHKS during the 2009-2010 school year. The return to CHKS was in connection to participating in Tobacco Use Prevention Education through the Santa Clara County Office of Education and acknowledging the increase of survey items in the areas of mental health and wellness.

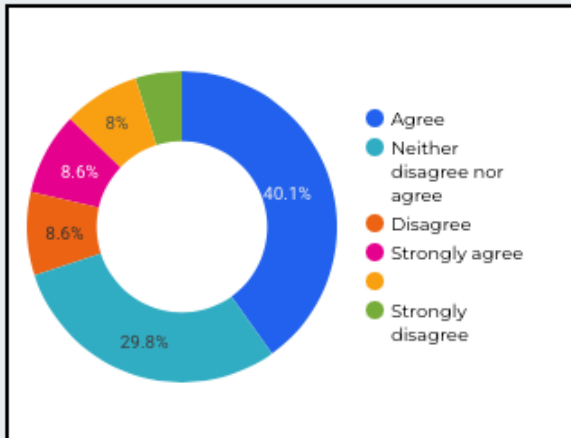
Since 2007 a District Wellness Council composed of a diverse group of students, parents, teachers and staff, administrators, and community members has been in place. The Council utilizes scientific research, case study, and survey information to inform district direction for student wellness. Through meetings held during the first semester of the 2023-2024 school year the Council reviewed, analyzed, and discussed the CHKS results from January 2023. Input included the following considerations:

- School Connectedness/Caring Adult Relationships
 - Increase social capacity of students past freshman year.
 - Support all staff in connecting with students including front office, food service, custodial.
 - Review opportunities for parents to engage on campus.
- Academic Motivation and Meaningful Participation
 - Remain mindful of student focus on grades and advanced placement classes.
 - Increase communication to students about how decisions are made.
 - Encourage teacher/students/parent communication.
- Mental Health Measures
 - Incorporate mental health staff in projects focused on student wellness.
 - Continue providing relationship building and social-emotional learning efforts for incorporation into classrooms, wellness spaces, and across our campuses.

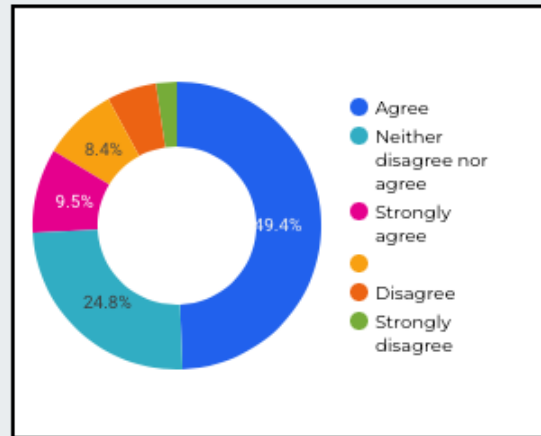
Selected Fremont Student Responses on the CHKS:

Connections to School

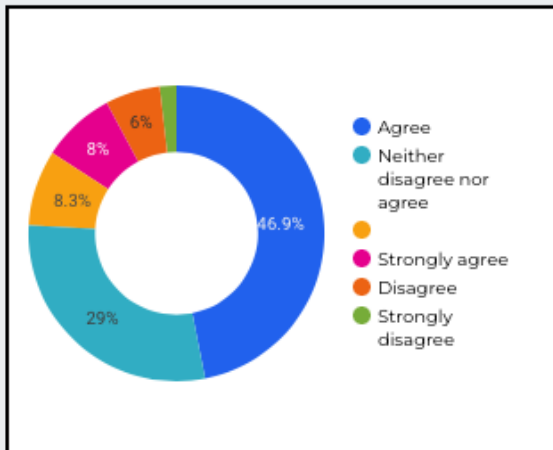
Happy to be at this school.



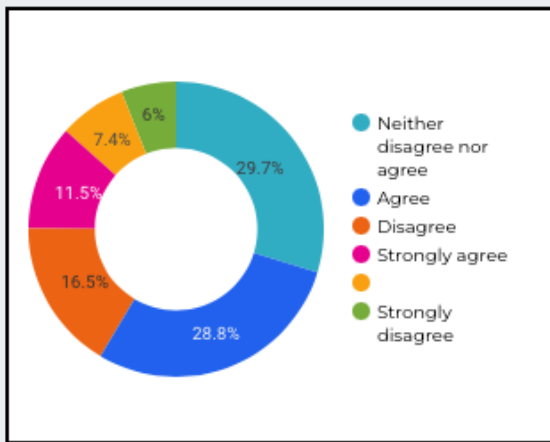
That the teachers at this school treat students fairly.



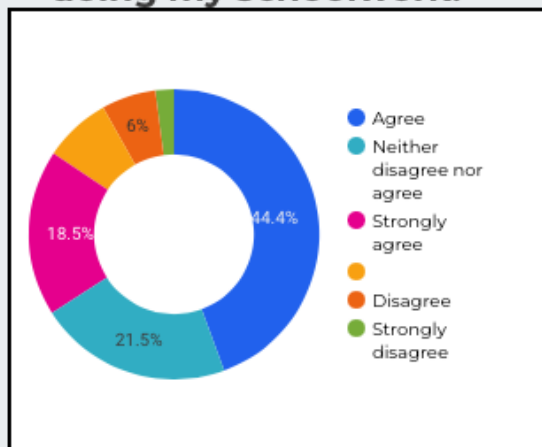
Safe in my school.



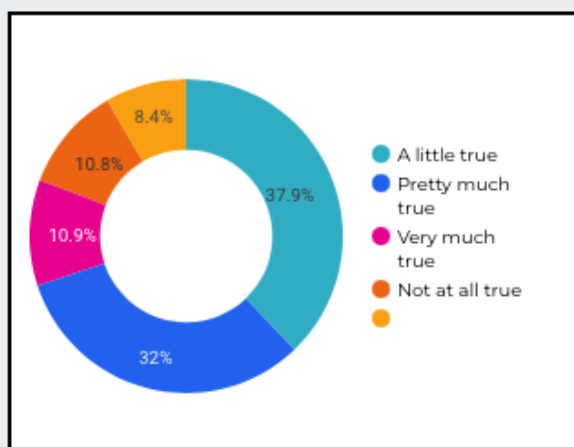
I try hard on my schoolwork because I am interested in it.



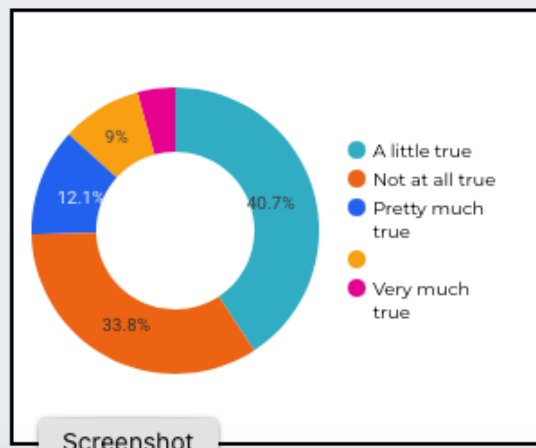
I work hard to try to understand new things when doing my schoolwork.



At school, I do interesting activities.



At school, I do things that make a difference.



Screenshot

School Site Commentary:

Student responses on the Healthy Kids survey are generally positive, but we would like to see these positive responses increase. In the first five graphs above, FHS students are 70-85% neutral or in agreement with the statements. When looking at the agree and strongly agree statements, the lowest of the agreements was 40.3% who said "I try hard on my schoolwork because I'm interested in it." This is an area that PLC's can work on as they design the content for their classes. The highest percentage of "agree" responses was 58.9% who agreed, "That the teachers at this school treat students fairly." For the last two charts, FHS saw an increase in the percentage of students who said that the statements were a little or more true. For the "interesting activities" statement, 80.8% agreed, which is a 4.6% increase compared to last year. For "I do things that make a difference," 58.4% agreed with a 2.9% increase compared to last year.

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

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 2.1: Increase access to SEL support, language, and services for all students.	• Destigmatize and provide more information about school SEL supports. • Embed SEL in classrooms • Include SEL lessons within the schoolwide advisory topics (during select Tutorials). • Expand SEL lessons delivered by guidance team (push into more classes) • More internal staff development on SEL examples/activities in classes in alignment with the FUHSD District	• Define common language in regard to SEL across the full curriculum/ classes with support of the district School Based Therapist curriculum Lead. • SEL Tutorial lessons are multi-step and interactive • Tutorial/ Campus time to practice mental and emotional wellness • Completion of a set of community building activities - PD on how to use them. • SEL basic strategies for the classroom (ex. Mindfulness Minute) • Community classes and resources for parents around supporting their students' mental health	• Student surveys • Number of students visiting counselors and/ or school-based therapists • Number of classes with SEL time embedded • Staff include SEL at least once a grading period for 15 minutes • Continued engagement with School Linked Services, Seneca or other outside service agencies to provide student and family support • Number of families and parents accessing resources for supporting students' mental health	• Deans • Psychologists • School Based Therapists • Advisory Team (Dean & Outside Resources) • Guidance Counselors • Classroom Teachers (embedding SEL)	Year 1: • Build connections, reconnect • Educate staff about how to incorporate SEL into lessons. Year 2: • Staff include SEL at least once a grading period for 15 minutes

2024-2025 Updates:

- Mental Fitness initiative events and programs hosted by the school counselors; SEL curriculum shared during closed tutorials
- Introduction of Wayfinder program resources to all staff this year after some staff piloted last year.
- This year FHS opened a Wellness Center (The Nest), staffed with a support person to oversee the space and facilitate student usage.
- Wellness Resource Fairs
- YVape- district intervention
- FHS Family Engagement collaborative meetings and activities to help families access the resources they need to support their child's physical well-being, academic success and social-emotional growth.
- Special Education:
 - In SAI classes, there are regular check-ins with students and this is discussed at annual IEP meetings as well.
 - SEL Lessons are regularly developed and delivered to students with IEPs qualified under Emotional Disability in our Therapeutic Elective Class
- Fremont continues to work with Seneca to provide additional therapeutic support beyond what other district staff are able to provide
- ELD:
 - In ELD classes, paras play a huge role in this. Just having an additional adult in the room to be able to carve out time and space to check in with students and focus on their emotional well-being is key.
 - Some ELD/SH teachers have used Wayfinder lessons in their classrooms.
- The annual professional goals for staff include a question about their own wellness as a model for work with students.
- Science: Physiology course connects body systems and integrates SEL curriculum within it

- Math:
 - Many teachers in the math department incorporate one (or more) of the following:
 - daily check ins at the beginning of class with students to see how they are feeling and what their energy levels are like
 - Reflections on how our class community is building and impacting our feelings of belonging and learning
 - Brain breaks during 90 minute class periods to give students a specific activity to decompress in the middle of long classes
 - Community building activities throughout the first week(s) of school
 - Ice breakers at the start of every class for students to check in with each other and develop community
 - Class norms emphasize importance of making mistakes and normalizing feelings of frustration, confusion, and struggle during learning and how to use those emotions for our learning
- Social Studies:
 - Has adopted various Teaching Tolerance/Social Justice Standards (e.g. “I have a positive view of myself, including an awareness of a comfort with my membership in multiple groups in society”) and implement lessons into some Social Studies classes that build on these standards like the “My Identity Tree assignment in Gov/Econ.

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 2.2: Continue and deepen discussions about Essential Learnings in all courses to make space for SEL in the classroom.	● Determine how to ensure deep learning on core curriculum without adding too much ● Define the importance and use of homework, including: ○ Value in learning ○ Caps in amount given/ workload ○ Impact on grades ○ work over summer or school breaks ● Determine how to build positive classroom communities so that students feel valued and connected. ● Prioritize relationship building and collaboration and self-reflection in the classroom ● Enhance conversations around balance, stress, time management during course selection process	● Non-academic “Starters” or “engagement activities” in classes that increase opportunity for student engagement & participation (peer to peer, student to teacher, and student to self) with a roll-out at a staff meeting for norming of how it is being used ● Building in explicit time for PLCs to talk about course specific essential learnings. ● Staffwide conversations and/or commitments regarding balance, time management, & stress topics with a goal of a reduction of work assigned over official school breaks (summer, winter/ February/ spring break)	● Shared resource bank of “Starters” and “engagement activities” activities available in Schoology with norming of how it’s being used ● Student and community surveys	● Administrators ● Department Leads ● PLC Leads ● Mental Health Team ● Classroom teachers ● Schoology lead and/ or FHS Website lead	Year 1: ● Review essential learnings and brainstorm connections to SEL Year 2: ● Formalize incorporation of SEL into lessons. End of Year starting Year 2: ● Teachers share their lessons with all staff about how SEL was incorporated into their lessons.

	• Be more intentional with how the 7-period day is utilized	• Implementation of new bell schedule in 2022-2023			
2024-2025 Updates: • Visual Art: ◦ Department staff applied for and received a grant to bring in professional practicing artist for a week long workshop focusing on identity and ways to approach creating • Performing Arts: ◦ In theatre, when we change seats or at the start of a new unit or semester, we ask students to re-introduce themselves with names and pronouns and give them conversation starters to discuss with their groups/peers (such as “what is your favorite month?” or “what is your favorite sandwich?”) ◦ In Beginning and Advanced Drama, we play a lot of improv/theatre games that get people on their feet, collaborating, interacting, and laughing with each other. This helps build a classroom community and makes sure everyone feels comfortable working with each other. In Stagecraft and Advanced Stagecraft, we have done similar non-acting related activities, such as a scavenger hunt, a marble relay, and a 2x4 challenge that gets them working together and problem solving as they build community. • Math: • Non-academic “Starters” or “engagement activities” in classes that increase opportunity for student engagement & participation -- ice breakers in all math classes happen regularly for students working together • Every math PLC works together over the summer and during weekly PLC meetings to discuss and agree upon course specific essential learnings and how they will be taught and re-taught throughout the year to allow students many opportunities to master content, strengthen understanding, and extend their thinking • Math course teams that have common preps to collaborate discuss best practices to build positive classroom communities so that students feel valued and connected - for example, working in groups with different roles, structures such as coaching teamwork, norming to not erase mistakes, math “hospitals” or “my favorite mistake” activities to value mistakes/all ideas, • Prioritize relationship building and collaboration and self-reflection in the classroom -- all math classes utilize collaboration regularly (if not daily) and have students reflect on their own collaboration and learning process to continue to build these skills • Define the importance and use of homework - course teams agree upon these expectations over the summer. • Enhance conversations around balance, stress, time management during course selection process -- a big part of our course messaging is that “learning is a marathon, not a sprint” -- we emphasize that balance should be across ALL course choices (math isn’t a vacuum), students should think about what a healthy life looks like to them, and that there is more than one path to different successful endings. Students should make the smart choice for THEMSELF. • PE: ◦ Physical Education 9 classes build positive classroom communities by team teaching many units throughout the year. Not only does this increase supported positive peer to peer interaction through engaging in sport but it allows students to have an extra positive connection with another adult on campus. • Because of access to Wayfinder, Innovation Coaches (formerly Schoology leads) have not moved forward with creating a bank of starters and engagement activities in the Staff Room on Schoology but this could be a plan for moving forward if we find it is still a need. • ELD: ◦ We hold one on one conversations with ELD students to determine the best courses for them in the following school year and beyond. • World Language: ◦ Icebreakers/community builders periodically throughout the year. ◦ Revised essential learnings and posted them on the website ◦ Mini-conversations / speaking activities in the target language in pairs or small groups with seat partners leads to some relationship development. • Social Studies: ◦ Mindfulness coloring, relaxation meditations, and boardgame breaks occasionally in some Gov/Econ and US History classes • Interventions: ◦ AVID classes have SEL as part of our curriculum. Students do journals to reflect, teachers give lessons on stress management, and do activities to promote building community and taking care of their social/emotional health. • Guidance: ◦ Counselors have included SEL mental health check-ins in all their presentations.					

- Science:
 - The science department has limited or entirely removed homework from multiple courses - Biology, Science and Society, CP Chemistry, CP physics

Specific Task	Steps	Milestones / Benchmarks	How will progress/ success be measured?	People Responsible for documenting progress	Estimated Timeline to Completion
Task 2.3: Build more campus connections for students	● Create a team of student ambassadors for new students that come in after school starts. ● Improve info distribution of existing clubs to enhance access/ exposure ● Getting Information about fall sports/ activities/ etc. out to the middle school feeders more efficiently. ● Create a part of our school website for Freshmen to get connected with the school ● ASB hosts multiple club fairs throughout the school year to promote clubs	● Expansion of clubs for other student interests ● Support and promotion of student clubs ● Make sports/teams more welcoming for more students ○ Make athletic information more accessible INCLUDING the no-cut sports, which sports are in which season, how to get a physical ● Develop intramural activities for lunchtime ● Live Music during lunch ● Redesign the website so students can find activities information easier	● An increasing percentage of students are connected to at least one group/activity on campus outside of classes. ● Raise the number of students who actively participate in at least one activity on campus to increase connectedness to school community ● Higher number of community-based campus events.	● ASB Teacher & Students ● Coaches & Club Advisors ● FHS Website Lead	Year 1: ● ASB teacher establishes a process in their class for creating a team of student ambassadors Year 2: ● Closed Tutorial to share information about school clubs

2024-2025 Updates:

- This school year, the men of color group is re-emerging at FHS. This is a partnership with De Anza, GOALS, and the guidance team to help mentor young men of color with a mentor from De Anza. The counselor from De Anza will speak and host workshops with the students, they will also take a trip to De Anza, and have the opportunity to meet current De Anza students.
- A sizable percentage of performing arts students take advantage of opportunities outside of our offered classes. This includes the extra-curricular marching band, winter percussion team, winter guard team, schoolwide musical, professional opera & musical performance attendance, etc.
- ASB:
 - The students in ASB have continued and expanded on their Olympiad events supported by the Physical Education department throughout the year.
 - ASB has also been working hard to be more inclusive about including ELD students in activities. They offer to come in to ELD classes multiple times a year to talk about various events on campus, particularly the bigger events on campus (homecoming, homecoming dance, rallies, prom, etc.). In addition, ASB established a Spanish speaking group for the Firebird Fiesta to support incoming 9th graders.
 - There have been concerted efforts by staff and students to enroll more ELD students and students from the larger clubs and organizations into the ASB class.
 - The Fremont TV ASB announcements have been established as a Friday morning staple. The students have made them more inclusive by having Spanish subtitles run on the bottom of the screen.
 - During the December holidays, the ASB class holds the FHS Wishes program, where students that need some extra help

- during the holidays can receive items that they might not otherwise have afforded.
 - The Fire Pit rooting section continues to find ways to increase school spirit amongst students on campus at school sporting events.
 - ASB consistently supports students who need financial assistance to attend school events like the Prom.
- The Climate Office has launched an initiative grounded in the PBIS and MTSS frameworks (Money Moves) to monitor student progress—emphasizing growth over perfection—during six-week cycles that coincide with grading periods. By analyzing both qualitative and quantitative data from our behavior management system, Chronic Absenteeism reports, and academic performance, students are assigned to Tiers 1-3 based on their specific support needs. Over the course of the semester, we ensure to have different touch points with students outside of our office, that focus on positive relationship building and fostering trust between the Climate Office and students. Deans have been working to connect more with Tier 2 and 3 students through activities such as:
 - Cocoa with the Cops.
 - Weekly or biweekly check-ins with the Deans
 - Participation in Climate Office events - Friendsgiving, roundtable events, trips, Breakfast with the Deans
 - Classroom observations
 - Relevant referrals as needed- explorers program, SAT, etc.
- The ELD program has been developing a variety of outside of class supports to help ELD students improve their English and academic skills while also making connections to other, non-ELD Fremont students. They have created options such as: ELD Connect, ELD Conversation Club, Advisory Tutoring Center.
- Guidance:
 - The counseling department has sponsored 4 Mental Fitness Events at before school and at brunch to support SEL with students, as well 4 ELD luncheons to help foster connections with the ELD students and the larger campus.
 - Social Media interns have helped foster the on-line presence and communication for the counseling department and the work we are doing with supporting students SEL.

FUHSD LCAP GOAL #4 Students, parents, staff, and other educational partners will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs, as evidenced by educational partner participation and input.

Fremont High School WASC Goal	N/A
Fremont High School Target	● Increase the number of Spanish speaking families who are connected and feel comfortable coming to the school ● Increase the number of families who register with and use online tools (e.g. Infinite Campus, Naviance, Schoology, etc.) ● Increase the percentage of parents, students, and staff who engage in providing the district with feedback. ● Maintain a presence in local and social media as well as on FUHSD and school site websites.

School Site Commentary:

Much of the work in this area are things that are not new this year and that we believe are having positive impacts on our campus. We are continuing our work with the North Sunnyvale community. FHS partnered with School Linked Services, the Columbia Neighborhood Center, and Sunnyvale Community Services to create a Family Engagement Collaborative. The purpose of the School Linked Services Family Engagement Collaborative is to foster a stronger connection between the school site and community service providers. With this partnership, the SLS collaborative aims to improve access to resources families need in order to fully engage in their student's health and academic well-being. The school-community connection will be strengthened through family engagement activities and shared knowledge of community resources.

English Language Advisory Committee (ELAC) & District ELAC (DELAC) meetings are in place to help families of all English learners better understand the school and district to help their own students. FHS also hosts Los Padres meetings which are to support the needs of our Spanish speaking families, whether their students are currently English learners or not.

Starting a few years ago, the district implemented an Interventions Program Assistant (IPA) position through the Comprehensive Coordinated Early Intervening Services (CCEIS) Program. It took some time to fully define the position and figure out how best to implement it. This year, with the addition of a new staff member who came to FHS experienced in this type of work, the position has really blossomed. Our CCEIS IPA has been regularly collaborating with teachers and families to assist students that are identified as 8th graders that might need additional resources and support for students to remain in the general education setting. In the relatively short period of time since she started at FHS, the IPA has met with all of the students and families in the cohort, and has “pushed” into classrooms to provide additional help with the students. In addition, the IPA is currently looking to complete empathy interviews with parents of the students to see how our system can better communicate with them and meet their needs—whatever those needs may be. The IPA maintains data on the interactions with students, families, attendance, student progress, and other relevant data.

For several years now ASB has used Instagram (firebirdfelipe), YouTube (Fremont High School ASB) & Twitter (@firebirdfelipe) to share information with the school community. In addition, we have an account Fremont High (Sunnyvale) School Athletics (@FHS_Sunnyvale) to highlight our athletics endeavors and history. This year, we have created another Instagram page (@fremont_hs_sunnyvale) which shares images of school events. FHS staff are supported by district staff in publicizing FHS events and accolades on the district social media accounts.

We continue to try to hire Spanish speaking staff to help respond and to reach out to families. In the main office, this year we have increased to six people (3 AP secretaries, Executive Assistant, front-desk senior clerical and the College and Career Center Advisor) who speak fluent Spanish and can help students and families.

The FHS guidance team has continued to offer presentations in both English and Spanish for our families. These presentations help families to learn ways to support their students on their path to graduation and post-secondary endeavors. The school counselors work in conjunction with department teacher representatives to provide clear and helpful information that students can use in the course selection process each year. The FHS guidance team, led by the efforts of the College and Career Advisor, works hard to provide a variety of financial aid presentations and individual conversations so that students and families know what options are available to them to support post secondary endeavors. Having these presentations available in Spanish as well, makes them accessible for more of our families.

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

In conjunction with the FHS PTSA, FHS continues to offer a monthly Principal Q&A meeting on Zoom. Members of the Fremont community log in each month to participate in the Q&A sessions. Many ask questions (in advance of or during the meeting), some provide their thoughts and feedback about things

at the school that are then shared with the appropriate FHS staff for consideration and possible changes to practice. Many others log on simply to hear the questions that are asked and listen to the answers that are provided.

In conjunction with the FUHSD Climate Initiative work, Fremont has been continuing efforts to increase our paper recycling. Our custodial staff is making sure that all rooms and offices have the paper recycling bins available. They have also ensured that the larger collection bins are available for students who are collecting the recycled paper.