



HOMESTEAD HIGH SCHOOL

**2024-25 SCHOOL PLAN
Mid-Year Update**

Homestead High School

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



Homestead High School offers extensive academic and extracurricular experiences to ensure high levels of learning for all students. Homestead's ability to provide such opportunities is supported in large part by the Homestead staff and community. Located in the heart of Silicon Valley, Homestead High School serves over 2,200 students from Sunnyvale, Cupertino, and Los Altos.

The community's diversity is reflected by HHS's student population through a blend of ethnicities, cultures, and socioeconomic backgrounds. Homestead's diversity offers staff the opportunity to enlist a rigorous and varied curriculum to prepare all students for postsecondary opportunities. Homestead offers 18 Advanced Placement courses, 8 Honors courses, and a host of courses for special education students and English language learners. Homestead is also proud to host 18 Career Technical Education (CTE) courses and more than 60 elective courses. Nearly all of Homestead's course offerings allow students the opportunity to fulfill the University of California A-G admission requirements. Due to budgetary constraints, Fremont Union High School District (FUHSD) students are limited to one course per subject area per year. Students have open access to all honors and AP classes.

2024-2025 School Profile

Denae Nurnberg, Principal
 Assistant Principals
 Nico Flores
 Terri Hannigan
 Paula Mockler
 Dean of Students
 Maria Trejo
 Rahul Sharma
 Guidance Counselors
 Marisa Amezcua (A-E)
 Raquel De Jesus (F-La)
 Wilma Wu (Le-Ph)
 Derek Chan (Pi-Va)
 Maricarmen Alanis (Ve-Z)
 College/Career Advisor
 Shay Bellamy
 Registrar
 Annabelle Alderette

Class of 2025 by the Numbers

589
Students

19 National Merit Semi-finalists

68 National Merit Commended

GPA Distribution for Class of 2025

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

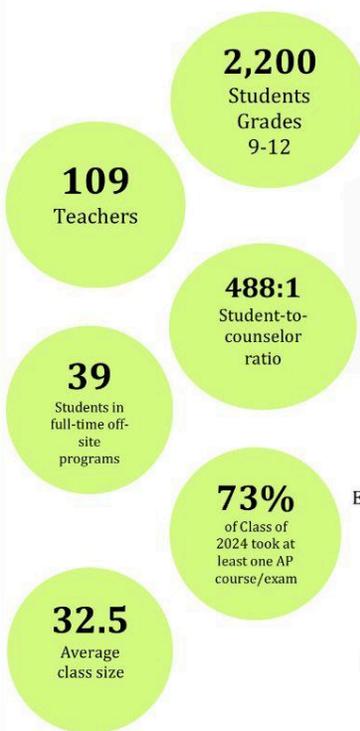
3.75 – 4.0	248(41.9%)
3.5 – 3.74	106 (17.9%)
3.0 – 3.49	107 (18%)
2.5 – 2.99	45(7.6%)
2.0 – 2.49	45(7.6%)
< 2.0	40(6.7%)

Data as of 08/23/2024

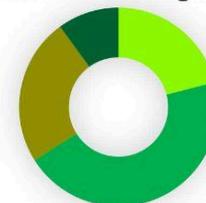
GPA and Related Procedures

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

HHS by the Numbers

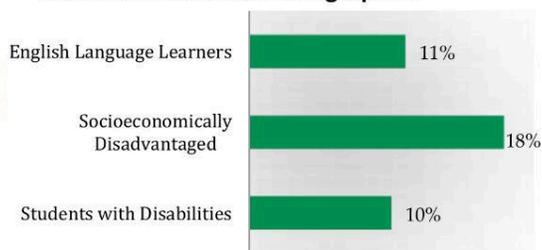


Student Racial Demographics



Hispanic/Latino	21%	Other:
Asian	45%	American Indian/Alaska Native (0.36%)
Caucasian	24%	Black/African American (0.81%)
Other	10%	Native Hawaiian/Pacific Islander (0.13%)
		2 or more races (8.7%)

Additional Student Demographics



Spring 2024 Assessment Snapshot

ACT*
 27 students
 31.3(R) / 30.9(M) / 28.6(S)
 30.5 mean composite
 *data from Spring 2024

SAT*
 455 students
 645(R) / 679(M)
 1324 mean composite
 *data from Spring 2024

CAASPP/Smarter Balanced*
 79% EAP College-Ready (ELA)
 71% EAP College-Ready (Math)
 *data from Spring 2024

Advanced Placement
 921 students took 2218 exams
 91% scores of 3 or higher
 48% scores of 5

Graduation Requirements

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

School and District Policies

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

AP/Honors at HHS

English

- American Lit Honors
- AP English Literature

Mathematics

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

Science

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

Social Sciences

- AP US Government
- AP US History

Visual & Performing Arts

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

World Languages

- Honors 4 and AP Chinese, French, Japanese, Spanish

Other

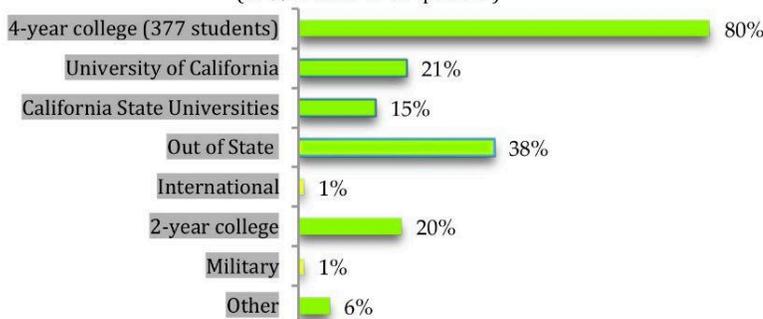
- AP Computer Science

Accredited by

Western Association of Schools and Colleges

Class of 2024 Postsecondary Destinations

(based on survey data and final transcript requests of 470 students)
(80% of Seniors Responded)



In addition to University of California and California State Universities, recent HHS Graduates (Classes 2023 – 2024) have matriculated at the following postsecondary institutions:

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

School Site Participation in District Initiatives

Title	Description	Site Participation
Beyond Literary Analysis	<p>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.</p>	HHS: 3
Building Thinking Classrooms book club	<p>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.</p> <p>This PD 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.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> - An understanding of high-leverage teaching practices to move toward a thinking classroom -Experiments in the classroom via “mini” action research projects 	HHS: 6

Coaching Skills for Leaders	<p>The mission of this course is to help leaders develop essential coaching skills that support the continued growth of educators within FUHSD. Over the course of the sessions, participants will develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all. In order to achieve this mission, we have structured the course so that all participants can:</p> <ul style="list-style-type: none"> ● Practice coaching skills in a safe space with a fellow participant ● Identify when and how to coach from the three different coaching stances ● Develop their toolkit of trust-building strategies ● Inquire into their own coaching practice to meet their growth goals as a coach ● Apply coaching skills with a willing colleague (optional) 	HHS: 3
Communications for Deep Learning	<p>Goals for the 2-day meeting:</p> <ul style="list-style-type: none"> ● 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 	HHS: 8

Career Technical (CTE)	<p>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.</p> <p>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.</p>	HHS: 3
Courageous Leaders	<p>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?</p> <p>Over the course of the sessions outlined in the table below, we will learn both about the mechanisms (organizational tools, protocols, and structures) we can use and the conditions (inclusivity, safety, and trust) we can foster as we work together in pursuit of our goal of ensuring high levels of learning for all.</p>	HHS: 8
Queer Affinity Family	<p>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.</p> <p>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 heteroprophessionalism in the workplace, and agency.</p>	HHS: 5

ELD 2/3	<p>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.</p> <p>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. Teachers noticed that the ELD 3 curriculum as outlined clearly included opportunities for amplified instruction; however, over time, actual implementation has become over-scaffolded.</p>	HHS: 1
Onward	<p><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.</p>	HHS: 7

<p>High Leverage Practices</p>	<p>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.</p> <p>In addition to focusing on HLPs, teachers will frame their work using the essential beliefs of Universal Design for Learning:</p> <ol style="list-style-type: none"> 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. 	<p>HHS: 0</p>
<p>Racial Affinity Group (BIPOC)</p>	<p>What is an affinity group?</p> <p>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.</p> <p>Why does FUHSD need this?</p> <p>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.</p>	<p>HHS: 4</p>

<p>Sheltered/ Integrated ELD</p>	<p>Each PD is smaller in size and will allow participants to zero in on integrated ELD/sheltered instruction in a specific content area. Teachers will:</p> <ul style="list-style-type: none"> ● Experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening). ● Have an opportunity to share ideas and ask questions in a roundtable format with colleagues. ● Have time to apply learnings by working individually, with a colleague, or with a facilitator. <p><u>English Language Arts-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> ● When during an instructional sequence in English Language Arts would it be meaningful for students to engage in verbal discourse? ● How do we create a classroom environment that encourages students to contribute ideas verbally? ● How do we prepare students with background knowledge and the English language necessary to engage in verbal discourse? <p><u>Science-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> ● Where in an NGSS routine would it make sense for students to read and listen using academic English? ● How might teachers support EL students to read in science? ● How might teachers support EL students to listen/ comprehend audio texts in science? <p><u>Social Studies-</u> During the one-day PD, we will explore:</p> <ul style="list-style-type: none"> ● Why is speaking important in social studies classrooms? ● What are different types of thinking/speaking skills important for social studies? ● How might teachers support EL students (in language and content) to engage in rich conversations? 	<p><u>English Language</u></p> <p>HHS: 1</p> <p><u>Science</u></p> <p>HHS: 0</p> <p><u>Social Studies</u></p> <p>HHS: 3</p>
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Sexual Orientation, Gender Identity and Expression (SOGIE)	<p>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:</p> <ul style="list-style-type: none"> ● 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 	HHS: 5
Assets & Abundance	<p><u>What will we learn and how will we learn it?</u></p> <p>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.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> ● 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. 	HHS: 3

<p>UDL Now Book Club</p>	<p>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.</p>	<p>HHS: 0</p>
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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.

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

DATA PRESENTATION - High School Achievement and Outcomes

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.

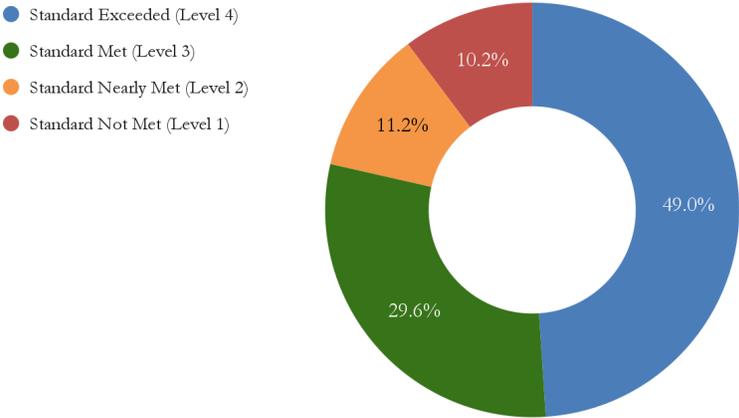
Students who score at the highest performance level “Standard Exceeded” (Level 4) will enroll in general education English and/or mathematics college level courses upon entering the CSU. Students who score at the “Standard Met” (Level 3) performance level must complete an approved year-long English and/or 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 Homestead High School, FUHSD, Santa Clara County, and California

Achievement Level	Homestead		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	49.0%	52.3%	57.0%	57.9%	38.8%	29.0%	26.2%	12.3%
Standard Met (Level 3)	29.6%	18.9%	23.7%	15.8%	27.1%	17.0%	29.5%	15.6%
Standard Nearly Met (Level 2)	11.2%	10.0%	10.6%	10.0%	16.4%	17.0%	20.9%	21.2%
Standard Not Met (Level 1)	10.3%	18.8%	8.8%	16.4%	17.7%	36.9%	23.4%	51.0%

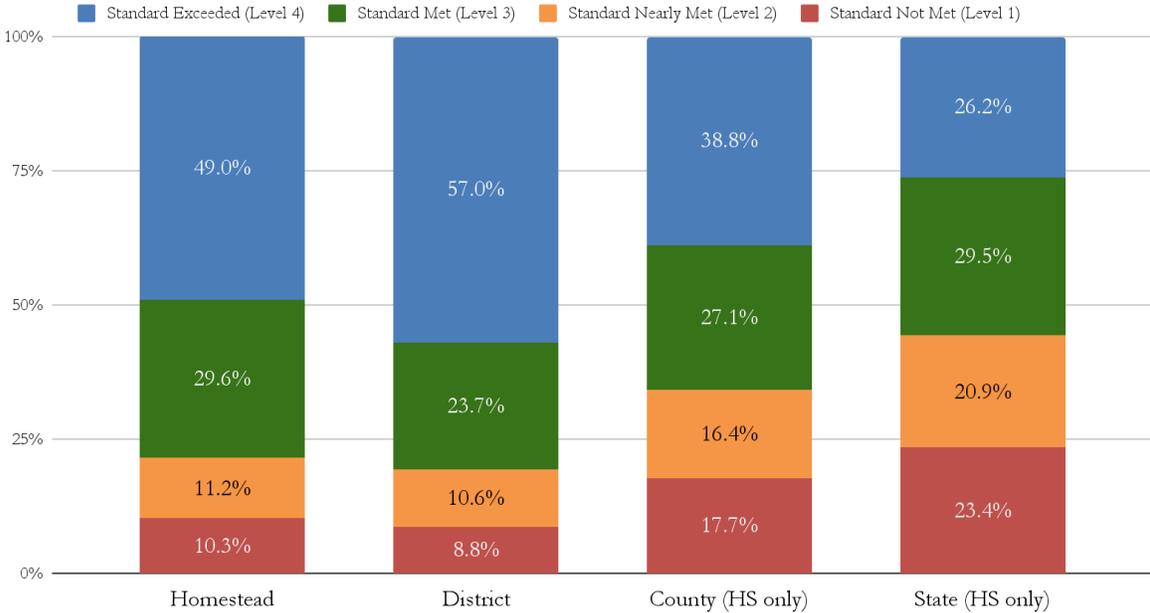
Source: <https://caaspp-elpac.ets.org/caaspp/>

Figure 1.1: 2024 Homestead High School Students' Performance on the Smarter Balanced Summative English Assessment



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

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



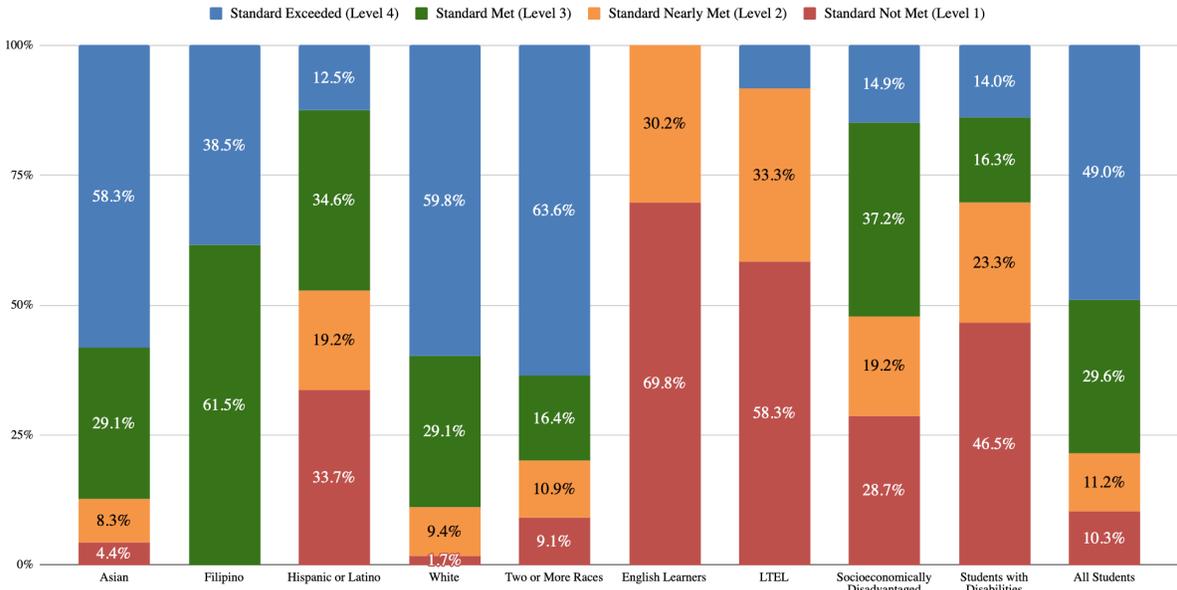
Source: <https://caaspp-elpac.ets.org/caaspp/>

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

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

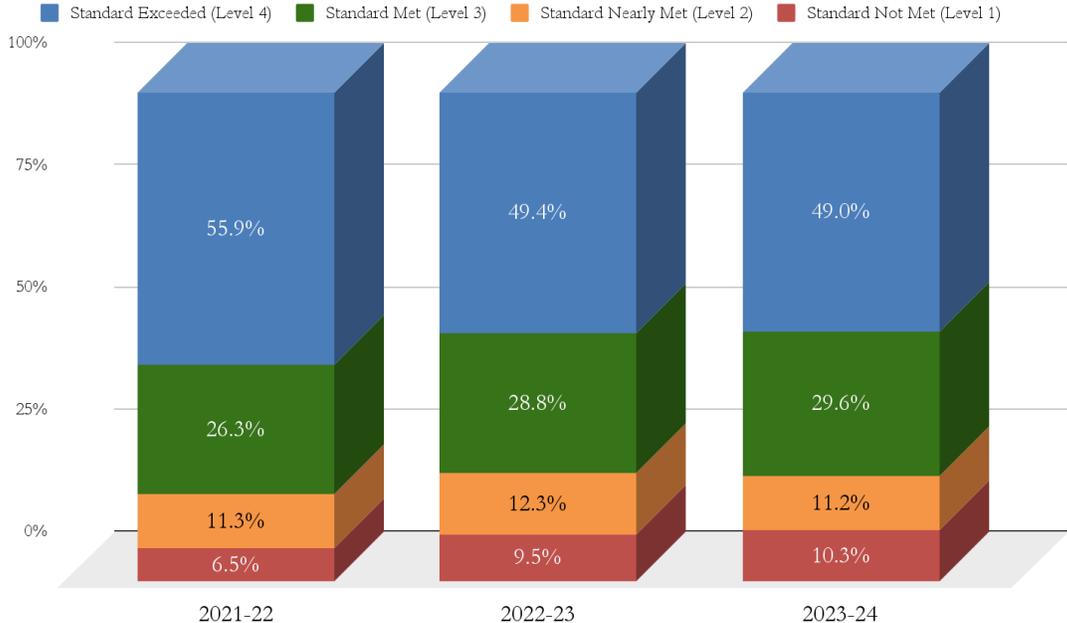
Source: <https://www.caschooldashboard.org/>

Figure 1.3: 2024 Smarter Balanced Summative English Assessment by Subgroup at Homestead High School



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

Figure 1.4: 3 Year Comparison (2021-2024) of Smarter Balanced English Assessment Performance at Homestead High School



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

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

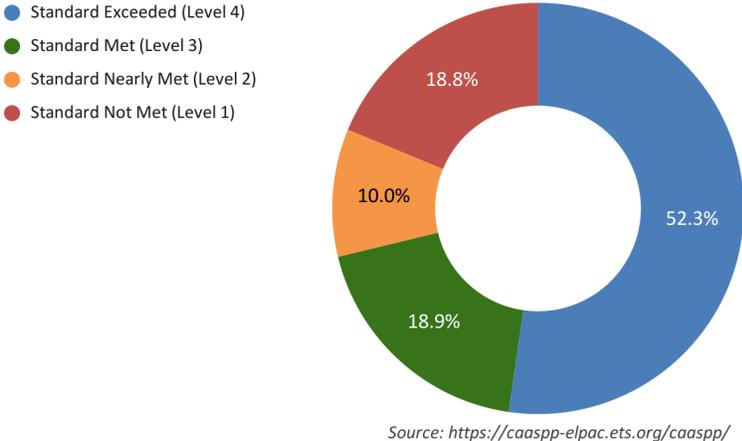


Figure 1.6: 2024 High School Students' Performance on the Smarter Balanced Summative Math Assessment at Homestead High School, FUHSD, Santa Clara County, and California

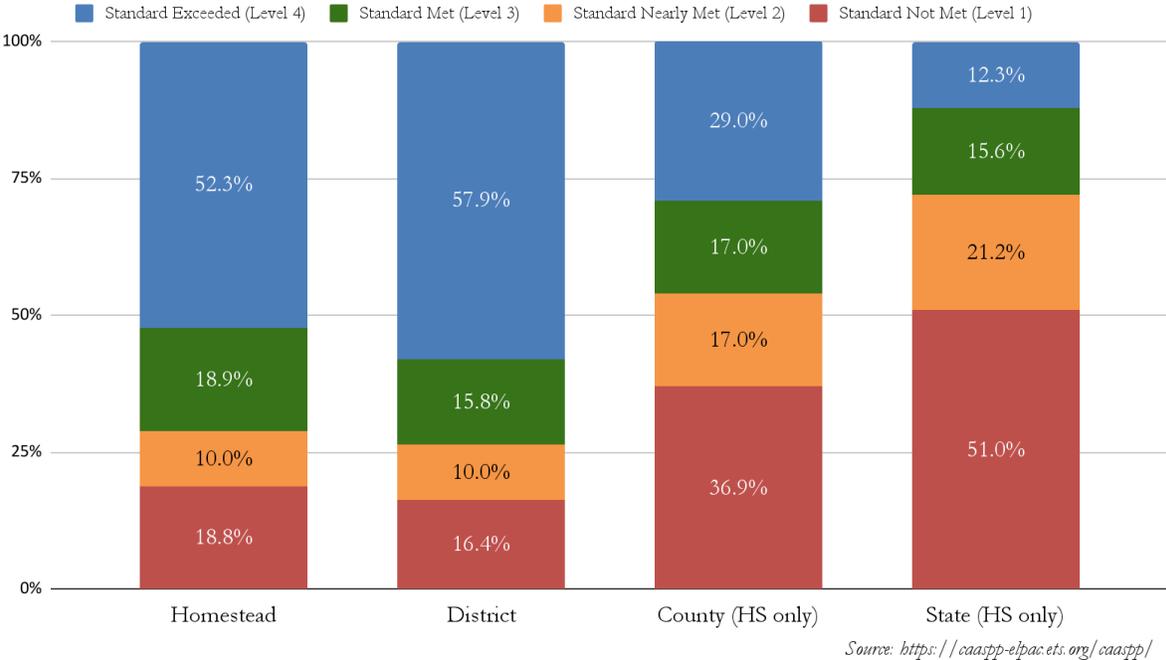
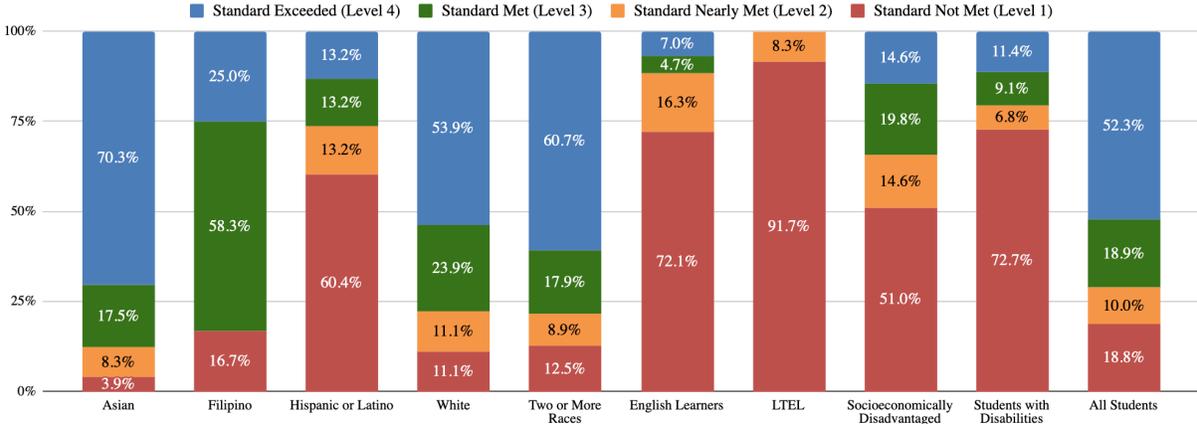


Table 1.3: Smarter Balanced Summative Math Assessment by Subgroup at Homestead High School

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

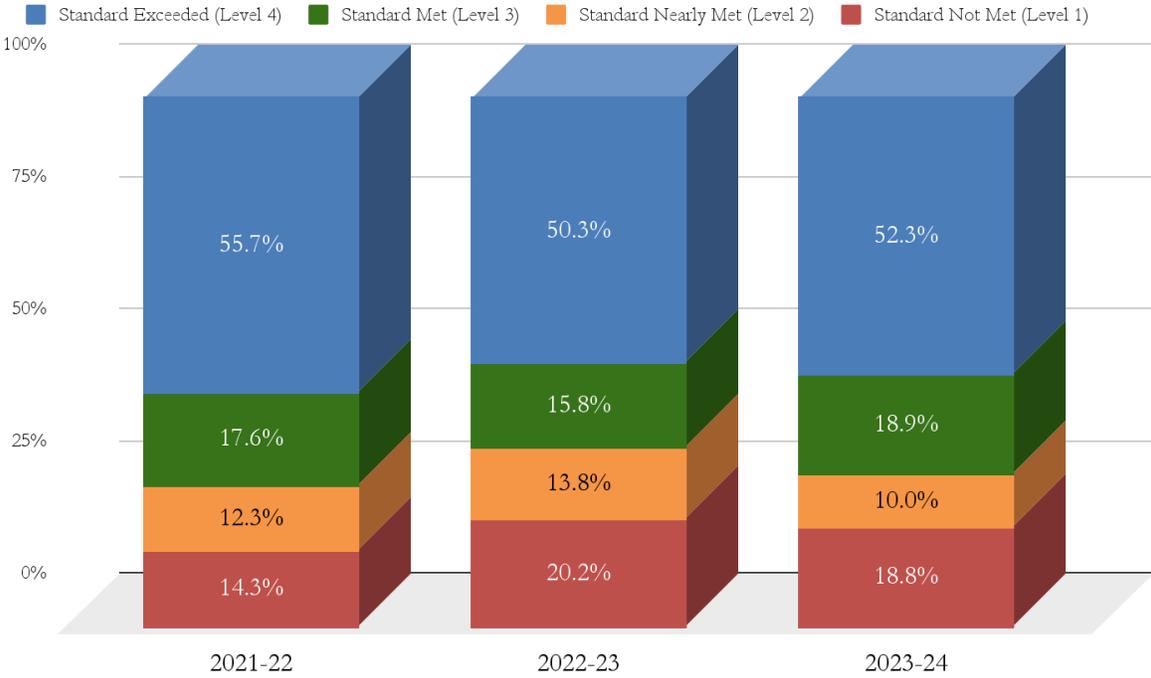
Source: <https://www.caschooldashboard.org/>

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



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

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



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

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.

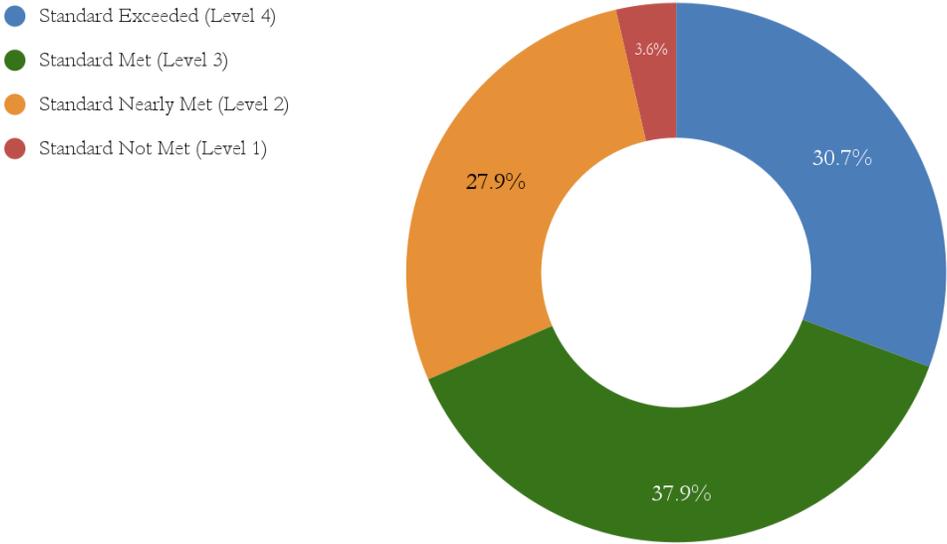
In July of 2024 the State Board of Education approved the Science Indicator on the Dashboard and results are displayed for LEA’s, schools, and student groups on the 2024 Dashboard for informational purposes only. In anticipation of future performance indicators, the results from 2024 CAST are displayed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

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

Achievement Level	Homestead High School	FUHSD	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	30.7%	38.0%	21.6%	7.7%
Standard Met (Level 3)	37.9%	33.9%	25.5%	22.9%
Standard Nearly Met (Level 2)	27.9%	24.3%	41.6%	57.8%
Standard Not Met (Level 1)	3.6%	3.9%	11.3%	11.7%

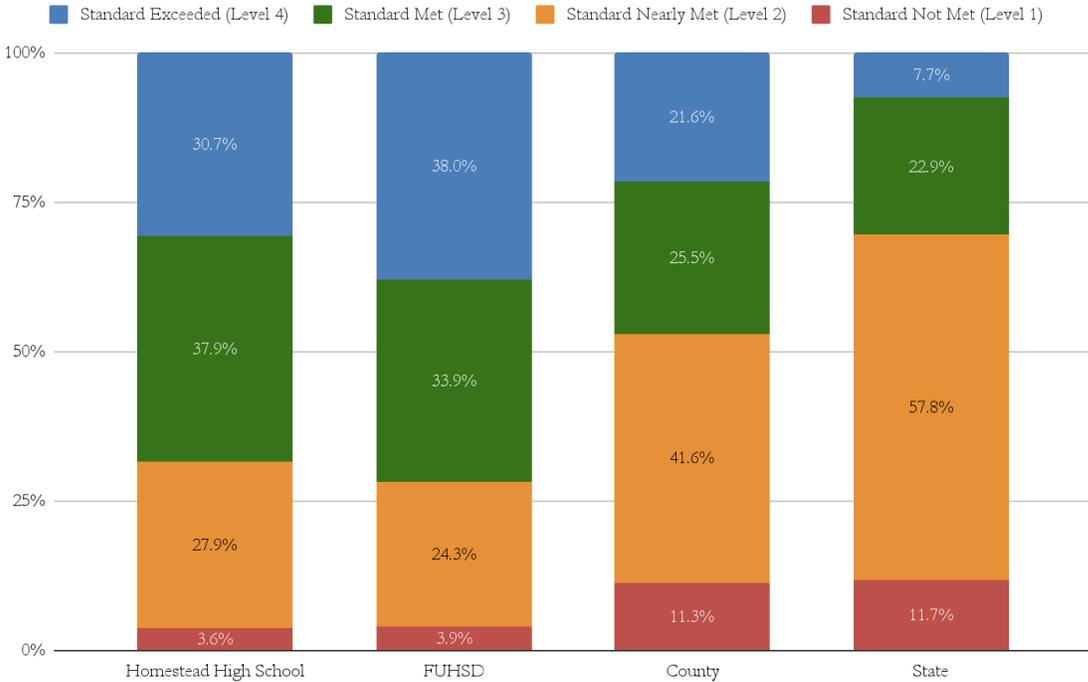
Source: <https://caaspp-elpac.ets.org/caaspp/>

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



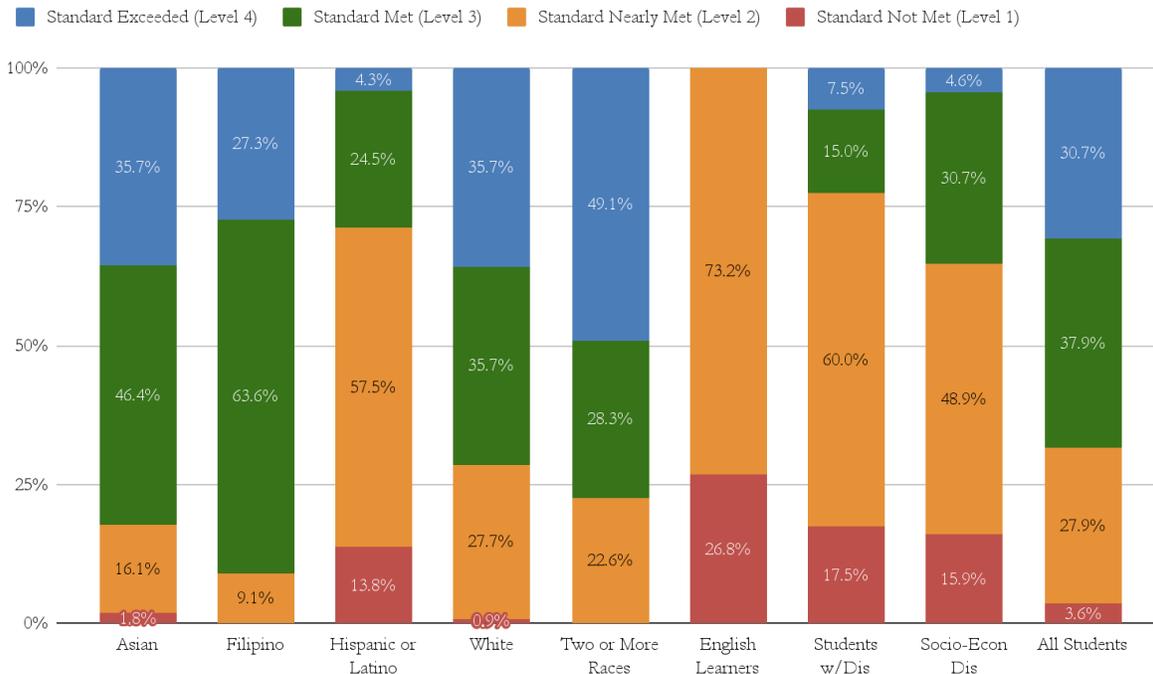
Source: <https://caaspp-elpac.ets.org/caaspp/>

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



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

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



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

SCHOOL SITE COMMENTARY

Students at Homestead High School consistently excel in English-Language Arts (ELA) CAASPP testing, with a significant number surpassing state and county results in standardized tests. However, Homestead’s performance isn’t consistent across all subgroups which requires further examination and efforts at remediation.

Key Observations in ELA CAASPP Results

- 78.6% of students met or exceeded standards in the area of English Language Arts (ELA) CAASPP testing as 11th graders for Class of 2025 (this was a slight increase from 2023 test results of 78.2%, and a decrease from 2022 test results of 82.2%)
- Our significant subgroup areas of English Learners, Hispanic, and Students with Disabilities resulted in a placement of “Very Low” on the CA State Dashboard in the area of ELA CAASPP performance
 - 2023 ELA CAASPP results placed English Learners in the area of “Medium” on the CA State Dashboard
 - 2023 ELA CAASPP results placed Hispanic students in the area of “Low” on the CA State Dashboard
 - 2023 ELA CAASPP results placed Students with Disabilities in the area of “Very Low” on the CA State Dashboard
- Our significant subgroup area of Socioeconomically Disadvantaged moved from a 2023 CA State Dashboard placement of “Very Low” to “Medium” in 2024
- HHS had an ELA CAASPP participation rate below 95% for several groups of students.
 - The assigned LOSS scores associated with this low percentage of participation resulted in our Hispanic subgroup moving from a “Low” to “Very Low” Dashboard rating
 - The assigned LOSS scores associated with this low percentage of participation in the subgroup Two or More Races resulted in a “High” rating instead of “Very High” rating

Students at Homestead High School consistently excel in Mathematics CAASPP testing, with a significant number surpassing state and county results in standardized tests. However, Homestead’s performance isn’t consistent across all subgroups which requires further examination and efforts at remediation.

Key Observations in Math CAASPP Results

- 71.2% of students met or exceeded standards in the area of Math CAASPP testing as 11th graders for the Class of 2025 (this was an increase from 2023 test results of 66.1%, and a decrease from 2022 test results of 73.3%)
- Our school had no significant subgroups placed at the “Very Low” CA State Dashboard in the area of Math CAASPP performance
- 2023 Math CAASPP results placed students who are Hispanic in the area of “Very Low” and the 2024 results placed Hispanic students in the area of “Medium” so there was an increase in the CA State Dashboard rating
- Our significant subgroup areas of English Learners and Students with Disabilities performance resulted in a placement of “Low” on the CA State Dashboard
 - 2023 Math CAASPP results placed English Learners in the area of “Low” so there was no change to this metric on the CA State Dashboard
 - 2023 Math CAASPP results placed Students with Disabilities in the area of “Very Low” so there was an increase in the CA State Dashboard rating

- HHS had a Math CAASPP participation rate below 95% for several groups of students. However, the assigned LOSS scores in Math CAASPP results didn't result in changes to our CA State Dashboard results.
- HHS EL student trends have shown an increase in students entering FUHSD/HHS without core math skills in order to be successful in Geometry/Algebra 2 upon entry to our schools. In order to get them ready for math success, we have them in a math workshop course in order to support them with meeting graduation requirements but most of our 11th grade EL students in SY 2023-24 weren't enrolled in Algebra 2.

Key Observations in CA Science Test

Homestead HS students continue to outperform SC County and CA State in the area of the California Science Test (CAST). However, Homestead's performance isn't consistent across all subgroups which requires further examination and efforts at remediation.

- 68.6% of students met or exceeded standards on the CA Science Test.
- With the 2024 CAST being a baseline data year for comparison, below are the results by subgroup in terms of Difference from Standard (DTS) which help determine the CA State Dashboard ranking for future assessment years (e.g. 2025). This chart also includes a change factor from the 2023 to 2024 CAST performance.

Subgroup	Difference from Standard (DTS)	Change from 2023 CAST	# of Students
Asian	+11 points	-1.5 points	228
English Learners	-21.4 points	-9.8 points	66
Filipino	+12.2 points	-	11
Hispanic	-14.7 points	-0.1 points	95
Long-Term English Learners	-26.5 points	-21 points	15
Two or More Races	+12.4 points	+3.8 points	39
Socioeconomically Disadvantaged	-12.4 points	+2.6 points	95
Students with Disabilities	-17.2 points	+6.4 points	49
White	+9.9 points	+3.4 points	112

ELPAC Summative Assessment

English Learner Performance

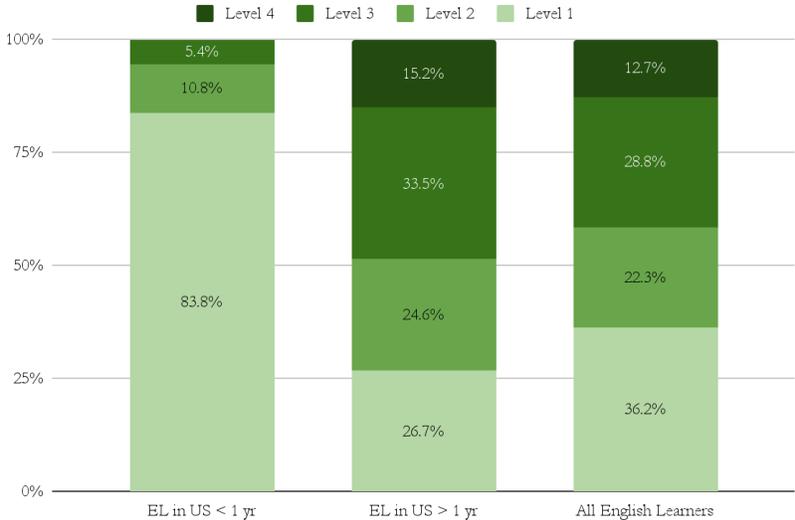
Students who are designated English Learners and have not yet been reclassified take the Summative English Language Proficiency Assessments for California (ELPAC) annually as one measure of their English language development. The ELPAC measures how well English learners are progressing toward English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

Table 1.5: 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	83.8%	10.8%	5.4%	0.0%	37
EL in US > 1 yr	26.7%	24.6%	33.5%	15.2%	191
All English Learners	36.2%	22.3%	28.8%	12.7%	228

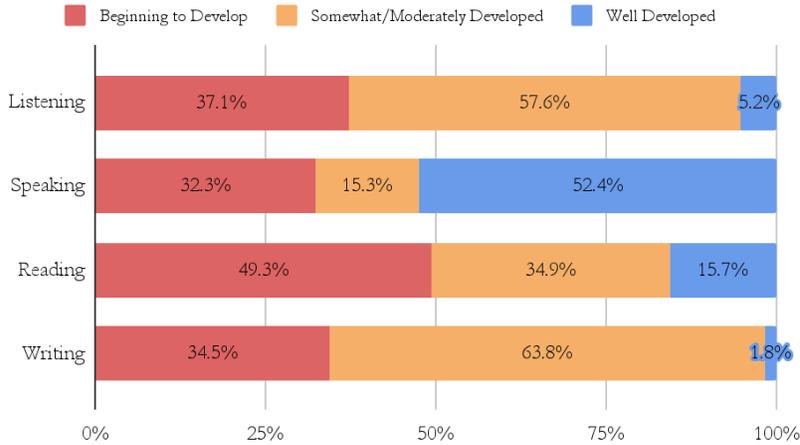
Source: <https://caaspp-elpac.ets.org/elpac/>

Figure 1.12: 2024 English Language Proficiency Assessment of California Performance by English Learner Group at Homestead High School



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

Figure 1.13: 2024 English Language Proficiency Assessment of California Performance by Domain at Homestead 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 Homestead High School and Santa Clara County

School Year	Percent of HHS Students Reclassified	Percent of EL Students at HHS Prior Year	SC County Reclassified
2021-22	10.2% (18)	7.4% (176)	13.0% (6,582)
2022-23	17.0% (33)	8.4% (194)	11.9% (6,460)
2023-24	8.6% (22)	11.1% (256)	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 Homestead High School, FUHSD, and California



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

SCHOOL SITE COMMENTARY

Homestead HS ELPAC results for 2024 resulted in a decrease in performance by English Learner and Long-Term English Learners by 6.7% resulting in a “decline” in our Dashboard change level affecting the overall CA State Dashboard placement of our ELPI standings. HHS EL student results show that 38.9% are making progress on the Summative ELPAC compared to 45% of CA State student results making progress.

English Learner Grouping	# of Students Tested on Summative ELPAC	# of Students Progressing an ELPI Level	# of Students Maintaining an ELPI Level 4	# of Students Maintaining an ELPI Level Other than 4	# of Students Declining an ELPI Level
English Learner (EL)*	229**	63	11	83	32
Long-Term English Learner (LTEL)	80***	19	5	28	26

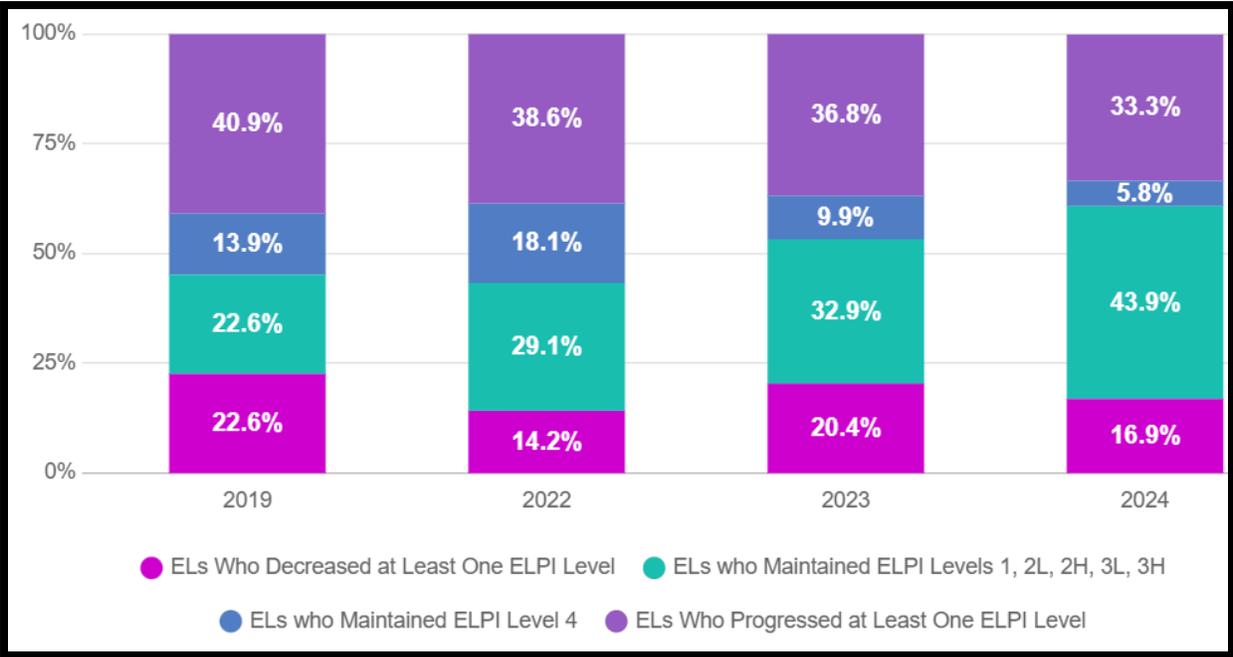
*EL counts include both LTEL (6+ years of EL) and EL students (<6 years in US)
 **Students (n=40) who took the Summative ELPAC for the first time won't have a comparison score in results
 ***2 students added to denominator due to lower than 95% participation penalty

Compared to the 2023 Summative ELPAC results, students' performance declined in all four ELPAC areas of measurement. The “Listening” strand of the Summative ELPAC had 19% of students earn the lowest score of “Beginning to Develop” in 2023, while 37.1% of students earned this score in 2024. The “Speaking” strand of the Summative ELPAC had 17% of students earn the lowest score of “Beginning to Develop” in 2023, while 32.3% of students earned this score in 2024. The “Reading” strand of the Summative ELPAC had 41% of students earn the lowest score of “Beginning to Develop” in 2023, while 49.3% of students earned this score in 2024. The “Writing” strand of the Summative ELPAC had 23% of students earn the lowest score of “Beginning to Develop” in 2023, while 34.5% of students earned this score in 2024.

Since 2019 Homestead English Learners have experienced a decline in performance in the Summative ELPAC as can be seen in the chart below. This has been a significant trend in ELPI performance post-pandemic due to interrupted schooling during COVID. This further demonstrates that HHS needs a renewed emphasis on addressing English Language Learner needs as well as a renewed focus on the value of the Summative ELPAC exam.

After reviewing our ELPAC overall placement data, we analyzed the student GPA's by the ELPAC score as we remain surprised that students are not making as much progress as we would expect on the Summative ELPAC. Based on the chart below, it is evident that, on average, students who aren't performing well on the Summative ELPAC are still making academic progress

Overall Placement Score	Average Cumulative GPA
1	2.70
2	2.51
3	2.63
4	3.19



Our site EL team and Administration team are concerned by the decrease in performance by our EL students and have conducted a deep dive into the student academic performance at Homestead in order to help us determine whether the test is an accurate measurement of student academic progress versus their GPA and credit completion.

Homestead is committed to exploring whether the content in our classes is aligned with the essential language skills and necessary “student skills” that are being assessed through ELPAC in order to help represent student academic progress. The HHS team is also committed to calibrating their classroom content in order to continue a deep dive into the English language acquisition strategies that are currently being used to help students develop their language skills. The FUHSD Professional Development team is preparing for this calibration process for SY 2025-26 in order to conduct this work.

The HHS English Learner team has noticed a level of resistance to student completion and engagement in the ELPAC summative assessment in previous years. For the SY 2024-25 summative ELPAC administration, the EL team ran an educational campaign about the importance and value of the exam and how it can impact a student’s educational program.

Additional Context of Homestead English Learners:

Homestead High School has a wonderful diversity in the local community which is reflected in the primary languages of our English Learner students. Of the 242 EL students at Homestead, 83 are considered Long-Term English Learners (LTEL). The primary language of our EL students is included below:

Home Primary Language	Total	% of EL
Arabic	1	0.4%
Azerbaijani	2	0.8%
Cantonese	1	0.4%
English	1	0.4%
Farsi	11	4.5%
Filipino	2	0.8%
Hebrew	6	2.5%
Hindi	2	0.8%
Iranian Languages	1	0.4%
Japanese	16	6.6%
Korean	12	5.0%
Mandarin	23	9.5%
Nepali	3	1.2%
Punjabi	1	0.4%
Russian	6	2.5%
Spanish	145	59.9%
Tamil	1	0.4%
Telugu	4	1.7%
Toishanese	1	0.4%
Turkish	2	0.8%
Ukrainian	1	0.4%
Grand Total	242	100%

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.

Student Group	Class of 2022		Class of 2023		Class of 2024	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	264	100.0%	243	99.2%	241	98.8%
Filipino	15	100.0%	13	100.0%	--	--
Hispanic	100	95.0%	104	91.3%	133	83.2%
White	169	98.8%	147	96.6%	143	96.5%
Two or More Races	55	98.2%	57	100.0%	44	93.2%
English Learners	40	90.0%	64	85.9%	70	75.7%
Long-Term English Learners	--	--	--	--	32	81.3%
Homeless Youth					12	41.7%
Students w/ Disabil	61	93.4%	37	86.5%	63	79.4%
Socioecon Disadv	133	94.0%	115	91.3%	140	80.7%
HHS All Students	620	98.4%	596	97.1%	601	93.8%

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

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

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)
None	<ul style="list-style-type: none"> - English Learners - Hispanic - Long-Term English Learners - Socioeconomically Disadvantaged - Students with Disabilities 	OVERALL <ul style="list-style-type: none"> - Two or More Races 	None	<ul style="list-style-type: none"> - Asian - White

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

SCHOOL SITE COMMENTARY

Homestead HS has seen a significant decrease in graduation rates over the past 3 years (decrease by 4.6% since Class of 2022). There are several reasons for this listed below, but it remains an area of concern and focus to address over time with a concerted effort from School Counseling, English Language Learner, Resource, and Administration departments. Below are some reasons that contextualize the decline in graduation rates at HHS:

- Class of 2024 was the first post-pandemic class to not have any graduation requirement assistance in the form of grade adjustments to pass/fail, credit requirement reductions from 220 to 150 or 180 credits
- Homestead became the school in FUHSD to absorb three other schools' English Learner Level 1 students (e.g. Cupertino HS, Lynbrook HS, and Monta Vista HS) due to low ELD 1 enrollment at these schools. Depending on the age/grade level of the students as they enter HHS, they can count against the graduation rate if they enter HHS later in their high school years and aren't able to successfully complete the graduation requirements by their cohort graduation year. For Class of 2024, there were 14 EL students enrolled in ELD 1 and ELD 2 who wouldn't have had the opportunity to graduate on time due to graduation credit requirements.
- Class of 2024 was the first graduating class that also had Homestead's Academic Community Transition (ACT) cohort of students as seniors who then transition to postsecondary education and are counted as "still enrolled" according to the CDE which is also counted as a "nongrad" against our graduation rate.
- Below are some other examples of how the non-grad rate for HHS Class of 2024 is reflected in our decrease of high school diploma completion.

Nongrad Outcome	Class of 2022	Class of 2023	Class of 2024
California Proficiency Program	1	0	2
Adult Ed HS Diploma	0	1	0
Special Ed Certificate of Completion (ACT)	2	0	3
GED	0	0	0
Still Enrolled	3	4	9
Dropouts	3	12	21

Totals	9	17	35
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- The number of “dropouts” has increased significantly in the past few years, which is something our team needs to do more research into to identify the root cause of this issue
- Of additional concern are the disparate graduation rates by subgroup with students who are Hispanic having decreased by 11.5%, Two or More Races decreasing by 5%, Students with Disabilities decreasing by 14% , and students who are Socioeconomically Disadvantaged decreasing by 12.9% over the past 3 years.
- The analysis of the English Language Learner students is more challenging to quantify with the additional subgroup that the State of California added this past year of Long-Term English Learner (LTEL) students. Previously, LTEL students were counted in the EL student subgroup and may have contributed to an increase in the graduation rate. Either way, the EL and LTEL subgroups have declined by 13.3% and 8.7% respectively when compared to the original subgroup of EL from Class of 2022.
- As seen in the table below, HHS outperforms every subgroup for graduation rates compared to the State of California with the exception of students who are Hispanic/Latino, Homeless, and Socioeconomically Disadvantaged. This is an area of needed improvement for Homestead HS particularly since this data point has decrease in recent years.

Rates by Student Group

Student Group	Homestead HS (2024)	State of CA (2024)	Homestead vs. State of CA
Asian	98.8%	92.1%	+6.7%
Hispanic or Latino	83.5%	84.9%	-1.4%
White	96.5%	89.0%	+7.5%
Two or More Races	95.0%	88.2%	+6.8%
English Learners	84.6%	71.2%	+13.4%
Homeless Youth	41.7%	74.6%	-32.9%
Socioeconomically Disadvantaged	80.7%	84.0%	-3.3%
Students w/ Disabilities	82.4%	72.4%	+10.0%
All Students	93.8%	86.4%	+7.4%

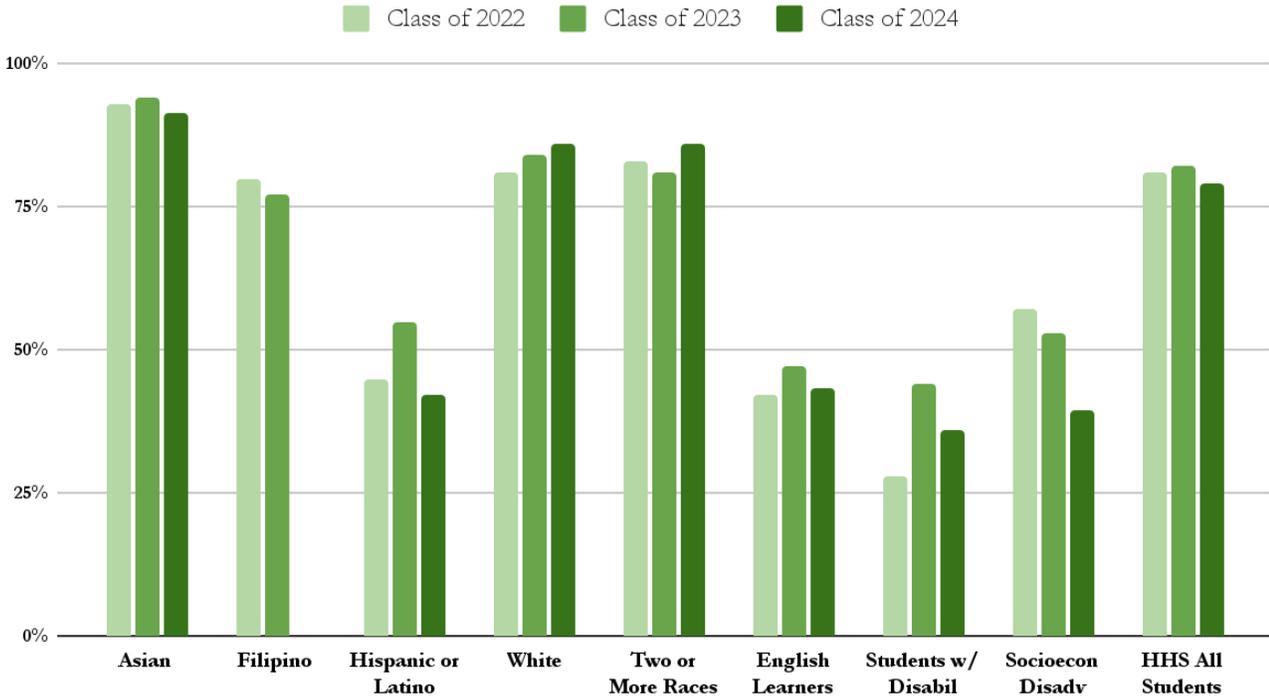
Graduates Meeting UC/CSU A-G Course Requirements

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	264	93%	243	94%	241	91%
Filipino	15	80%	13	77%	-	-
Hispanic or Latino	100	45%	104	55%	131	42%
White	169	81%	147	84%	142	86%
Two or More Races	55	83%	57	81%	44	86%
English Learners	40	42%	64	47%	70	43%
Students w/ Disabil	61	28%	37	44%	63	36%
Socioecon Disadv	133	57%	115	53%	140	39%
HHS All Students	620	81%	596	82%	598	79%

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



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

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

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

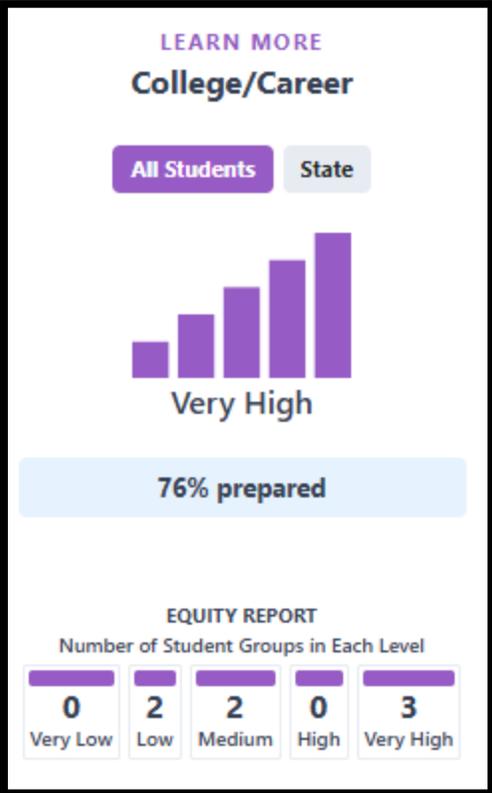
Very Low (Lowest Status)	Low	Medium	High	Very High (Highest Status)
None	<ul style="list-style-type: none"> - English Learners - Hispanic - Socioeconomically Disadvantaged - Students with Disabilities 	<p>OVERALL</p> <ul style="list-style-type: none"> - Long-Term English Learners - Two or More Races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

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

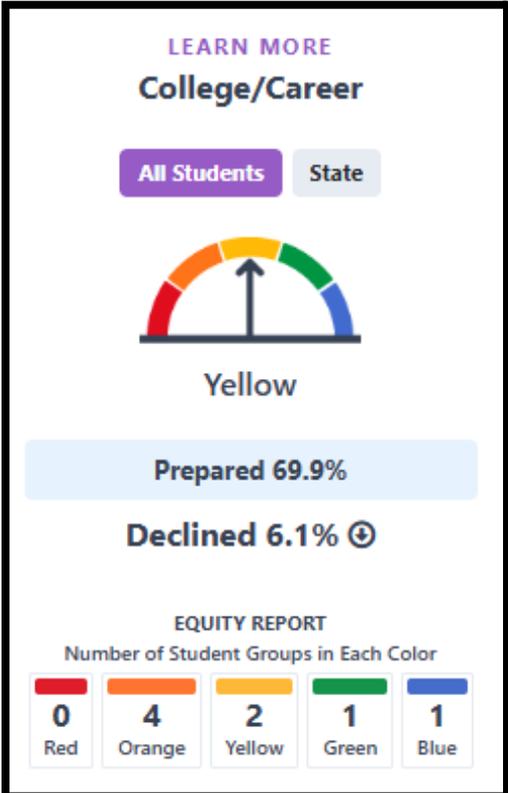
SCHOOL SITE COMMENTARY

As with graduation rates, Homestead HS decreased in the A-G completion rate for Class of 2024. Most concerning about this decrease is in the area of students who are Socioeconomically disadvantaged with an 18% decrease in A-G eligibility over the past 3 years. HHS has a 69.9% “college prepared” performance on the CCI indicator. Homestead is outperforming the State of California on CCI, which has a 45.3% rate of “college prepared” for the Class of 2024 (24.6% less than Homestead HS). However, the Class of 2024 decreased in their “preparedness” compared to the Class of 2023 by 6.1%. In terms of our “Equity Report”, we also had 2 more subgroups join the “Low” ranking and two subgroups move down from “Very High”. Overall, as a school we moved from a “Very High” ranking in CCI to “Medium”.

Class of 2023



Class of 2024



Summary Status Update of WASC Action Plan Related to LCAP Goal #1

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

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

Summary Analysis of Progress on LCAP Goal #1:

1. Equity task force will develop academic practices and interventions to support struggling students, esp. for students of color

SCHOOL SITE COMMENTARY:

The staff Equity Task Force hasn't been meeting for SY 2024-25. This will be an area of emphasis in the upcoming school year. The FUHSD Teaching and Learning Department will be supporting the efforts of our site equity work through Site Equity Action Teams beginning SY 2025-26. This work will help Homestead stay focused and engaged on addressing our needs to target supports and interventions.

2. Homestead will increase use of common assessments so that 100% of course-alike teams analyze the results of at least one common formative assessment per year

SCHOOL SITE COMMENTARY:

This goal hasn't been satisfactorily completed as we come to the conclusion of our current 6-year WASC timeline. This is, in part, due to the pandemic-related interruptions and subsequent bell schedule issues that have created challenges for staff to engage in regular collaboration. This has been an area of emphasis within Department Lead meetings for this school year and as a result we added "Lunch and Learn" meetings to support Course-Alike Team leads in identifying their sticking points in their Course-Alike Teams. Additionally, team HHS proposed a 0.2 FTE Staff Development lead role to Cabinet in order to more effectively move this work forward during our next WASC cycle.

3. Develop a plan to use tutorial more consistently & effectively, especially for students who are not yet achieving the standards

SCHOOL SITE COMMENTARY:

This remains an area of concern and hasn't been addressed effectively during this recent WASC cycle. This work is embedded in the upcoming WASC action plan and the conversation for addressing this will begin this spring in Department Lead meetings.

4. Homestead will continue to develop Common Core curriculum, especially with a focus on developing and implementing interventions, as well as on vertical alignment

SCHOOL SITE COMMENTARY:

This is an area that Homestead does well in terms of curriculum development and adjusting curricular practices to meet the needs of students while also building a more contemporary curriculum over time through reflection and ongoing analysis of cultural relevancy. However, additional effort and emphasis needs to be placed on implementing interventions and vertical alignment, all of which is referenced in the proposed WASC action plan for the next cycle.

5. Homestead will continue to send inter-departmental teams to the Solution Tree PLC Conference, but focusing recruitment on departments (or course-alike teams) that do not yet have a 75% rate of attendance

SCHOOL SITE COMMENTARY:

This is an area that we can continue to reflect on in terms of need and relevancy but these conferences haven't been well-attended in the past few years. With the addition of the 0.2 FTE Staff Development lead, we are looking to "in house" train our staff on the value of and steps towards meaningful collaboration to continue to support their work at addressing student academic needs.

6. Homestead will have teams attending the Solution Tree PLC Conference develop at least one practice from the conference to present to the school, their departments, or their course-alike teams for implementation

SCHOOL SITE COMMENTARY:

This is an area that we can continue to reflect on in terms of need and relevancy but these conferences haven't been well-attended in the past few years. With the addition of the 0.2 FTE Staff Development lead, we are looking to "in house" train our staff on the value of and steps toward meaningful collaboration to continue to support their work at addressing student academic needs.

7. Identify which course-alike teams are not currently analyzing common assessments and provide support, training, and time

SCHOOL SITE COMMENTARY:

This goal hasn't been satisfactorily completed as we come to the conclusion of our current 6-year WASC timeline. This is, in part, due to the pandemic-related interruptions and subsequent bell schedule issues that have created challenges for staff to engage in regular collaboration. This has been an area of emphasis within Department Lead meetings for this school year and as a result we added "Lunch and Learn" meetings to support Course-Alike Team leads in identifying their sticking points in their Course-Alike Teams. Additionally, team HHS proposed a 0.2 FTE Staff Development lead role to Cabinet in order to more effectively move this work forward during our next WASC cycle. We continue to calibrate our staff development focus with other efforts in FUHSD and planning is in alignment with FUHSD belief statements and ongoing professional support available from our educational partners at the District level.

8. Form a team that investigates the strengths & weaknesses of the current tutorial system, to develop a plan for improvement

SCHOOL SITE COMMENTARY:

This remains an area of concern and hasn't been addressed effectively during this most recent WASC cycle. This work is embedded in the upcoming WASC action plan and the conversation for addressing this will begin this spring in Department Lead meetings.

9. Add professional development regarding effective practices for improving outcomes for Long-Term English learners (LTELs)

SCHOOL SITE COMMENTARY:

We don't specifically have professional development at the site level for LTEL students. However, the HHS EL staff regularly collaborate with one another to discuss Academic Language Production strategies and share best practices with one another to address student language learning needs. Beginning with the 2023-24 school year, FUHSD added an EL curriculum lead which has also increased exposure and training for teachers to identify Academic Language Production strategies to support our English Learner teachers.

In general, HHS provides a rigorous, relevant, and coherent curriculum by prioritizing collaboration, research-based practices, and alignment with school-wide goals and academic standards. The curriculum development process is largely teacher-driven, with course-alike teams (CATs) working collaboratively to design, revise, and implement instruction. This approach fosters a cohesive learning experience that aligns with the school-wide learner goals, including critical thinking, communication, continuous learning, and collaboration.

HHS supports continuous curriculum improvement providing access to professional development rooted in current educational research. Universal Design for Learning (UDL) training exemplifies this commitment, enabling special education teachers and select general education teachers to incorporate inclusive and flexible teaching strategies. Similarly, the adoption of Building Thinking Classrooms (BTC) within the Math Department demonstrates the school's focus on fostering active student engagement, problem-solving, and critical thinking.

Weekly CAT meetings and department collaborations are essential to ensuring alignment between the curriculum and the school-wide learner goals. These sessions emphasize creating a shared vision for instruction, incorporating essential skills and concepts that match academic standards such as Common Core, NGSS, and district guidelines. Tools like common curriculum guides, course information sheets, and shared assessments in subjects such as Biology, Chemistry, Math, and World Languages further enhance coherence and consistency across classrooms.

The school's efforts to integrate standardized frameworks and research-based methodologies, such as NGSS routines in science and Common Core standards in Math and English, ensure a curriculum that is both rigorous and relevant. The focus on continuous data-driven improvements, including analyzing grade data and setting smart goals, reinforces a commitment to high academic standards and effective student outcomes. Overall, the curriculum at HHS effectively supports both academic excellence and the broader development of lifelong learners and collaborative leaders.

For the HHS WASC Cycle to begin SY 2025-26 below is Goal #1 and the associated work planned by the HHS staff:

ACTION PLAN GOAL #1:				
All students will be guaranteed an opportunity to learn through standards aligned curriculum, effective instructional practices, and analysis of assessments.				
Alignment with LCAP/SPSA Goals:				
FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.				
Major Student Learner Needs:				
<ol style="list-style-type: none"> 1. Addressing the needs of students who are not meeting high school graduation requirements and/or are not demonstrating grade-level competencies, especially students with disabilities, English language learners, and other students in underserved demographics. 2. More consistently gathering and using data to evaluate the effectiveness of programs at HHS, and using that data in decision-making processes. 				
Identified Schoolwide Growth Areas				
Gather and use data to evaluate the causes of the drop in graduation rates, in order to make changes to support students in completing the requirements for graduation.				
Support course-alike teams in using data to support students in achieving the skills required for each course, especially students with disabilities, English language learners, and Hispanic/Latino students.				
CAASPP and Graduation Rate Goals based on Data				
Student Group	23/24 ELA CAASPP Data	23/24 Math CAASPP Data	Graduation Rate 2024	Goals
Schoolwide (SW)	78.56%	71.21%	93.8%	ELA: 85% Math: 85% Graduation: 98%
English Learners (EL)	0%	11.63%	75.7%	ELA: 10% Math: 20% Graduation: 90%
Students with Disabilities (SWD)	30.23%	20.45%	79.4%	ELA: 42% Math: 30% Graduation: 98%
Hispanic/Latino Students	47%	26.42%	83.2%	ELA: 61% Math: 36% Graduation: 98%
Socioeconomically Disadvantaged Students	37.93%	16.67%	80.7%	ELA: 50% Math: 30% Graduation: 98%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
<p>Develop an Instructional Leadership Team (ILT) that will analyze and enhance academic practices and interventions to support struggling students, with a focus on improving academic outcomes for all subgroups.</p>	<p>Agendas from ILT, DL and staff meetings where student performance is analyzed, and used as the basis for decision-making.</p> <p>Slides from professional development addressing academic strategies.</p>	<p>Increase graduation rates based on total and subgroup data as presented above.</p> <p>Increase CAASPP scores based on total and subgroup data as presented above.</p>
<p>Homestead needs to update and recommit to collective agreements for collaboration within course-alike team structures.</p>	<p>The Instructional Leadership Team (ILT) will work to update and define the expectations of Course-Alike Team work with student focused and measurable outcomes</p> <p>The ILT will implement structures to support CAT leads to implement and lead the work expected in Course-Alike Teams</p>	<p>Common Formative Assessments</p> <p>Interventions implemented in response to student learning gaps</p>
<p>Course-alike teams will continue to develop guaranteed and viable standards-aligned curriculum, with a focus on cultural relevance, engagement, and vertical alignment.</p>	<p>ILT will develop the audit process to determine alignment of CAT standards, cultural relevance, engagement, and vertical alignment</p> <p>Course-Alike Teams will work with the ILT to address any gaps in outcomes with the audit results and develop a plan for addressing issues that arise</p>	<p>Course-Alike Teams will conduct an annual audit of team progress and alignment assessing their standards-alignment, cultural relevance, engagement, and vertical alignment with student voice embedded in the audit</p>

<p>Course-Alike Teams (CATs) will complete one cycle of inquiry per semester. Results of the shared data analysis and subsequent interventions will be shared with the ILT bi-annually.</p>	<p>Analysis of student work with focus on subsequent development of academic interventions to address learning gaps. Bi-annual Course-Alike Team report on data analysis</p>	<p>Improve student academic outcomes based on interventions addressing common assessments and learning gaps.</p>
<p>Continue to implement strategies school-wide to use tutorial more consistently & effectively, especially for students who are not yet achieving the academic standards and passing their courses.</p>	<p>Admin, Case Managers, and EL Program leaders will develop a system to ensure that our neediest students are assigned to tutorial and are monitored for attendance with positive reinforcements</p>	<p>Monitoring system implemented that ensures all students are using tutorials for academic intervention as needed.</p>

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.

Homestead High School WASC Goal	All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.
Homestead High School Target	<ul style="list-style-type: none"> → Increase A-G eligibility for subgroups: <ul style="list-style-type: none"> ◆ English Learners: 28% ◆ Hispanic Students: 46% ◆ Socioeconomically disadvantaged: 53% ◆ Students with Disabilities: 24% → Increase the cohort graduation rate for significant subgroups: <ul style="list-style-type: none"> ◆ English Learners: 90% ◆ Hispanic students: 96% ◆ Socioeconomically Disadvantaged students: 95% ◆ Students with Disabilities to 95% → Increase awareness of career options for all students, especially those who are not immediately college-bound.

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 Homestead High School, FUHSD, and California

SAT Results	HHS		FUHSD		State	
	22-23	23-24	22-23	23-24	22-23	23-24
Number of Test Takers	543	631	2,649	3,014	131,941	138,829
Read & Writ Mean	652	647	662	658	551	555
Math Mean	692	684	705	698	544	556
Overall	1,345	1,331	1,367	1,357	1,094	1,118

Source: www.collegeboard.org

SCHOOL SITE COMMENTARY:

Based on the table above, HHS’s mean SAT scores decreased over the past 2 years. However, we experienced a significant increase in test-takers with 92 more students taking the SAT between SY 2022-23 and SY 2023-24. With many schools going “test-optional” or “test-blind” during the pandemic, many universities have returned to having SAT/ACT tests as a required part of the student application process which has resulted in more students taking the exams.

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	920	909	921
Total # of Exams Taken	2,154	2,165	2,216
% of Scores 3 or Greater	87%	89%	91%

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	
	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	1	1.2%	60	69.8%	-	-%	2	2.3%	1	1.2%	12	14.0%	10	11.6%
Math	2	0.4%	333	61.4%	11	2.0%	21	3.9%	3	0.6%	119	22.0%	53	9.8%
Other	1	0.56%	121	68.0%	-	-%	5	2.8%	-	-%	36	20.2%	15	8.4%
Science	4	0.60%	403	60.4%	12	1.8%	37	5.6%	3	0.5%	134	20.1%	74	11.1%
Social Science	1	0.2%	276	65.4%	9	2.1%	22	5.2%	3	0.7%	72	17.1%	39	9.2%
World Lang	-	-%	68	52.7%	1	0.8%	37	28.7%	-	-%	14	10.9%	9	7.0%
Total	9	0.4%	1261	62.3%	33	1.6%	124	6.1%	10	0.5%	387	19.1%	200	9.9%

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	
	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%	# Stu	%
English	-	-%	53	62.4%	2	2.4%	4	4.7%	-	-%	18	21.2%	8	9.4%
Math	2	0.4%	327	64.1%	5	1.0%	15	2.9%	-	-%	114	22.4%	46	9.0%
Other	1	0.6%	115	64.6%	-	-%	8	4.5%	1	0.6%	35	19.7%	18	10.1%
Science	1	0.2%	399	59.7%	13	2.0%	38	5.7%	4	0.6%	158	23.7%	55	8.2%
Social Science	1	0.3%	231	64.4%	3	0.8%	17	4.7%	-	-%	72	20.1%	35	9.8%
World Lang	2	1.4%	77	54.2%	1	0.70%	30	21.1%	-	-%	20	14.1%	12	8.5%
Total	7	0.4%	1202	61.9%	24	1.2%	112	5.8%	5	0.3%	417	21.5%	174	9.0%

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	1.2%	1	1.2%	5	5.8%	86
Math	4	0.7%	3	0.6%	30	5.5%	542
Other	2	1.1%	3	1.7%	13	7.3%	178
Science	2	0.3%	9	1.4%	37	5.6%	667
Social Science	2	0.5%	1	0.2%	21	5.0%	422
World Lang		0.0%	16	12.4%	27	20.9%	129
Total	11	0.5%	33	1.6%	133	6.6%	2024

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	-	-%	-	-%	4	4.7%	85
Math	4	0.8%	5	1.0%	16	3.1%	510
Other	4	2.3%	5	2.8%	8	4.5%	178
Science	7	1.1%	4	0.6%	41	6.1%	668
Social Science	4	1.1%	1	0.3%	20	5.6%	359
World Lang	4	2.8%	8	5.6%	22	15.5%	142
Total	23	1.2%	23	1.2%	111	5.7%	1942

Source: Reports from Student Information System - Infinite Campus

SCHOOL SITE COMMENTARY

Homestead has increased the number of test-takers in AP over the past three years. This is an opposite trend of our enrollment which is a positive take-away in the data. Even more impressive is that with the increase in our number and percentage of test-takers in AP exams, our percentage of scores of a “3” or higher also increased by 5 percentage points.

Homestead still struggles with equal representation by percentage of subgroups in AP enrollment. This continues to be an area of concern and we haven’t been able to get traction on improvement in representation in these classes. This data has been analysed by departments and next steps in this work are to develop an action plan associated with addressing this issue in the foundational courses and reviewing/implementing vertical alignment in the foundation courses in order to help reduce barriers for students later in their high school academic courses.

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

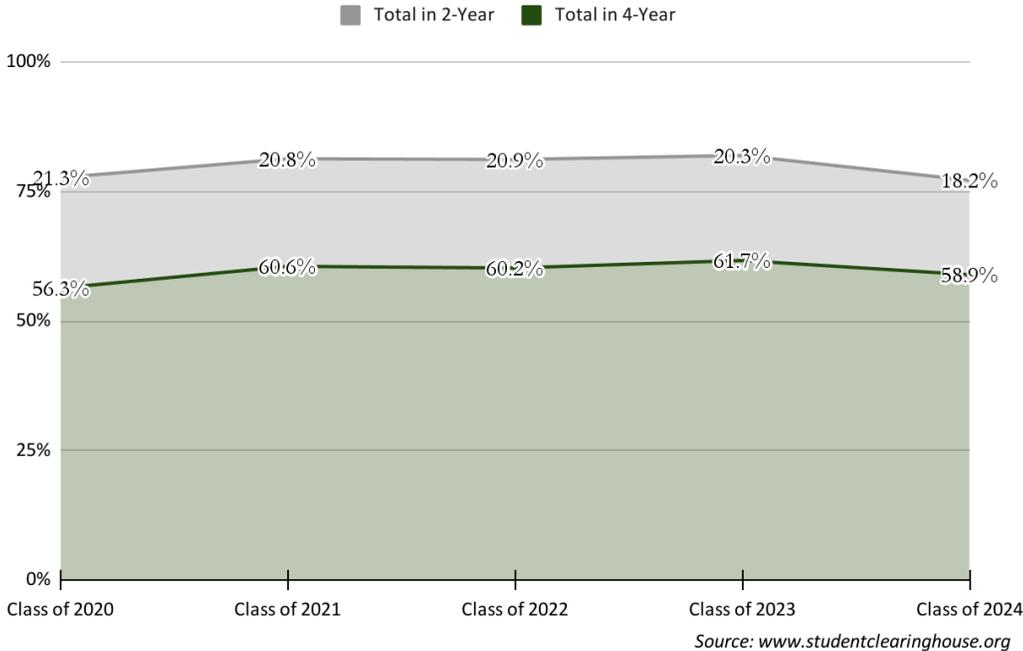


Figure 2.2: 5 Year Comparison of Students Entering Post-Secondary Institutions within 1 Year After High School

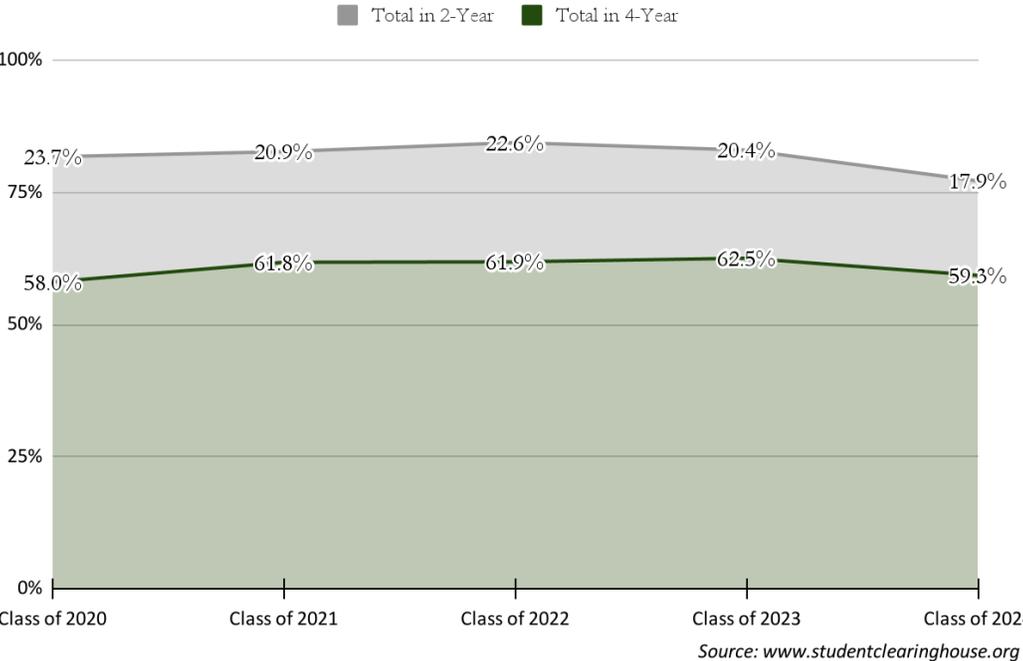


Figure 2.3: 5 Year Comparison of Students Entering Post-Secondary Institutions Any Time During their First Two Years After High School

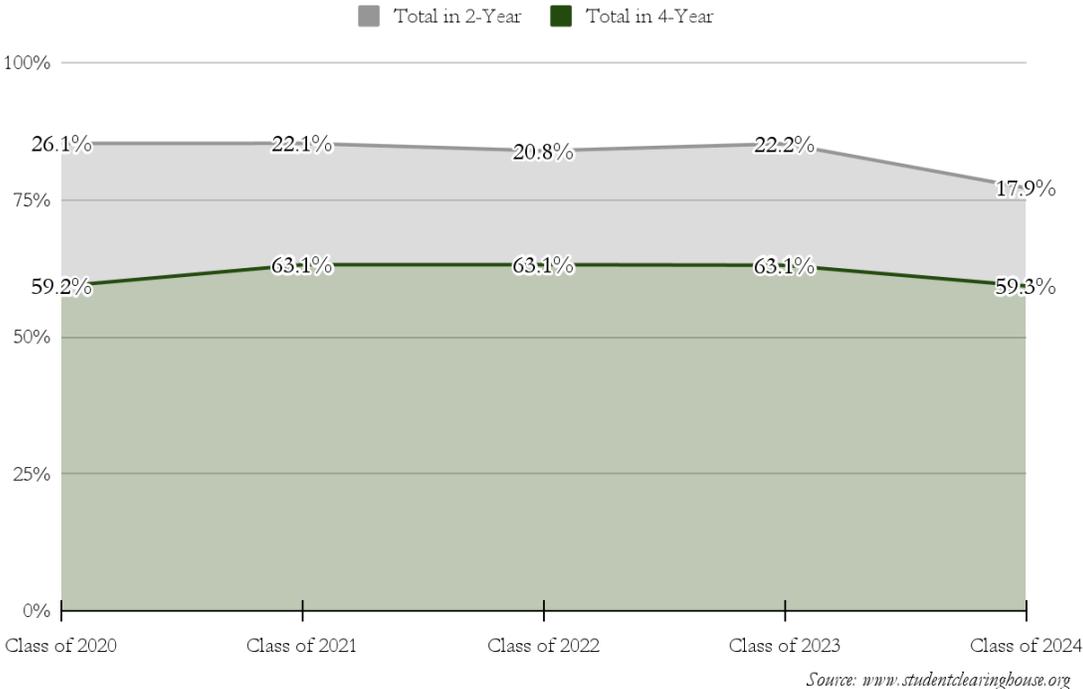
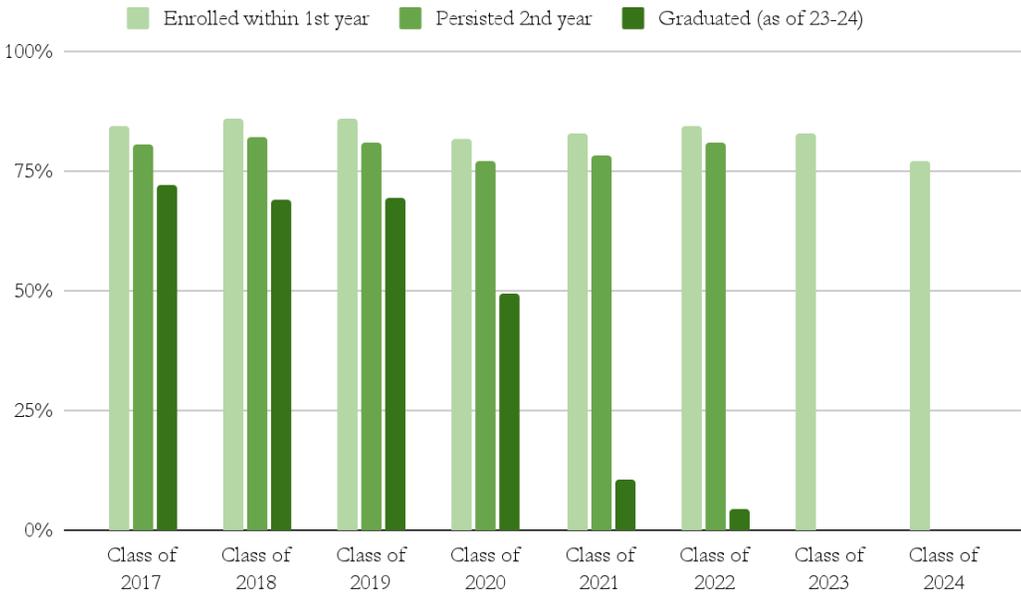


Table 2.7: Trends in College Enrollment, Persistence, and Graduation

	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	84.6%	86.0%	86.1%	81.7%	82.7%	84.4%	83.0%	77.2%
Persisted 2nd year	80.8%	81.9%	81.1%	77.0%	78.2%	81.0%	-%	-%
Graduated (as of 23-24)	72.0%	68.9%	69.3%	49.4%	10.7%	4.4%	-%	-%

Source: www.studentclearinghouse.org

Figure 2.4: Post-Secondary Enrollment and Graduation by Cohort



Source: www.studentclearinghouse.org

SCHOOL SITE COMMENTARY

Homestead continues to send a high percentage of students to 2-and 4-year colleges immediately after high school graduation. However, the percentage of students attending college in the first year after high school has decreased over the past 6-year WASC cycle. Homestead’s average annual college-going rate was 84% for the first 5 years of our recent WASC cycle, however, in 2023 our rate was 82.9%. This dip isn’t substantial but it does mirror our recent trend of a decrease in our high school graduation, academic measures by CAASPP performance, and A-G eligibility rates.

A positive measurement trend in our data is evident in the persistence data from year one of college to return in year two. This indicates that our students have been able to achieve academic success in order to return for a second year of college. The college graduation rate is indicative of a decrease in college completion, however, it is difficult to measure these recent college graduation rates against previous graduation rates due to the pandemic-related challenges that the Class of 2020 experienced in their college experience.

Status Update of WASC Action Plan

<p>Goal 2: All students will be prepared for post-high school success.</p>	
<p>2024-2025 Growth Targets</p>	<ul style="list-style-type: none"> → Increase A-G eligibility for subgroups: <ul style="list-style-type: none"> ◆ English Learners: 28% ◆ Hispanic Students: 46% ◆ Socioeconomically disadvantaged: 53% ◆ Students with Disabilities: 24% → Increase the cohort graduation rate for significant subgroups: <ul style="list-style-type: none"> ◆ English Learners: 90% ◆ Hispanic students: 96% ◆ Socioeconomically Disadvantaged students: 95% ◆ Students with Disabilities to 95% → Increase awareness of career options for all students, especially those who are not immediately college-bound.
<p>Tasks</p>	<ol style="list-style-type: none"> 1. Increase awareness of A-G requirements, especially for English Language Learners. 2. Increase support for struggling students, with increased focus on ninth graders, particularly those in our target subgroups through increasing support for programs such as Latino Mentors and Guidance Tutorial. 3. Increase the number of vocational related guest speakers and programs through the College and Career Center

SCHOOL SITE COMMENTARY

Subgroup	A-G Eligibility 2024-25 Growth Targets	A-G Eligibility Actuals for SY 2023-34	On-Track to Meet Growth Target
English Learners	28%	43%	Yes
Hispanic Students	46%	42%	No
Socioeconomically Disadvantaged	53%	39%	No
Students with Disabilities	24%	36%	Yes

1. *Increase awareness of A-G requirements, especially for English Language Learners.*
The EL Department has individual counseling conversations with each EL student reviewing graduation requirements and A-G eligibility requirements. The HHS counseling team has engaged with the EL department to develop a college-going culture and increase student and family awareness of post-secondary options.
2. *Increase support for struggling students, with increased focus on ninth graders, particularly those in our target subgroups through increasing support for programs such as Latino Mentors and Guidance Tutorial.*
Both of the specific efforts (Latino Mentors and Guidance Tutorial) didn't come back well from the pandemic and are no longer in place.
3. *Increase the number of vocational related guest speakers and programs through the College and Career Center*
This objective was achieved by transitioning the bi-annual career fair into an annual event. Most recently, on March 14, 2025, HHS hosted a highly successful Career Fair featuring over 60 speakers, including barbershop owners, FBI agents, and professionals from diverse industries. Based on student feedback, the event was well-received, offering attendees the opportunity to engage with three different speakers of their choice. Moving forward, FUHSD and HHS are actively working to expand career exploration opportunities by integrating vocational and trade pathways into a comprehensive Career, Vocational, and College Fair.

Summary Analysis of Progress on LCAP #2

Student A-G eligibility continues to be an area of disproportionate representation in Homestead's metrics. We were able to add a 0.5 FTE Spanish-speaking School Counselor in SY 2023-24 who has begun a partnership with the English Learner Department to educate and support EL students and their families on college-eligibility. Additionally, we have worked with our district to support the college-awareness field trips for our Black and Latino students. Homestead's disproportionate A-G rate is symptomatic of our issues with Chronic Absenteeism, graduation rates, and CAASPP achievement. This will continue to be an area of emphasis in the coming WASC cycle and in our work in community engagement.

Homestead is dedicated to supporting students from all backgrounds in various ways to promote high achieving and quality learning. Our college and career advisor oversees the College and Career Center and plays a crucial role in post-secondary transitions, offering assistance throughout the college application process, hosting informational meetings, and maintaining an open-door policy. Through several hosted workshops to engage in individual, family, and financial support provide emotional support to our community navigating this journey.

In addition to college prep, our district offers Career and Technical Education (CTE) pathways for students interested in technical skills. Each school has its own set of pathways—a series of courses designed to deepen students' expertise in specific industries. CTE Pathways offered at HHS range from Art, Media & Entertainment, Business & Finance, Child Development, Engineering & Architecture, and Public Service.

For students wanting to start college coursework early, our Middle College Program provides an alternative high school experience for FUHSD juniors and seniors. Participants earn both high school and college credits while exploring various courses. Successful candidates typically show a strong passion for learning, adaptability, and a commitment to post-secondary education. Students can also take Dual Enrollment Courses while remaining at HHS.

To support high school success, we offer several support and intervention programs. The AVID program, aimed at first-generation college students, provides guidance and skills for academic success, focusing on closing the achievement gap and fostering personal growth. Participants are expected to be A-G eligible and apply broadly to 4-year colleges.

For students facing challenges, the Academic Foundations and Algebra 1 Workshop program provides support in content mastery and essential skills for academic success. Taught by passionate educators, this program works towards developing effective and disciplined students. Our Guided Studies Program supports at-risk students with individualized assistance. With a maximum class size of 12, it focuses on essential skills like organization and self-advocacy, helping students catch up on work and build confidence.

We also offer credit recovery options to help students maintain graduation status and A-G college eligibility in English and History. The 8th Block Program runs for three 10-week quarters, meeting twice a week, allowing students to earn semester-equivalent credits. We also offer students the option to be a part of our Summer Academy, to recover on courses required for graduation.

For the HHS WASC Cycle to begin SY 2025-26 below is Goal #2 and the associated work planned by the HHS staff:

<p>ACTION PLAN 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.</p>
<p style="text-align: center;">Alignment with LCAP/SPSA Goals: 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.</p>

<p>Major Student Learner Needs:</p> <ol style="list-style-type: none"> 1. Addressing the needs of students who are not meeting A-G eligibility requirements, especially students with disabilities, English language learners, and other students in underserved demographics. 2. More consistently gathering and using data to evaluate the effectiveness of programs at HHS, and using that data in decision-making processes. 3. Access to a variety of courses and programs for students who may not be immediately bound for a 4-year college.
<p>Identified Schoolwide Growth Areas</p> <p>HHS should increase the awareness of A-G requirements, as well as review progress toward eligibility with students annually.</p> <p>Increase support for struggling students, with a focus on 9th and 10th graders, especially for students in our identified significant subgroups.</p>

A-G Eligibility Goals Based on Data			1st Year After Graduation College* Enrollment	
	23/24	Goal	22/23	Goal
Schoolwide	443 (79%)	85%	83%	88%
English Learners	23 (43.4%)	53%	56%	66%
Students with Disabilities	18 (36%)	46%	63%	73%
Hispanic/Latino	46 (42.2%)	52%	74%	84%
Socioeconomically Disadvantaged	55 (48.7%)	59%	75%	85%

* “College” enrollment defined as 2-year and 4-year college enrollment

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focus Outcomes
Increase awareness of A-G requirements, especially for significant subgroups that are disproportionately underperforming in meeting eligibility requirements	School Counselors, EL Program leaders, and the Resource Department work together to increase monitoring and communication with students and families regarding A-G eligibility	Student outcomes meet target growth in the percentage of students who are A-G eligible in subgroups listed above

<p>Increase support for struggling students, with increased focus on ninth and tenth graders, particularly those in our target subgroups</p>	<p>Document the analysis of the current programs that exist to support students. Some of the programs include: Guided Studies, AF, and AVID.</p> <p>Departments and Course Alike Teams evaluate performance and implement interventions as seen in common agreement documents.</p>	<p>Student outcomes meet target growth in percentages of A-G eligible students in the subgroups listed above.</p> <p>Student college enrollment outcomes meet target growth rates for the subgroups listed above</p>
<p>Increase career awareness, including vocational careers.</p>	<p>Vocational career pathways presentations</p> <p>Expand Career Fair Speaker List to include additional vocational careers</p> <p>Student Career Survey</p> <p>Job Shadow Day Participation</p>	<p>Increase participation in Job Shadow Day</p> <p>Increase Student Participation in the Career Fair Survey from 16% to 50%</p>

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.

Homestead High School WASC Goal	Every student will feel safe, cared about, and is academically and socially engaged in school.
Homestead High School Target	<p>Homestead will review discipline data and explore the use of select alternative disciplinary practices, in order to stabilize and reduce the suspension rate, especially for Latinx students, to more closely resemble enrollment percentages.</p> <p>Develop and implement an annual student survey that will generate data about student stress, connectedness, and antiracism.</p> <p>Implement and expand Advisories, especially, to cover topics such as Antiracism, Mental Health, Sexual Harassment as well as to provide opportunities for community building and social connections.</p>

DATA PRESENTATION - Safe, Supportive, and Engaging School Environment

Discipline

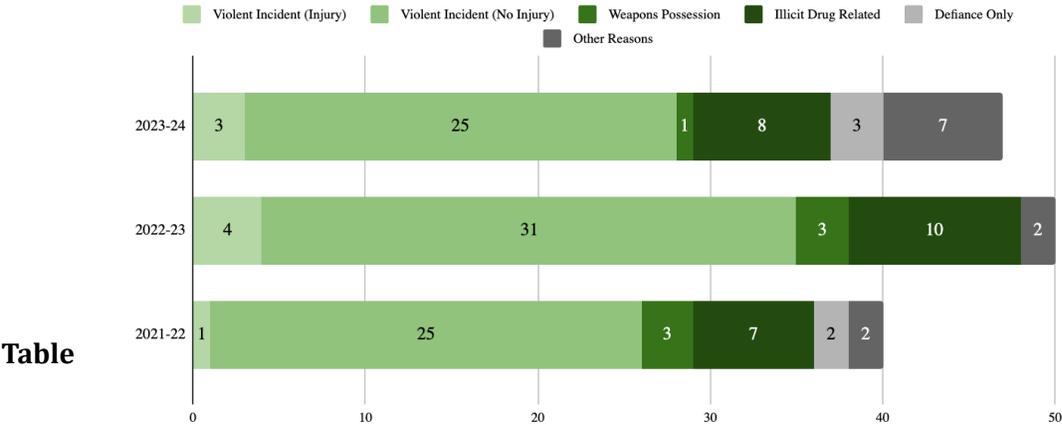
These tables and figures show the annual suspension and expulsion rates by Ethnicity, Program Subgroup, and Academic Year. They include the total number of suspensions and expulsions, as well as the unduplicated count of students involved in one or more incidents that led to suspension or expulsion. 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 Homestead 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	2,389	1	1	0.0%	0.09%
2022-23	2,387	0	0	0.0%	0.00%
2023-24	2,334	0	0	0.00%	0.00%

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

Figure 3.1: 3 Year Comparison (2021-2024) of Suspensions by Category of Offense



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

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	9.1%	20	1	3.8%	26	-	-%	19
American Indian/ Alaskan Native	0	0.0%	14	1	8.3%	12	-	-%	-
Asian	1	0.1%	986	2	0.2%	982	9	1.0%	943
Filipino	0	0.0%	44	0	0.0%	43	-	-%	45
Hispanic/Latino	12	2.7%	445	19	3.8%	504	17	3.3%	516
White	8	1.3%	604	7	1.3%	551	8	1.5%	534
Two or More Races	1	0.5%	208	3	1.5%	204	3	1.5%	200
English Learners	5	2.2%	227	11	3.7%	301	11	3.7%	295
Socioeconomically Disadvantaged	12	2.8%	423	17	4.3%	398	17	3.8%	450
Students with Disabilities	7	3.3%	215	11	5.4%	202	15	6.3%	239
All Students	26	1.1%	2,389	34	1.4%	2,387	38	1.6%	2,334

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)
None	- Long-Term English Learners - Students with Disabilities	OVERALL - Asian - English Learners	- Hispanic - Two or More Races - Socioeconomically Disadvantaged - White	- Filipino

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

SCHOOL SITE COMMENTARY

In general, Homestead has a low rate of suspension compared to other schools in Santa Clara County (2.5%) and the State of California (3.3%). With the addition of Saturday School as an alternative means of discipline to suspension, this has allowed us to keep students in school while implementing a consequence for a behavior violation.

There was a slight increase in our rate of suspension in SY 2023-24 compared to SY 2022-23. The largest increase in suspensions were accounted for in our “Asian” student population and “Students with Disabilities”. Our suspension rate decreased in that same time period for our “Hispanic/Latino” student group and our “Socioeconomically Disadvantaged” student subgroup.

Chronic Absenteeism

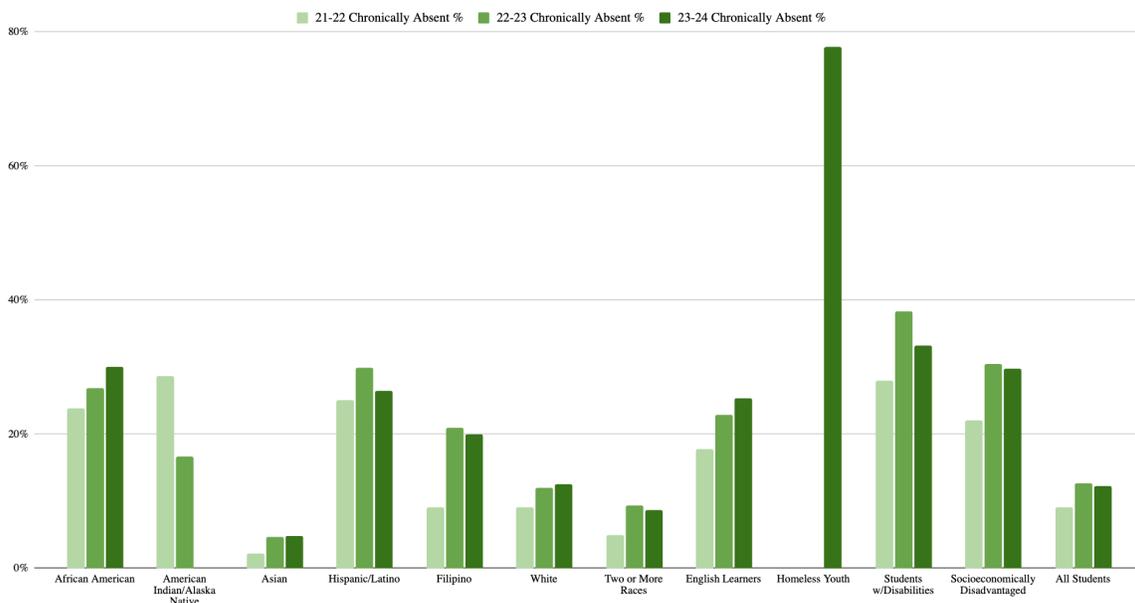
The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar.

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

Student Group	21-22		22-23		23-24	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
African American	21	23.8%	26	26.9%	20	30.0%
American Indian/Alaska Native	14	28.6%	12	16.7%	-	-%
Asian	978	2.2%	967	4.6%	941	4.8%
Hispanic/Latino	439	25.1%	492	29.9%	507	26.4%
Filipino	44	9.1%	43	20.9%	45	20.0%
White	602	9.1%	548	12.0%	528	12.5%
Two or More Races	204	4.9%	204	9.3%	197	8.6%
English Learners	220	17.7%	284	22.9%	289	25.3%
Homeless Youth	-	-%	-	-%	18	77.8%
Students w/Disabilities	208	27.9%	201	38.3%	235	33.2%
Socioeconomically Disadvantaged	416	22.1%	387	30.5%	444	29.7%
All Students	2,368	9.1%	2,357	12.6%	2,312	12.3%

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

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



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

SCHOOL SITE COMMENTARY

Chronic absenteeism has increased at Homestead post-pandemic as school refusal continues to be an issue nationwide. However, we have seen an increase in this issue and not a decrease which is alarming. It is a positive indication, however, that there was a slight decrease in our rate of absenteeism between SY 2022-23 and SY 2023-24. Our beginning of school year professional development for SY 2025-26 will have a significant focus on building classroom community spaces that honor dignity in an effort to build connection. With this focus and our extra effort to address chronic absenteeism with individual home calls, we are hoping to engage our school avoidant students with care and compassion while still helping them understand the importance of attending school daily. Below is a snapshot of data from years pre-peri-post- pandemic of Chronic Absenteeism rates for Homestead HS. This demonstrates the need for a renewed focus and all-hands approach to address the issues around chronic absenteeism at Homestead HS.

Academic Year	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2023-24	2,312	284	12.3%
2022-23	2,357	297	12.6%
2021-22	2,368	215	9.1%
2020-21	2,389	96	4.0%
2019-20	N/A	N/A	N/A
2018-19	2,473	209	8.5%
2017-18	2,479	180	7.3%
2016-17	2,408	141	5.9%

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.

SCHOOL SITE COMMENTARY

The CA Healthy Kids Survey for SY 2023-24 indicates that the:

- Majority (53%) of students are happy to attend Homestead HS while 27% of students report indifference about whether they are happy to attend HHS.
- Majority (72.2%) of students report that they feel safe at HHS, with 3.3% reporting that they don't feel safe at school.
- Only 17.3% of students reported that they would talk to a teacher or another adult from HHS if they were feeling sad, stressed, lonely or depressed. Although this question is slightly misleading if a student doesn't feel sad, stressed, lonely, or depressed at the time of test administration, thus not endorsing that they would talk with a teacher or another adult.
- SY 2022-23 HHS earned a scale score of 58 on the School Connectedness measurement. In SY 2023-24 HHS earned a scale score of 61 on School Connectedness measurement.

Summary Status Update of WASC Action Plan Related to LCAP Goal #3

Homestead High School WASC Goal	Every student will feel safe, cared about, and is academically and socially engaged in school.
Homestead High School Target	<p>Homestead will review discipline data and explore the use of select alternative disciplinary practices, in order to stabilize and reduce the suspension rate, especially for Latinx students, to more closely resemble enrollment percentages.</p> <p>Develop and implement an annual student survey that will generate data about student stress, connectedness, and antiracism.</p> <p>Implement and expand Advisories, especially, to cover topics such as Antiracism, Mental Health, Sexual Harassment as well as to provide opportunities for community building and social connections.</p>

SCHOOL SITE COMMENTARY

1. *Homestead will review discipline data and explore the use of select alternative disciplinary practices, in order to stabilize and reduce the suspension rate, especially for Latinx students, to more closely resemble enrollment percentages.*

Homestead continues to have disproportionately high suspension rates for students who are Hispanic/Latinx as compared to their percentage of enrollment at Homestead HS as a subgroup. Our Dean of Students have utilized the district addition and coordination of Saturday school as an alternative to suspension but the discipline rates continue to show a disproportionate result.

2. *Develop and implement an annual student survey that will generate data about student stress, connectedness, and antiracism.*

This is an area of implementation success as a result of the efforts of FUHSD District support. Having the CA Healthy Kids annual data report through survey results is instrumental in Homestead being able to track progress in our ongoing efforts to identify areas of student connectedness on campus and areas where they need more support.

The IDC students also ran an equity survey this past fall and analyzed the results to identify 14 areas of improvement needed at HHS. Principal Nurnberg met with the Leadership students to develop an action plan around these 14 areas and settled on a focus of Racism and Discrimination. This will be the work of the student leadership class moving forward in their work with Principal Nurnberg.

3. *Implement and expand Advisories, especially, to cover topics such as Antiracism, Mental Health, Sexual Harassment as well as to provide opportunities for community building and social connections.*

This is an area of implementation success for Homestead HS and FUHSD. A robust advisory system was put in place during the pandemic and has continued throughout the past few years. We are currently allowed up to 8 advisories annually as negotiated through the FEA CBA. However, there is a growing trend of resentment and frustration around advisory that is creating some tension in the system about administration continuing to use tutorial time for advisories as the teachers and now students don't find value in the advisory lessons. This is a complex issue since there are a number of areas of content that are covered that we wouldn't otherwise have an opportunity to provide (e.g. Dangers of Fentanyl, Sonder, etc.).

Summary Analysis of Progress on LCAP Goal #3

Overall, Homestead has low suspension and expulsion rates. Our Chronic Absenteeism rate (12.3%) is lower than that of Santa Clara County (16.5%) and the State of California (20.4%). However, our absenteeism rate has more than doubled since the pandemic and this is symptomatic of our need to build stronger connections with our students and families in order to ensure more regular attendance at school. The CHKS data indicates a growth in our School Connectedness scale score which is a positive indicator that our efforts to connect with students is moving forward. More intentional work to build community and connection is apparent in our data and surfaced in several areas of our recent WASC self-study.

Our Mental Fitness Squad sends out staff, parent/guardian, and student mental health tips each month in order to help our community focus on strategies aligned with resiliency, coping, and stress reduction. These have been well-received and continue to be a part of our weekly communication.

We received feedback from our recent WASC visit that students and parents/guardians feel safe and connected to our school community and the connection is primarily generated through the classroom with intentional relationship building between staff and students. This is an area we plan to continue to build upon in order to address our Chronic Absenteeism concerns and to also implement our goals for being a school community that focuses on honoring dignity and eradicating hateful language used on campus.

As part of our ongoing efforts in FUHSD towards promoting wellness and providing mental health support for our students, Homestead is very excited to have the opportunity to open a Wellness Space in fall 2025. This space will meet a much needed area of support in providing ongoing connection and a safe space for our students. We look forward to sharing our ongoing plans about this space with our community in the coming months.

For the HHS WASC Cycle to begin SY 2025-26 below is Goal #3 and the associated work planned by the HHS staff:

ACTION PLAN GOAL #3:
All students will experience a safer, more engaging, and more supportive learning environment.
Alignment with LCAP/SPSA Goals:
FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school.
Major Student Learner Needs:
<ol style="list-style-type: none"> 1. Chronic absenteeism is an ongoing issue that needs further study and action. 2. Increase student awareness of mental health resources and services available on campus and in the local community.
Identified Schoolwide Growth Areas
Homestead will decrease the overall number of students identified as chronically absent, through a variety of strategies and programs. Use the data from the California Healthy Kids Survey annually as a staff to make decisions about practices and programs.

HHS Chronic Absenteeism							
	2021-22		2022-23		2023-24		Goals
	Count	Rate	Count	Rate	Count	Rate	Rate%
All Students	215	9.1%	297	12.6%	284	12.3%	7%
English Learners	39	17.7%	65	22.9%	73	25.3%	15%
Homeless Youth	–	–	–	–	14	77.8%	50%
Socioeconomically Disadvantaged	92	22.1%	118	30.5%	132	29.7%	19%
Students with Disabilities	58	27.9%	77	38.0%	78	33.2%	23%

African American	5	23.8%	7	26.9%	6	30.0%	20%
American Indian	4	28.6%	–	–	–	–	-
Asian	22	2.2%	44	4.6%	45	4.8%	-
Filipino	4	9.1%	9	20.9%	9	20.0%	10%
Hispanic or Latino	110	25.1%	147	29.9%	134	26.4%	16%
White	55	9.1%	66	12%	66	12.5%	5%
Two or More Races	10	4.9%	19	9.3%	17	8.6%	5%
Not Reported	3	4.8%	2	3.2%	5	8.1%	5%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Homestead will review attendance data to identify the underlying reasons for the increase in absenteeism. Subsequently, we will determine the best ways to address these underlying issues.	Documentation of a multifaceted plan to address and decrease the instances of chronic absenteeism. Implement positive attendance response/campaign to reduce chronic absenteeism.	Student Chronic Absenteeism will decrease and meet the goals identified in the table above.
Discuss and analyze the results of the California Healthy Kids Survey annually as a staff, in order to better address student wellness, engagement, stress, and connectedness.	Staff meeting agendas, Slides, and feedback forms from meetings where the data is discussed. Documentation of any changes made based on the discussions above.	Increase the School Connectedness score on the California Healthy Kids Survey from 61 to 70.
Provide Wayfinder PD for all staff in August 2025	Attendance Training Slides	Increase the School Connectedness score on the California Healthy Kids Survey from 61 to 70.
Continue ongoing mental health resource campaign in partnership with admin and the mental health team.	Mental health squad scoops to staff, caregivers, and students. Monthly mental health awareness activity. Continued advocacy to implement a wellness space/center at Homestead HS.	School-based therapist annual service/student contact data. Mental health monthly awareness check-in data. Bond/facilities programming for addition of a wellness space/center.

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.

Homestead High School WASC Goal	Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.
Homestead High School Target	<p>Increase parent participation opportunities beyond School Site Council, PTSA, Los Padres, BTSN and POP events.</p> <p>Partner with PTSA on Parent Involvement opportunities and Parent Education.</p> <p>Increase opportunities for students to add their voice to decisions, policies, and goals through survey and formal committees.</p>

DATA PRESENTATION - Stakeholder Engagement

SCHOOL SITE COMMENTARY

Homestead High School implements comprehensive strategies to foster consistent engagement with families, local businesses, industry, and the community. Communication is facilitated through multiple channels, including the Homestead Weekly Bulletin, which is emailed to staff, students, and parents to highlight upcoming events, athletic contests, and community happenings. The school’s website offers easy access to resources such as Schoology and Infinite Campus, which help parents track their students’ academic progress and attendance. Translations in various languages are available on the website to accommodate the school’s diverse population. Information about Homestead Communications is sent out yearly to all families in our Back to School Information. This contains details about the upcoming school year including sports and extracurriculars and how to stay informed with communication from the school to increase student and family engagement.

We have our Homestead Orientation Program (HOP) for freshmen and new incoming students and Parent Orientation Program (POP) to increase student community building and parent school-based understanding and involvement. Events like Back to School Night and Los Padres parent meetings help parents connect with teachers and understand how to improve their students' school experience.

The school’s Parent Teacher Student Association (PTSA) supports students and the larger school community through various grants and sponsorship of activities, including Career Day, Multicultural Night, staff appreciation, student awards, speaker events, and Grad Night Party.

The School Site Council (SSC), which includes parents, students, and staff, oversees decisions regarding funding and school goals. The SSC also provides input on the School Plan and Safety Plan annually. The SSC is now in its third year of creating and organizing the bi-annual Studyland, an event that offers students the opportunity to collaborate with student tutors and teachers to prepare for finals.

Every year, articulation meetings with local feeder middle schools are held with members of our Resource and School Counseling Departments, and our Administration team to promote smoother transitions for students requiring extra support. These discussions provide initial

information on incoming students to better understand students' needs and create an initial support plan.

The Homestead's English Learner Advisory Committee (ELAC) advises the principal and staff on creating a site plan for English Learners, submitted to the School Site Council for possible inclusion in the School Plan for Student Achievement. ELAC also aids in the schoolwide needs assessment, with two members joining the District English Learner Advisory Committee (DELAC) to represent the school's concerns, suggestions, and needs.

HHS utilizes high-priority email notifications through the website platform Finalsite to ensure timely communication with guardians during crises. The public Information Officer manages these notifications. Additionally, HHS is in its second year of implementing the "Say Something" Anonymous Reporting System to strengthen school safety. Homestead has also implemented Reach My Teach, a message service that focuses on school-family collaboration through the means of messaging, emails, and phone calls that can be translated into a student's family's primary language.

School leadership builds rapport with staff by providing opportunities for members to express concerns, share ideas, and contribute to decision-making. The Faculty Advisory Committee (FAC) consists of both certificated and classified staff members; FAC meets monthly to answer questions/address issues raised by school staff. Staff members are also represented on the School Site Council, a decision-making body and oversight committee made up of the principal or designee, teachers, staff, parents/guardians, and students; their work includes developing school goals or vision and communicating decisions to the groups they represent.

The HHS Parent Teacher Student Association (PTSA)'s mission is to enrich the lives of students, staff, and the community, fostering inclusivity through programs that support student and parent education, staff development, and family engagement. Key student programs include Job Shadow Day, Reflections Art Contest, SAT/PSAT prep, Intramural sports, club sponsorships, Grad Night, scholarships, and more. PTSA also invests in student safety and mental health, and the Safe Routes to School committee. Annual staff grants fund innovative classes or program projects led by teachers and staff, while speaker events for parents promote relevant education topics and community connections. Each spring, the PTSA honors individuals of the Homestead community who go above and beyond with the Honorary Service Awards in various categories.

Status Update of WASC Action Plan

1. *Increase parent participation opportunities beyond School Site Council, PTSA, Los Padres, BTSN and POP events.*

SCHOOL SITE COMMENTARY

This area of our WASC action plan came up in several different parts of our WASC visit in March 2025. We are making plans to expand our connection with parents and solicit more involvement of parents. This includes the addition of a website form for parents to complete if they have questions/concerns they want to submit to administration, adding parent/guardian zoom meetings with the principal, and providing more time for parents to connect on campus prior to our events. We will continue to solicit ideas from our parent community on how to best support them and how to build meaningful connections so they feel empowered to contribute to the Homestead community.

2. Partner with PTSA on Parent Involvement opportunities and Parent Education.

SCHOOL SITE COMMENTARY

The HHS PTSA has done a fantastic job of continuing to connect to the parent community in order to provide parent involvement and parent education opportunities. For example, this year alone, parents have been invited to meet with several teachers in a panel discussion about department information and have an informal opportunity to ask questions of teachers. The PTSA has hosted a series of parent educational evenings targeted at supporting students and families through the college application process. Previous events can be found on the HHS PTSA website for reference under "Speaker Events Archive".

Summary Analysis of Progress on LCAP #4

- Homestead employs numerous strategies to engage families and the community, and with a stronger focus on evaluating program effectiveness and encouraging greater participation from underrepresented groups, these efforts have the potential to create even more inclusive and impactful connections.
- The school’s adoption of a fully comprehensive restorative justice model is still developing, but it requires multidisciplinary team and system adoption with the usage of clearer metrics and longitudinal data to assess its impact on reducing disciplinary incidents and fostering positive behavior changes.
- Homestead could improve outcomes for students by ensuring equitable access to resources and support for students with disabilities and English learners, expanding feedback systems, and increasing educational options for non-college-bound/non-AP students.
- Homestead’s educational partner surveys indicate a need to increase awareness of and communication about resources available to students, as well as expand methods to collect and act on feedback from students, families, and staff, in order to improve the effectiveness of school programs and resources. This is additionally connected to the need for a robust student equity-task force model with an ongoing student feedback system that focuses on student learning/campus culture improvement.

For the HHS WASC Cycle to begin SY 2025-26 below is Goal #4 and the associated work planned by the HHS staff:

ACTION PLAN GOAL #4:
All parents, students, and other community educational partners will have a variety of opportunities to learn about and give feedback on school and district priorities, expenditures, and programs.
Alignment with LCAP/SPSA Goals:
FUHSD LCAP GOAL #4 Parents, students, and other community educational partners will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.
Major Student Learner Needs:
Increase outreach to all community educational partner groups. Increase involvement of parents and students from all subgroups.

Identified Schoolwide Growth Areas

HHS should continue to expand outreach to subgroups to increase access to school programs.
Increase student voice in appropriate aspects of decision-making.

HHS should provide additional opportunities for students and parents to engage in and give feedback on school programs and priorities.

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Provide additional opportunities for parents to be involved at HHS in addition to PTSA, Boosters, and SSC. Additional opportunities for engaging parents/guardians in our subgroups to provide ongoing feedback about the schooling experience should be a focus.	<p>Meeting Flyers</p> <p>Attendance records</p> <p>Coffee with counselors attendance sheets & emailed invitations</p> <p>Conduct outreach via phone calls in primary language to include subgroup representation for events that are aimed at parent/guardian connection.</p> <p>Principal's connections with the community (e.g. principal's coffees, community visits, etc.)</p>	<p>Families (both students and parents/guardians) will report more connection to school in survey responses.</p> <p>Increase percentage of CHKS Parent/Guardian survey data and increase demographic representation of respondents.</p>
Develop and support student equity task force. Focus of task force will be aimed at addressing opportunity gaps and the learner experience/culture of Homestead from the student lens.	<p>Agendas and meeting notes</p> <p>Action plan and associated goals</p> <p>Annual review of progress with staff</p>	Students will develop a plan to address student concerns on campus after conducting a deep dive into student feedback. Data collection will be aligned with student goals and actions.
Continue to expand the translation of documents to increase community awareness of events and opportunities to provide feedback.	Translated documents (announcements, invitations, emails, etc.)	Increase in parent/family participation at events.
Involve student groups in identifying student concerns, as well as participating in some aspects of decision-making.	Agenda and notes from student group meetings (like the Student Equity Task Force, Leadership, etc.)	Increase the percentage of students reporting that they feel "Like I am part of this school" on the CHKS from 48.5% to 60% agree or strongly agree.

		<p>Increase the percentage of students reporting that “At school, I have a say in how things work” on the CHKS from 20.2% to 30% “is pretty much true” or “is very much true.”</p>
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