
FOCUS ON LEARNING

ACCREDITATION SELF-STUDY REPORT

John C. Fremont Senior High School
Los Angeles Unified School District
7676 South San Pedro Street
Los Angeles, California 90003



Submitted to the
Accrediting Commission for Schools of the
Western Association of Schools and Colleges
And the California Department of Education

FREMONT HIGH SCHOOL



VISION STATEMENT

All members of John C. Fremont High School will collaborate to prepare learners to be productive, ethical individuals empowered by a quality standards-based education in order to contribute to local and global communities.

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Glossary

Chapter I:

**Student/Community Profile
and Supporting Data and Findings**

CHAPTER 1: STUDENT/COMMUNITY PROFILE – DATA AND FINDINGS

Community

John C. Fremont High School – *“Find a Path...or Make One!”*

Fremont High School’s motto rings true over time. The students, parents, and faculty at Fremont High School are tenacious, resilient, and determined to “Find a Path... or Make One”. The Fremont High School (FHS) community has perseverance, flexibility, and dedication to student learning that cannot be deterred even in the face of serious adversity.

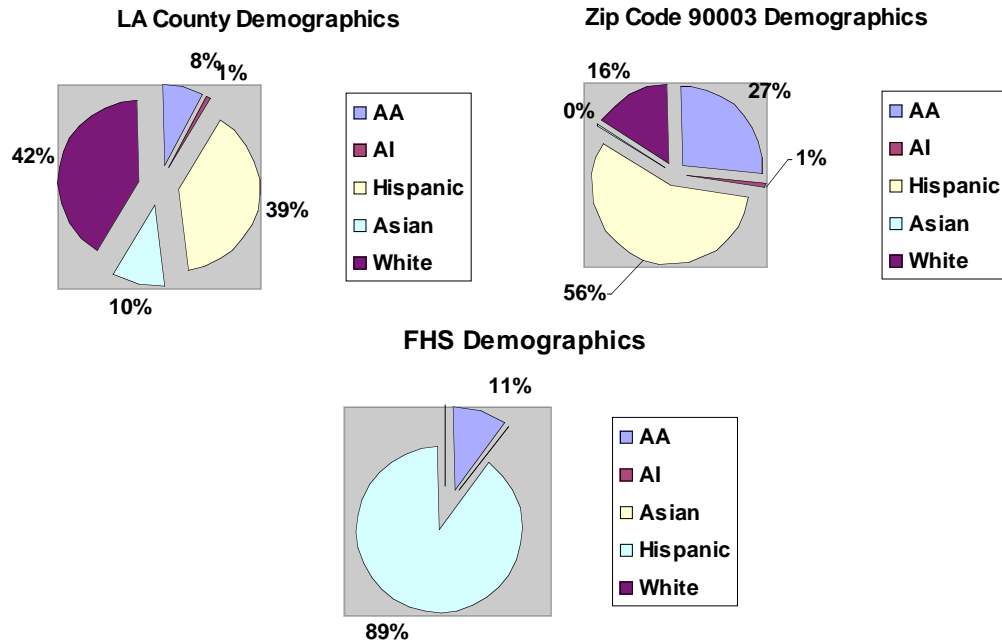
Fremont High School was built in 1924 as a 7th through 11th grade school with 1,300 students. The community surrounding the school has changed over time. During the 1920’s working families employed at one of many Los Angeles factories inhabited the area. As time and available employment changed, South Los Angeles demographics changed and population increased. FHS is located in an area now known as South Los Angeles commonly called “South Central.”



The area surrounding the school has been labeled “The Zone” by reporters as a description of the high level of unsolved murders per square foot in this area (Levy 2004). In spite of the dangerous environment in which the school is located, overall FHS is a safe haven for its students. The school has endured its various problems with violence, but compared to the surrounding areas, the school is a safe and warm place for students to learn.

The school’s demographics vary considerably from Los Angeles County and the zip code for the school based on census data for year 2000. Fremont’s demographics are not as heterogeneous as the surrounding areas. Further, the percent of families below poverty level is 38.8 % and the percent of individuals below poverty level is 40.3 %. This is in stark contrast to the 14.4 % of families below poverty level for the whole county, and the 17.9 % of individuals below poverty level (Census 2000). This corroborates the Title I status of the school as well as the 82% of the students who, according to the LAUSD Student Information System (SIS) June 2007 data, are eligible for free or reduced lunch.

The disaggregated demographic data is shown below for Los Angeles County, for FHS's zip code (90003) and for FHS.



(AA = African American, AI = Alaskan Native/American Indian – Census 2000)

Fremont High School is a Concept-6, year-round comprehensive high school serving approximately 4,638 students (SIS, June 2007) across three tracks. FHS converted to a 3-track year-round school in 1995. Teachers going off-track must vacate classrooms while they are off-track, so teachers and students coming back on track can occupy those classrooms. Students at a year round school have a longer school day to ensure that all students are provided the same number of instructional minutes per each school year. The disadvantage stems from the fact that students do not attend school consistently for ten months of the school year as traditional calendar students do. Instead, they have two large breaks from school during the school year, attending only 163 school days, rather than the state mandated 180 days. Year-round schools compensate for this by extending the school day to increase the instructional minutes for the year. FHS has turned the disadvantage of the large breaks in the calendar year into an advantage by using the intersession breaks in several ways to keep students involved in learning. For example, during intersession, the school provides intervention classes through the Extended Learning program, individual tutoring for off-track students, and Advanced Placement (AP) review and practice.

Small Learning Communities

In the late 1990s, LAUSD began researching the national movement from large urban schools to small learning communities (SLCs) as a way to significantly improve teaching and learning for urban students. To address the challenges students face in large urban high schools, the District instructed each school site to develop its own plan for creating SLCs. As a result, in 2004-2005 FHS began to restructure into SLCs each with a cohesive core of teachers serving approximately 350-400 students across three tracks. By the 2005-2006 school year, FHS was organized into thirteen wall-to-wall SLCs. Each SLC is organized around a theme, and students are given the opportunity to choose a SLC based upon their interest. Teacher participation in a SLC is either self-selected or assigned based on teacher experience and issues of student equity and access. After every attempt is made to honor student and teacher top choices for participation in a particular SLC, the population is balanced to ensure that roughly equal numbers of students are served by each SLC.

Each SLC is designed to include teachers in each core subject area along with electives that are aligned with the thematic mission of each SLC. This plan is designed to give teachers the ability to create stronger relationships with a fewer number of students within each SLC, allowing for a smaller number of colleagues to collaborate to plan standards-based instruction, and therefore better meet the instructional needs of their students within their SLC. Also, teachers can reinforce material and augment deeper student learning through strategically planned introduction of content that can become prior knowledge across disciplines. For example, an English class can choose to read *The Great Gatsby* at the same time that a U.S. History class covers the 1920s; while an Art class can cover 1920s art at the same time a geometry class covers tessellations that commonly occur in Art Deco architecture. Although different SLCs are progressing at different rates and have different thematic aims, the goal among all SLCs is to move toward common planning time for collaboration on standards-based curriculum.

FREMONT HIGH SCHOOL SMALL LEARNING COMMUNITIES

TRACK A	TRACK B	TRACK C
Aesthetics	Culture and Languages Academy CALA	Arts in Reality AIR
Academy of Travel and Tourism AOTT	Enrichment	Environment as it Relates to Humans EARTH
Humanitas A	Humaniservice	Humanitas C
Multilingual Preparatory Academy – MUPA (will be reorganized into CALA-A 2007-2008)	Pathways	Math, Science, and Technology Learning Community
People, Power, and Passion P3		

The addition of SLCs at FHS provides a unique mechanism for the school to implement and analyze various progressive ideas for increasing student achievement. For example, SLCs can implement various methods of increasing parental and student involvement and input. P3 can

implement a workshop for parents to learn about various social issues to parallel what their students are learning in their social justice based SLC. Simultaneously, AIR can invite local artists to work with students to plan and implement an art fair for the entire school to engage students in a real-life learning situation. The goal for all SLCs is to create student advisory groups, but each SLC will have the option of implementing advisory in its own way and for its own purpose.

It is recognized that the type of individuals who may be drawn to one SLC over another results in populations that are not randomly assigned, and would not be representative of the population as a whole. For example, students who participate in the Math Science Magnet are likely to be categorically different from students enrolled in other SLCs since the students and parents are required to formally apply to this program whereas students in the general program attend an SLC Fair held at the feeder middle schools to choose their SLC for 9th grade at Fremont. Further, there may be an intrinsic difference among students who would choose a SLC whose theme is art, travel, or environmental concerns. Therefore, programs that work well with one SLC may not work as well with another SLC, and this information is considered when evaluating programs across SLCs.

All SLCs are responsible for teaching the California State Standards and for following LAUSD instructional initiatives. The implementation of SLCs is in its infancy at FHS and the students, parents, and faculty are still in the process of learning from their experiences each year. Now that SLCs are in their third year of implementation, students are beginning to show the alliance they feel with their SLCs by wearing their SLC T- shirts on Fridays. This alliance is strengthened through competitions between SLCs in after school sporting events, and parent, student, and teacher potlucks held after school hours.

Small Learning Community Descriptions

Humanitas

Track: A & C

Counselors: Ms. Palomo (A) & Mr. Goodman (C)

Lead Teachers: Ms. Moraca (A) & Mr. Demarco (C)

Teaching in the Humanitas style is teaching holistically, connecting subjects and ideas too often taught in isolation, helping the students better comprehend concepts and lessons. Here the isolation is diminished, molding subjects together. Students will be introduced to different points of view during the same lesson and are able to connect themes from one class to the next. Parents are encouraged to play an active role in the education of their children by participating in planning and sustaining the unifying vision at home. In addition to the core curriculum, this SLC intends to provide students with opportunities to develop practical, necessary social skills as well as life skills. Students become part of a closely knit academic community that encourages inquiry, interpretation, and creative expression.

The Humanitas Program is based upon interdisciplinary teaching. Each team uses a theme, and designs courses in accordance with the standards. The instruction is designed to create greater

ownership of the standards by the students as they connect concepts to a particular theme. Through strategic planning, teams are able to contribute to the theme in their own unique way. Rigorous instruction and high expectations will propel the students into the concept of crossing disciplines. Students will be allowed to question and research using various forms of technology across the curriculum. Through questioning and guided discovery, students will come to understand and appreciate interdisciplinary inquiry and the way in which the humanities relate to other disciplines.

Academy of Travel and Tourism (AOTT)

Track: A

Counselor: Ms. Goodin

Lead Teacher: Ms. Pyrko

The Academy of Travel and Tourism (AOTT) is a Small Learning Community comprised of students, teachers, parents, and community members whose goal is to assist each other in the development of a healthy intellectual, emotional, and social school life by providing students with nurturing attention, rigorous standards-based curriculum, and authentic assessment. The mission of this SLC is to develop creative, critical thinkers, proficient in problem solving, who see the world as a global society and appreciate the diversity among cultures and societies.

The following five concepts provide the core elements of the AOTT SLC:

- Students learn with a personal and attentive environment in which they become more familiar with their teachers and the other students in their class.
- Students entering the school require a safety net of involvement and attention before academic problems develop which threaten their ability to graduate.
- All students should be prepared for college according to the University of California requirements.
- The school is a learning-centered environment where the nature of the school evolves as the result of student initiative and learning community collaboration.
- The global theme of AOTT should be used to maximize student engagement and to connect the curriculum in ways that both align with the standards and broaden understanding.

Environmental Awareness as It Relates To Humanity (EARTH)

Track: C

Counselor: Mr. Burman

Lead Teacher: Mr. Navarro

High school is the educational institution that prepares young people to be informed citizens, ready and able to meet the many challenges they will face in their adult lives. Like never before in history, the world they are entering is one that is faced with environmental realities they cannot ignore. Only by being aware of issues such as overpopulation, pollution, biodiversity loss and non-renewable fuel dependence can students make intelligent decisions on how they vote

and how they live. The EARTH Small Learning Community seeks to raise this level of awareness for students by demonstrating how the many school content areas can be applied in an environmental context. When humans realize their impact on the planet, they are more likely to take care of it for future generations.

Aesthetics Academy

Track: A

Counselor: Mr. Thao

Lead Teacher: Ms. Allen

The vision of Aesthetics Academy is to teach and educate students via the principles of aesthetics, utilizing diverse and various art forms to enhance learning so that students are able to make connection between various content areas (i.e., music and math, science and the visual arts, theater and English, to suggest only a few possible combinations), and to transform that understanding and learning into unique, creative, educational and diverse presentations and performances.

Our Small Learning Community will utilize evaluative forms (culminating tasks) such as portfolios, theatrical presentations, learning museums, critiques, symposiums and exhibitions that provide for an understanding of the content area, standard by standard. Students will illustrate the mastery of the standard(s) through the public act of presentation and, in addition, will be required to enhance learning by “teaching back” the standard(s) to some form of the community.

People, Power, Passion (P3)

Track: A

Counselor: Ms. Lua

Lead Teacher: Ms. Trincherro

“I Have the Power.” The P3 Small Learning Community believes that all students, families and teachers have the power. Students have the power to graduate from high school, go to college and gain a career. Families have the power to support their students by understanding the A-G requirements, the college admissions process, and career pathways. Teachers have the power to use mentoring opportunities, standards-based lessons, and research-based instructional strategies to support student achievement.

Working together, students will pursue the following courses of study:

9th grade: My relationship with power.

10th grade: My culture’s relationship with power

11th grade: My country’s relationship with power

12th grade: My world’s relationship with power

Once completed, students will have the knowledge, ability, and strength to be successful in college and to pursue a career based on their own passions.

Pathways

Track: B

Counselor: Ms. Cesare

Lead Teacher: Mr. Puentes

Life is a journey, and the paths we choose shape that journey. In high school, young adults make their first major decisions about the paths they will take in life. Pathways Small Learning Community will give students individualized attention and teach them the critical thinking skills necessary to make good life decisions.

Through Pathways' unique four-year plan, students will have the opportunity to build a strong academic foundation, and fulfill many of the course requirements for graduation during their 9th and 10th grade years. This will provide more elective options in 11th and 12th grade. After finishing their 10th grade year, students will be offered a variety of pathways. Each pathway guides, but does not limit, the elective options for students.

Pathway 1: University Bound

Students will participate in AP and Honors college preparatory coursework while receiving assistance in selecting colleges and applying to colleges and for financial aid/scholarships.

Pathway 2: Practical Arts

Students will develop skills in a particular trade that will create a foundation for further study at a technical or community college.

Pathway 3: Information Technology

Students will become part of the Information Technology Career Academy. The academy will offer students a variety of courses in computer technology and the opportunity to earn a Microsoft Office Certificate.

Pathway 4: Multi-Media

From journalism to web design to video production and editing, students will have the opportunity to work on- and off-campus exploring and participating in creating the many forms of media that exist in today's society.

Arts in Reality (AIR)

Track: C

Counselor: Ms. Maldonado

Lead Teacher: Mr. McLeary

The Arts in Reality (AIR) small learning community is a college preparatory academy which aims to incorporate the arts into an interdisciplinary curriculum. The AIR curriculum is geared to students who enjoy the visual arts, literature, drama, music, creative writing, technical theater, or graphic design, and all students complete the A-G college entrance requirements. To personalize instruction further, AIR holds advisory groups each week and runs an after school tutoring program three times a week. AIR, in conjunction with EARTH, sponsors "Dysfunctional

Revolution,” a student-run creative writing magazine, and also holds “Jazz Cafe” in which students perform music, recite poetry, and display other creative talents.

Enrichment

Track: B

Counselor: Mr. Acosta

Lead Teacher: Mr. Swanson

The Enrichment Small Learning Community provides various career pathways for the students. We believe that learning occurs when a connection or link is made from core academic classes to technical skills, and that connection must be assisted by technology and must include at least one service learning activity per year in the local community.

The community goal is to prepare the students for the University of California A-G requirements while at the same time empowering them with technical and occupational knowledge. The academic and technical skills learned will be utilized to perform service learning activities and projects throughout the community so that the teachers, students and families can develop a sense of pride with effective stewardship of the local community.

Students will also have the opportunity to experience peer tutoring, job shadowing, internships, apprenticeships and service learning activities connected to their academic and technical goals. Our SLC believes that these types of experiences will provide the students with effective leadership skills, increased confidence, improved work quality, and enhanced personal character.

The Enrichment Small Learning Community will help to increase attendance and graduation rates and decrease dropout rates; we will raise student achievement levels and create an environment conducive to learning.

Culture and Language Academy (CALA B)

Track: B

Counselor: Ms. Adams

Lead Teacher: Ms. Spellman

The vision of this SLC is one of unity. By bringing together their diverse backgrounds and linguistic abilities, students can affirm their own cultural capacity as an advantage. CALA students will build a sophisticated critical perspective about the role that language and culture play in the world at large. The thematic curriculum will be stimulating, engaging, and relevant for students and their families, thereby promoting educational success.

Teachers will work together with parents and community members to design and implement cross-curricular units of study grounded in CALA’s vision and aligned with the state content standards. Units, lessons, and activities will be created to address real-life experiences for students as a means of engaging students in the learning process, as well as a method of preparation. Scaffolding, tutoring, and varied instructional models will be employed to ensure

equity and access to the content by all types of learners. Examples of means of achieving equity include, but are not limited to, a portfolio (each semester), projects, oral and written presentations, as well as independent study and written assignments. The purpose of assessment and its use in CALA is to ascertain student achievement, and as a means of data collection by which to inform, reform, develop, and revise instructional practices in the classroom. Culturally relevant materials will be used as often as possible to create a rich, meaningful, and culturally aware learning environment that works toward the achievement of CALA's vision.

Math, Science, and Technology Learning Community: Magnet and Academy

Track: C

Counselor: Ms. Washington (Magnet) and Ms. Mui (Academy)

Lead Teacher: Mr. Footlick

The Math, Science and Technology Learning Community provides students with a standards-based/college preparatory curriculum in two small-school settings: the Magnet Program and the Academy. Although this SLC will have a math, science and technology emphasis, the approach will be one holistic education in order to recognize and celebrate students' uniqueness. Therefore, the arts and humanities will be incorporated into the curriculum as the SLC will focus on providing students with the skills to use technology as a means of communication. As students learn and use technology, and as they gain knowledge of how technology plays a vital role in all aspects of an increasingly global society, students will become more empowered and self-directed.

By building a capacity for global communication and collaboration in the classroom, teachers and students will have the opportunity to expand classroom walls in new and exciting ways.

Students in this SLC are hard-working, respectful and motivated and have an open mind about going to college. Its teachers are dedicated to ongoing professional development and interdisciplinary teaching. They view parents as critical allies in the education of students, and encourage, build, and support strong and ongoing relationships with students' families. Forging partnerships with diverse community groups such as the USC-affiliated MESA (Mathematics, Engineering, and Science Achievement) and Fremont Youth Empowered through Action (FRE-YEA) is considered essential to the success of students.

The primary mission is for students to develop the academic, social and civic skills that are required to make informed choices when they graduate. A focus on math, science and technology is a means, not an end to this goal. This SLC views students' achievements – in all areas of their lives – as the measure of its success.

Humaniservice

Track: B

Counselor: Mr. Pierce

Lead Teacher: Dr. Parmenter

Based in the humanistic principles of LAUSD's Humaniservice program, Humaniservice strives to educate students using an interdisciplinary curriculum while also working for a better world via public service in the realms of civics and the environment. Teachers in this SLC personalize instruction, uphold rigorous and college preparatory standards for all students, and address the socio-emotional needs of all students in order to cultivate life-long learning.

It is the goal of Humaniservice to be as interdisciplinary and as collaborative as possible in order to fully engage students, and make their learning meaningful to them. In order to make learning as meaningful as possible, Humaniservice teachers collaborate on many end-of-unit and semester projects.

Culture and Language Academy (CALA-A formerly MUPA)

Track: A

Counselors: Mr. Ortiz

Lead Teacher: Mr. Munoz

The vision for Culture and Language Academy (CALA-A) derives inspiration from the unique student population that it serves. MUPA fosters its students' second language acquisition within multicultural and social interactionist frameworks. Given the social nature of language, this academy encourages the development of students' English proficiency through ongoing discourse with each other, with teachers and members of the school community and most importantly, with the larger global community. Classroom discourse, as it applies to student learning in the core subject areas (English, history, mathematics, and science), includes conversational speech and oral presentation, informal and formal written communication, and active engagement with texts of various genres.

The most current and relevant research on English Language Learners (ELLs) suggests their inability to access resources in the dominant culture, due to limited experience in the target language. This SLC aims to provide explicit instruction in the linguistic, social, and cultural norms of the dominant culture via standards-based curricula, assigning equal weight to language and knowledge acquisition in the classroom. Students emerging from MUPA not only exhibit a degree of language fluency/literacy necessary to excel in English-only learning environments; they graduate from our academy equipped with the critical thinking skills, social confidence, and multicultural awareness essential to their future progress as academic scholars.

Brief WASC History*

Fremont conducted its last full Self-Study in 2000. The school was granted a term of three years with a mid-term revisit in 2003-2004. The following items represent the five Critical Areas of Ongoing Improvement and a brief history of progress in each area by visit year:

- 1. *Coordinate and align assessment data and programs to address the needs of all students.***
 - a.** It was apparent that efforts were being made to enhance test taking skills and improve reading/writing skills (2000)
 - b.** Assessment data has been generated and utilized with several programs, including Language! and High Point. The analyses of standardized data and classroom data have resulted in changes to the instructional program (2004)

- 2. *Develop and implement a process to align curriculum with California State Standards.***
 - a.** FHS had begun standards-based instruction (2000)
 - b.** Teacher movement to standards-based curriculum is producing growth for students, and it is incumbent upon the staff to bring about that growth. (2004)
 - c.** Teachers are receiving training in standards-based lesson planning and support from math and literacy coaches. (2004)

- 3. *Design and implement a consistent focused schoolwide reading program***
 - a.** Renovation and modernization of library (2000)
 - b.** Classroom libraries and Sustained Silent Reading (SSR) implemented in many classes (2000)
 - c.** *Language!* and *High Point* reading programs are in use (2004)

- 4. *Develop and implement a plan to utilize the Digital High School Plan to integrate technology in all curricular areas.***
 - a.** Computer labs and increased computer access for students (2000)
 - b.** Technology infrastructure has undergone significant upgrades; the school is wired for internet and almost every classroom has a computer (2004)

- 5. *Design and implement a counseling process that ensures all students have a four-year plan beginning in the 9th grade.***
 - a.** The College and Career Center is well staffed and provides services to students (2000)

 - b.** Development and monitoring of a four-year plan has led to a climate in which students have a direction and connectedness (2004)

Significant Developments since last Self-Study

The greatest change to the structure of FHS began in 2004-2005 when the school began the School Restructuring Plan as a Program Improvement School. Under this plan FHS divided into twelve Small Learning Communities.

Beginning in 2006-2007, FHS began collaborating with *Stanford Redesign Network (SRN)* to support the SLCs in developing its capacity to implement and sustain successful structures and practices of high school redesign for improved student outcomes.

Beyond the Bell (BTB), with an assigned Extended Learning Administrator, is the second greatest change at FHS. It provides a significant addition to the school program. The BTB Program, available after school, during intersession, and on Saturdays, plays an integral part in enrichment and intervention instruction. These extended learning options enable students to acquire additional credits for graduation. The Saturday Academy emphasizes reading and mathematics using *Kaplan*, a diagnostic/prescriptive, interactive computer program as well as explicit instruction by teachers using a discovery model for teaching.

The full implementation of Least Restrictive Environment (LRE) places special education resource students in regular classes as well as a contingent of special day program students in general education under the co-teaching model. The majority of Special Day Program (SDP) students attend classes with their non-disabled peers for at least 40% of the school day. Ninety percent of Resource Specialist Program (RSP) students are fully included in general education classes.

There has been an increase in Cross Cultural Language and Academic Development (CLAD) certification. Presently, 92% of the teaching staff has CLAD certification, resulting in a staff that is more skilled in the use of ELL strategies.

*See Chapter Two for a comprehensive WASC History.

SCHOOL VISION

Fremont Pathfinders have the energy, enthusiasm, and rich cultures that provide for individuals who will “Find a Path...or Make One” but this is not enough. At FHS we know that we need to choose our paths wisely and provide for meaningful experiences for our students, parents, and faculty. Our learning goals, aligned to our vision, help support the crafting of a positive and productive instructional school culture.

All members of John C. Fremont High School will collaborate to prepare learners to be productive, ethical individuals empowered by a quality standards-based education in order to contribute to local and global communities.

FREMONT PATHFINDERS ARE:

Critical Thinkers who:

- ◆ *apply complex problem solving techniques to academic and personal problems*
- ◆ *analyze and evaluate data, and apply the conclusions to real-life situations*
- ◆ *demonstrate proficiency in mathematical computations and applications*

Effective Communicators who:

- ◆ *demonstrate proficiency in reading, writing, listening, and speaking skills*
- ◆ *interpret and express ideas through the Visual and Performing Arts (VAPA)*
- ◆ *utilize technology as an academic resource*

Collaborative Workers who:

- ◆ *demonstrate appropriate interpersonal and social skills*
- ◆ *work collaboratively with others toward a common goal*
- ◆ *accept leadership roles in various group settings*

Responsible Citizens who:

- ◆ *respect cultural differences, beliefs, and diverse points of view*
- ◆ *resolve conflicts through stages of mediation*
- ◆ *participate actively in the community*

Self-Directed Learners who:

- ◆ *set and accomplish academic and personal goals*
- ◆ *maintain a four-year academic plan for the completion of high school*
- ◆ *prepare for the transition from high school to higher education or the work force*

Fremont's learning goals are the result of evaluating student needs through anecdotal experience, student and parent surveys, analysis of standardized test results, graduation rates, students' post-high school plans, and the needs of the community FHS serves.

Following the formation of WASC groups and committees, the home/focus groups were given the opportunity to review the 2000 Expected Schoolwide Learning Results (ESLRs) and to accept or create new ones. Using sample ESLRs as examples, the groups met on two occasions to map out new "Learning Goals" for FHS students. Based on multiple data, the groups decided on the Learning Goals which best meet the needs of the present FHS students.

Following extensive discussion by all shareholders in Home and Focus Groups, the Leadership Team met to merge recommendations into five Learning Goals. The Steering Committee edited the wording of the Learning Goals and returned them to the Leadership Team for final approval. At a regular faculty meeting all shareholders voted for the Learning Goals.

Fremont is a launching point for students to reach their goals. As a school in a large school district, there are many opportunities available to our students and our goal is make sure the paths are cleared for students as they are directed to programs available at FHS and at various institutions in the community such as Fremont Adult School, and programs at community colleges, such as Los Angeles Trade Tech Community College. ROP classes provide additional opportunities for students to earn credits, skills and/or money while preparing for a career. Many students work during intersession for the Municipal Government as General Clerks, at retail stores as Sales and Customer Service Clerks and at Six Flags Magic Mountain and Universal City Walk in various positions ranging from ride operator to concession stand clerk. To prepare students for such opportunities, Fremont offers ROP courses such as: Computer Operator/Word Processing/ Supplemental, Sales Clerk/Retail Merchandising, Graphic Design/Fundamentals, Customer Service Clerk/Fundamentals and many more.

PROGRAMS

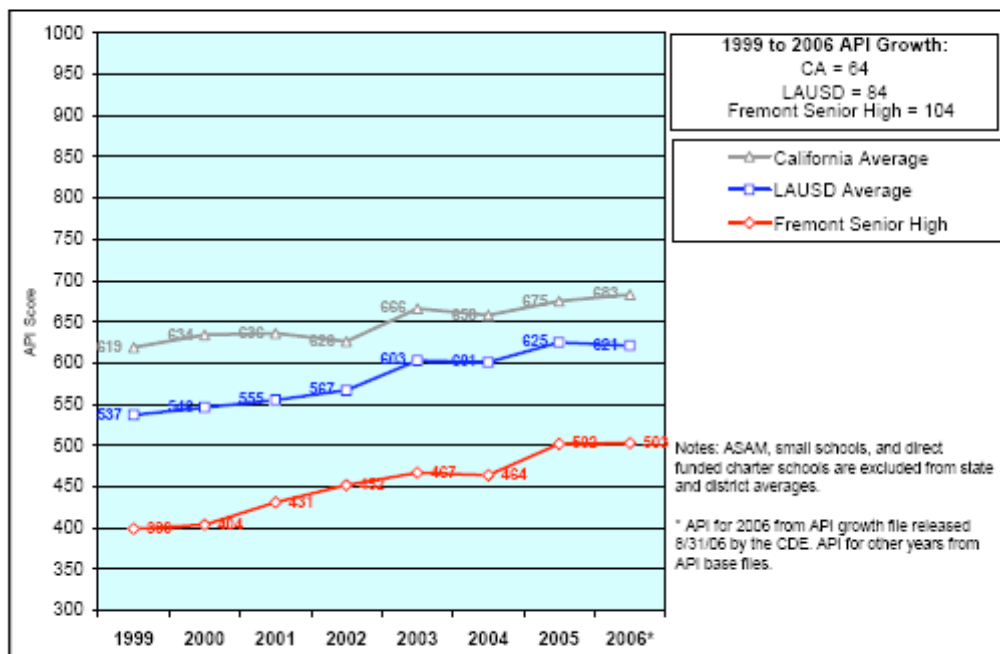
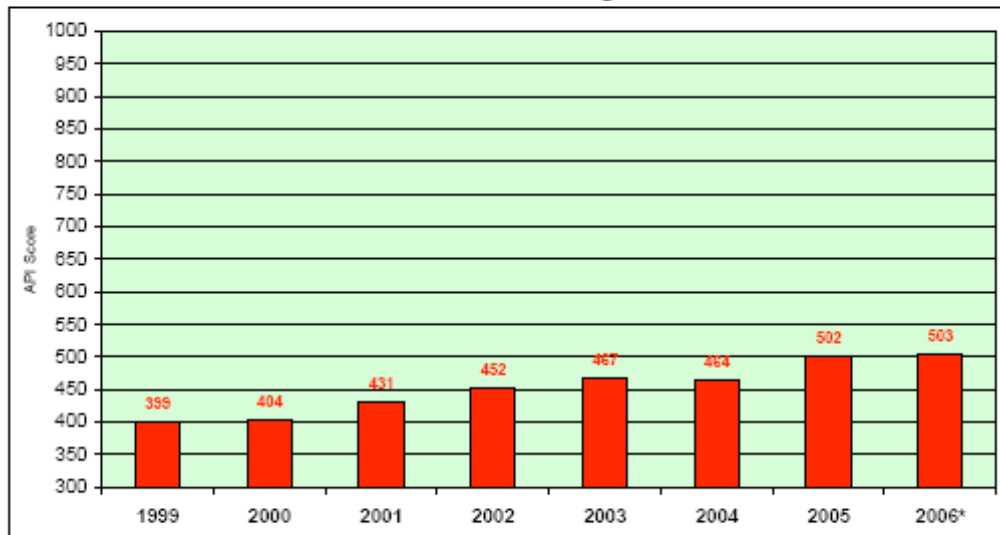
All students at FHS enjoy full access to the curriculum, as well as the ability to participate in advanced coursework depending on individual needs. Individual needs are addressed with the following programs at FHS: Special Education with a continuum of services, Honors, AP, Gifted and Talented Education (GATE served through AP), and the Math, Science Magnet*. In addition, FHS has thirteen SLCs based on student interests.

* Ch 2 contains a description of programs and services available to FHS students

STATUS OF SCHOOL REGARDING STUDENT PERFORMANCE

Fremont's Academic Performance Indicator (API) has shown a steady upward trajectory from 1999 to 2006 with growth (based on the range from 1999-2006) that is greater than the state or the LAUSD (range: Fremont High School 104, LAUSD 84, State 64). The graph below illustrates Fremont High School's API growth compared to the State and the District (LAUSD 2007).

Los Angeles Unified School District
Fremont Senior High
Academic Performance Index Change from 1999 to 2006*



Planning, Assessment and Research

Although FHS has made progress, the growth has not been enough for FHS to meet its goals in API nor AYP. Detailed discussions of API and AYP will follow later in this document.

Under NCLB Program Improvement status, FHS is a PI 5 school in its seventh year at this status level. FHS has restructured, secured various consultants to provide technical assistance, provided parents with notification of PI status, school choice, and supplemental services such as tutoring provided through private institutions.

NCLB Requirements
<i>Year 5 - Restructuring</i>
LEA continues:
Technical assistance
Parent notification of PI status of school, school choice, supplemental services
Professional development
School choice
Supplemental services
LEA and School add:
Implement alternative governance plan developed in Year 4
<i>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</i>

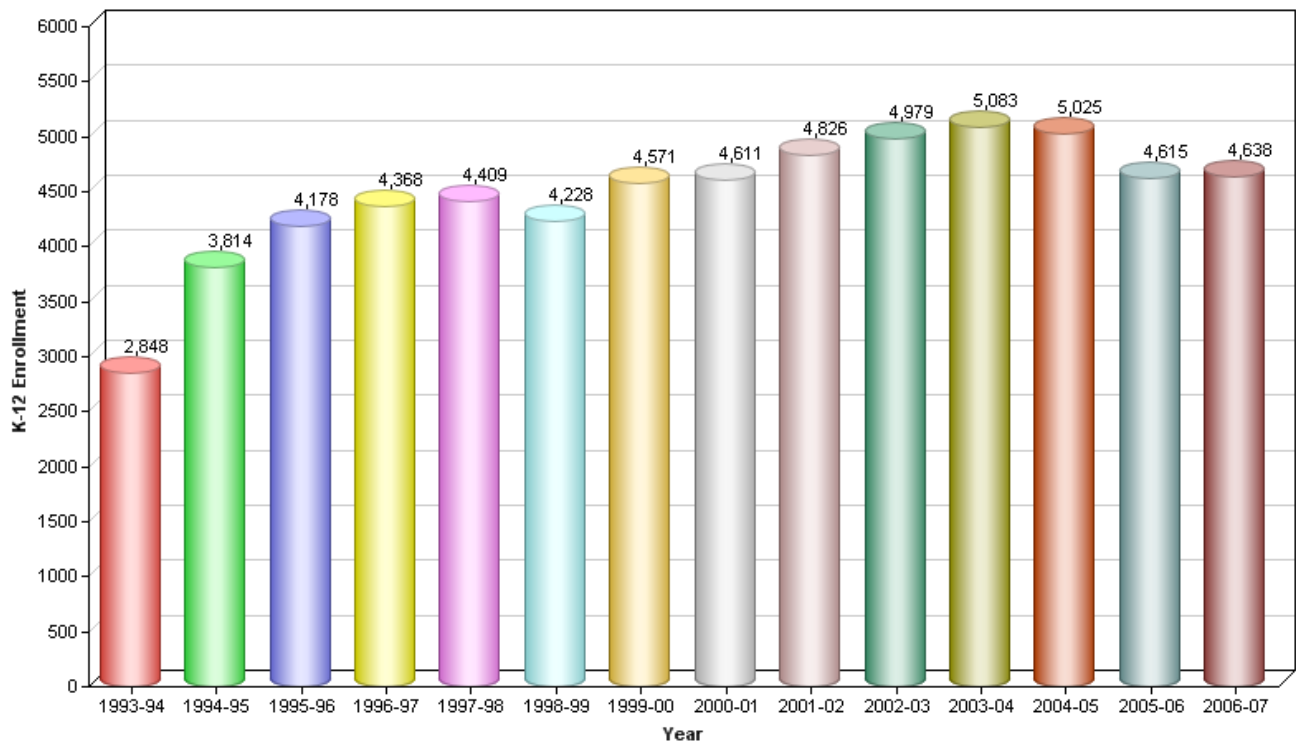
According to the school’s restructuring plan, FHS split into two schools each with its own principal in 2005. This design was meant to improve communication and organization of FHS. This structure was abandoned in 2006. There was a degradation of communication among staff due to separate faculty meetings, combined with the challenges associated with communication among staff and faculty at a large school structured into three tracks.

Further, the school’s faculty evaluated *First Things First* (FTF), a consultancy group during the 2005-2006 school year, and later decided instead to work with the *Stanford Redesign Network* (SRN), a consultancy group from Stanford University.

ENROLLMENT

Fremont currently (2006-2007) serves 4638 students across three tracks in grades nine through twelve. Enrollment has consistently surpassed more than 4000 students since 1995 with a range of 4178 to 5083 from 1995 through 2007. The graph below illustrates FHS's enrollment over the last fourteen years.

Number of Students Enrolled



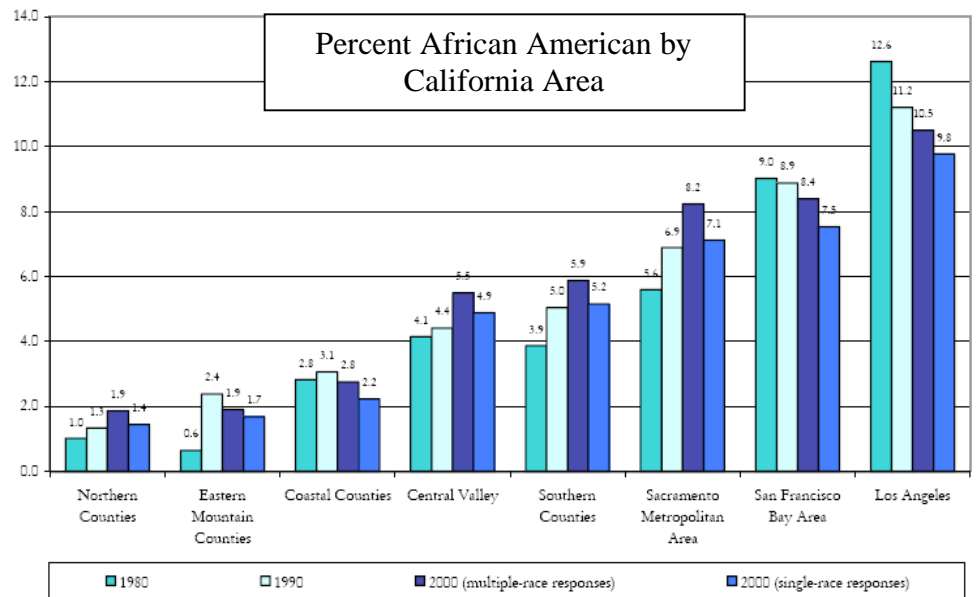
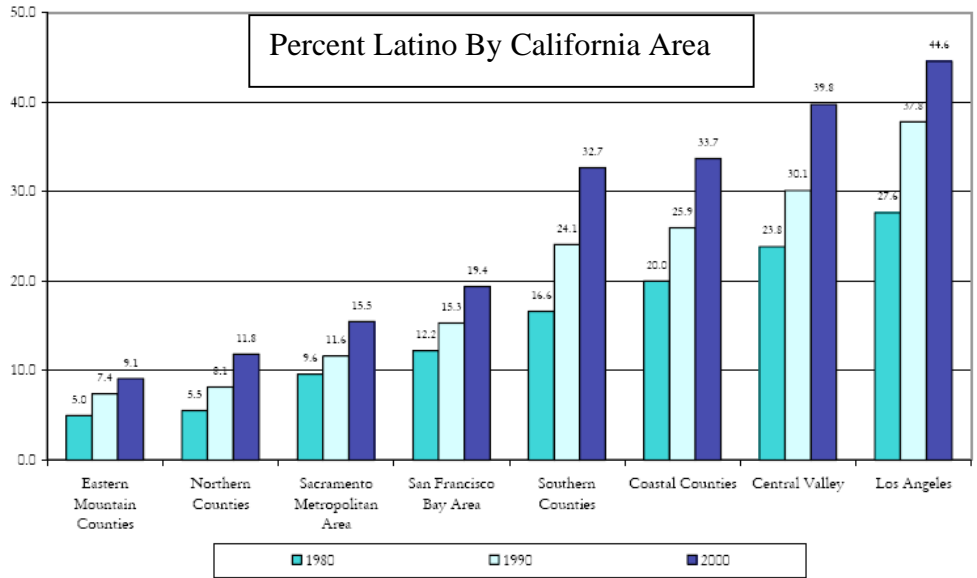
Source – CDE June 2007

The number and percent of students who report themselves as being either Hispanic or Latino and African-American comprise nearly 100% of the population at FHS over the course of the last four school years. The proportion of individuals who report themselves as being African American has been declining; there was a 3.2% decrease from 2003-2004 (13%) to 2006-2007 (9.8%). The percent of students who report themselves as being Hispanic or Latino has risen from 86.9% in 2003-2004 to 89.3% in 2006-2007 which represents a 2.4% increase.

The demographic changes observed at FHS corroborates U.S. Census data that shows a decrease in the percent of individuals reported as African American in Los Angeles County and an increase in the percent of individuals reported as Latino in Los Angeles county in the past two decades. Los Angeles, among other large cities in the United States, is following typical patterns of demographic changes affected by immigration.

Large city demography is dynamic, especially in areas such as South Los Angeles that are affordable and tend to draw people who are new to the United States. The decrease in the number of African-Americans in and around FHS seems to follow a pattern that is characteristic

throughout the history of U.S. immigration. As new immigrants set up neighborhoods, the previous group moves away. It may be important to keep in mind when evaluating data for testing and attendance that African-American and Latino students, while co-existing in the same neighborhoods and attending the same schools, may have little interactive experiences with one another. This lack of positive social interaction can lead to social misunderstandings on the part of both groups, and creates a sense of discomfort within the community neighborhoods and schools. This explanation is supported by the changes in demographics for Los Angeles County coupled with the proportional changes in demographics for FHS.



Source - Center for Comparative Studies in Race
June 2007

and Ethnicity Stanford University –

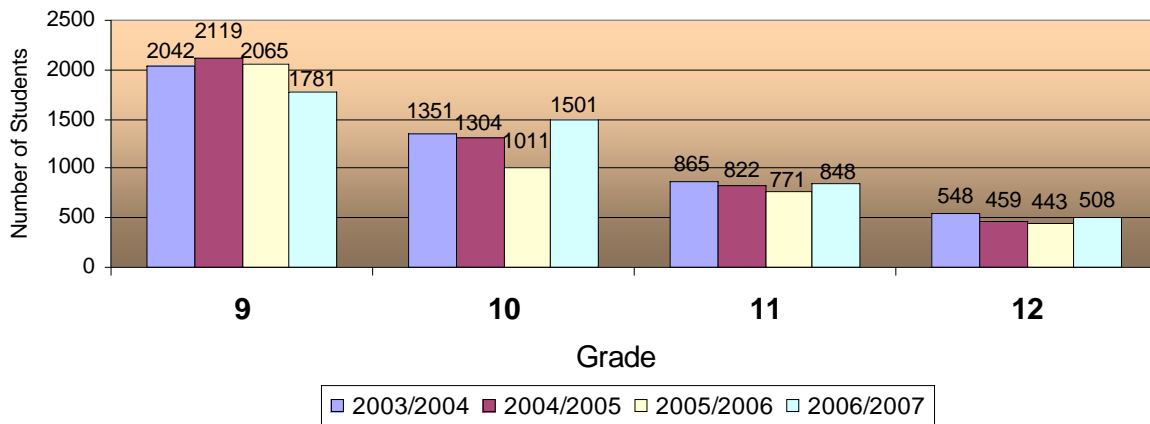
Number and Percent of Enrollment by Ethnicity

John C. Fremont Senior High	American Indian or Alaska Native Number/Percent total enrollment	Asian Number /Percent total enrollment	Pacific Islander Number/Percent total enrollment	Filipino Number/Percent total enrollment	Hispanic or Latino Number/Percent total enrollment	African American Number/Percent total enrollment	White (not Hispanic) Number/Percent total enrollment	Total Enroll.
2006/2007	4 / 0.1%	3 / 0.1%	0 / 0.0%	0 / 0.0%	4,142 / 89.3%	455 / 9.8%	2 / 0.0%	4,638
2005/2006	3 / 0.1%	1 / 0.0%	1 / 0.0%	0 / 0.0%	4,123 / 89.3%	485 / 10.5%	2 / 0.0%	4,615
2004/2005	3 / 0.1%	1 / 0.0%	2 / 0.0%	0 / 0.0%	4,422 / 88.0%	596 / 11.9%	1 / 0.0%	5,025
2003/2004	1 / 0.0%	1 / 0.0%	0 / 0.0%	2 / 0.0%	4,415 / 86.9%	662 / 13.0%	2 / 0.0%	5,083

Source – CDE June 2007

Enrollment by grade at FHS displays a troubling trend in which the number of incoming 9th grade students is more than double the number of twelfth grade students. This trend is common at schools like FHS in high poverty neighborhoods with a large percent of students living in households that are displaced from their homes at regular intervals, causing many students to enroll in a different school only to return to FHS the following year. Additionally, some students must work to help support their families or baby-sit younger siblings while their parents work. Many students at FHS do not enjoy educational continuity and are constantly working to “catch up” when they re-enroll at FHS mid-semester. The multi-track system supports students who move from school to school by providing three options for students to be placed.

Enrollment by Grade



Every attempt is made to enroll students in tracks that are most closely aligned with the structure of the school the student moved from. Although this attempt is made, far too many students and families enroll students for A track which fills quickly leaving B track and C track for new student enrollment when these tracks are more than fifty percent complete. At FHS we are

learning how we can better address the needs of our students and their families to make their learning experience more relevant and accessible. In addition, intersession has become a necessary means for students to gain credits, but these intensive courses are not designed to take the place of regular classes.

In the 2006-2007 school year we added a Diploma Project Coordinator (DPC) whose expertise is in the area of interventions to help keep students in school. We have added an additional Pupil Services Attendance (PSA) Counselor to better monitor students' attendance and intervene before the student has become lost to the school. FHS has implemented an attendance incentive program with clearly defined expectations and consequences for students who are regularly truant.

Small Learning Communities have been implemented to create meaningful relationships among teachers, students, and families so that we may work together to understand and meet the unique needs of our students to improve attendance.

**Enrollment by Grade over Four Years
Percent by Gender and Grade Level**

John C. Fremont Senior High	Grade 9	Grade 10	Grade 11	Grade 12	Ungr. Sec.	Total Enroll.
2006/2007	1,781	1,501	848	508	0	4,638
2005/2006	2,065	1,011	771	443	325	4,615
2004/2005	2,119	1,304	822	459	321	5,025
2003/2004	2,042	1,351	865	548	277	5,083

Percent by Gender and Grade Level

GRADE	% Female	% Male
9th	48.7	51.5
10th	46.5	53.3
11th	52	48
12th	53.7	46.3

Source CDE June 2007

Source CDE June 2007

In addition to differences in enrollment based on grade level, as students reach higher grades the enrollment percentages of females and males changes. The table above displays the percent of females and males at FHS for the 2006-2007 school year by grade. In the ninth grade males exceed females by 2.8% and by the twelfth grade the percentage inverts with 7.4% more females represented.

This trend is not unique to FHS. The National Center for Educational Statistics under the U.S. Department of Education states the following: "In recent years, females have also become less likely than males to drop out of high school. For example, in 2001, the status dropout rate for 16 to 24-year-olds (i.e., the percentage who had not completed high school and were not enrolled in school) was 12 % for males, compared to 9 % for females. This marks a change from the general pattern in the 1970s, when dropout rates were similar for males and females." Further the report cites the following possible reasons for differences in educational equity for males and females – males are more likely to be identified as having a learning disability, emotional disturbance, and or speech and language deficits. This issue, along with males reporting more incidents with violence at school, bullying, and risky behaviors, correlates with the increase in dropout rates for males (NCES 2004). Gender is a subpopulation at FHS that shows a difference in its needs and

its outcomes. Implementation of interventions such as the IMPACT and HEART programs are designed to alleviate issues with students regarding risky behaviors, bullying, and violence at home and at school.

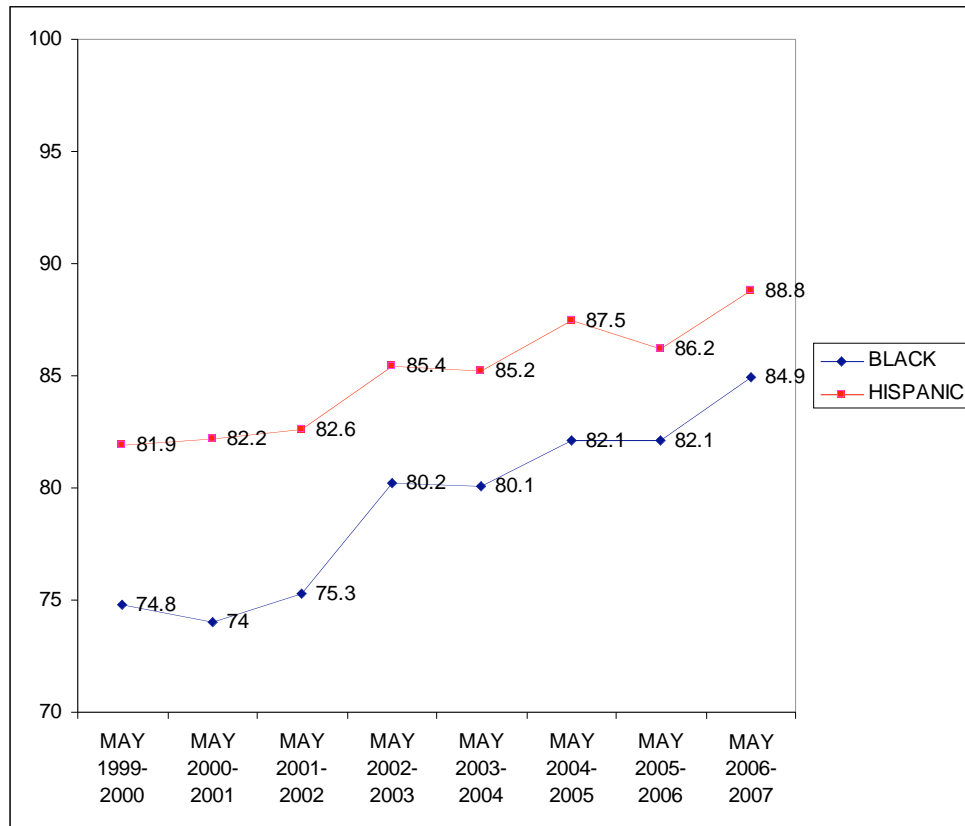
ATTENDANCE DATA

Attendance is of paramount importance since none of the programs, interventions, standards-based lessons, and even testing and achievement data are meaningful without regular attendance of FHS students. According to LAUSD data, the stable attendance rate at FHS is 82.29%. Based on the 2006-2007 enrollment data in which 4638 students are enrolled at FHS, approximately 800 students are absent at a given time. The transient rate is 43.09%

Recognizing that these numbers are too high, FHS has taken steps and continues to search for effective programs for improving attendance.

- Perfect Attendance recognition and incentives
- Sprint phone system calls home when a student is absent or tardy
- Two PSA Counselors
- One Diploma Project Coordinator
- Training teachers in proper use and importance of ISIS to ensure accurate attendance numbers
- Raffles tied into testing attendance and effort—*Test Your Best!*

Attendance Rate by Ethnicity



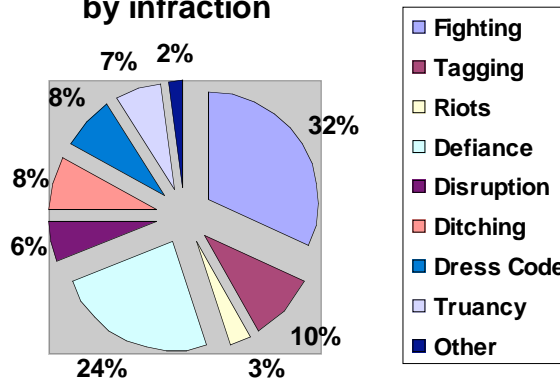
From 2000 to 2007 attendance has improved dramatically at FHS. This improvement has been especially strong for African-American students, who have improved by nearly 10% over 7 years (Latino students improved by 6%). This progress is attributed to a variety of factors. For example, in recent years, the African-American Latino Parent Alliance, the Heart Program, and the IMPACT program, created to respond to tension between students of differing backgrounds, encourages a peaceful co-existence among students in attendance at school each day.

Electronic attendance taking via Integrated Student Information System (ISIS) was rolled out district-wide in 2005-2006 and is recognized as a positive and efficient move for schools and the District. However, as with any new system there were some technical problems with ISIS at many of the LAUSD schools because the existing technology was outmoded and had to be rewired to accommodate the new more sophisticated ISIS system. As a result there have been some issues with the system not working at times. This problem has been addressed by the LAUSD technology department who immediately sent out crews to correct the problems with ISIS.

Suspensions and Expulsions

The rate of suspensions at FHS was unusually high for the 2005-2006 school year. This higher rate was due to incidents related to two major factors: increased physical altercations on campus as a result of gang tensions in the community, and increased discord due to student walkouts in protest of proposed governmental immigration reform. Many community protest organizers encouraged and enlisted students in high schools and middle schools to join the protest marches. Although LAUSD directed school administration not to suspend students who chose to peacefully participate during school hours, altercations erupted between Latino and African-American students during this time period as a result of differing views on the issue of immigration. These altercations often resulted in suspension of all students involved. The graph below indicates the major reasons for student suspensions for the 2005-2006 school year.

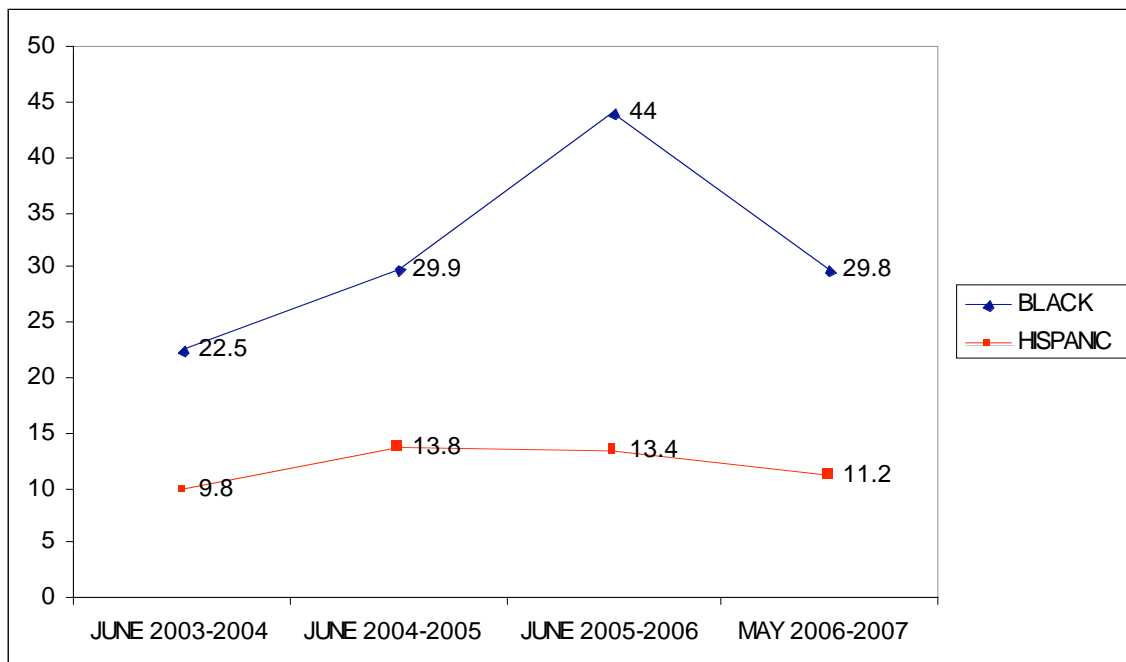
**Percentage of Suspensions
by infraction**



In an effort to cut down on suspensions for less egregious Education Code violations during the 2006-2007 school year, FHS implemented its in-house suspension program as a first step in student discipline as an alternative to immediate suspension. Students participate in a program to improve choice making abilities through the use of the *Ripples* program. A teacher is hired while off track to implement this in-house suspension program under the directives of the Bridge Coordinator. In-house suspension keeps students in school (rather than at home), learning strategies for making better decisions. The belief is that if students learn to make better decisions about their actions, they will improve their chances of staying in school and of being successful academically, so they can graduate and therefore increase their opportunities for success after high school.

Additionally, LAUSD plans to implement a new *Positive Behavior* Program in January of 2008 to decrease the number of suspensions by providing anger management counseling, conflict resolution strategies and other methods to assist students in learning to change their negative behavior and therefore spend more quality time in school that will allow them to focus on being successful in their academics. The process for training personnel at the District level has already begun, and, in September of 2007, school administrators and Local District 7 personnel will begin the training process. By December 2007, each school must turn in a *Positive Behavior Action Plan* to its Local District. As part of this plan, Local District 7 will offer classes that teach parents ways to help their children deal with anger and conflict, as well as ways to assist their children with their academics. Parts of this plan will also be included in the school's yearly Safety Plan.

Year to Date Suspension Rates by Ethnicity



Suspension rates show a marked difference between African American students and Hispanic students. National research also shows that African American males are the greatest population to be suspended and/or expelled from large urban schools. This is partly attributed by educational researchers (Delpit, Ogbu, Gay, Ladson-Billings and others) to African Americans, especially adolescent males, being disengaged from the curriculum and instructional methodology they are exposed to in school. We are in the process of analyzing the school site data to identify causes of the disproportionate number of suspensions.

As part of FHS’s goal to close the achievement gap and to increase student engagement and learning, teachers have been trained in the Academic English Mastery Program (AEMP) that recognizes and builds on the linguistic, cultural and behavioral assets that students bring, understanding these assets reduce the likelihood of instructors misinterpreting language and behavioral cues not intended to be threatening. In the forthcoming years, Fremont will train more school personnel in the AEMP who will then train others at the school in methods for infusing culturally relevant pedagogy into classroom curriculum and instructional practice. FHS expects that further implementation of AEMP will contribute to the declining suspension rates in the African-American and Latino student populations while increasing engagement to help all students stay in school.

The rate of expulsions at FHS is similar to the District as a whole. The chart below shows that the expulsion rates at Fremont and the District have improved. Only students who participate in the most egregious acts are considered for expulsion.

	School			District		
	2004	2005	2006	2004	2005	2006
Number of Suspensions	638	1,169	1,074	80,160	79,690	72,868
Rate of Suspensions	12.6	23.3	23.3	10.5	10.5	9.8
Number of Expulsions	2	10	5	726	674	500
Rate of Expulsions	0.0	0.2	0.1	0.1	0.1	0.1

GRADUATION RATE

Graduation rates are an important measure of a school’s success. FHS’s graduation rate for the 2005-2006 school year was 33.7 and was lower than the District as well as the state (District graduation rate 63.8%, state graduation rate 82.9). The definition of a dropout changed with the requirement that students pass the CAHSEE in the 2005-2006 school year. In previous years a student who was able to complete coursework required for graduation received a diploma and was considered a graduate. Under the current definition, a student who remained in school through their senior year, completed all course work with a passing grade, and was unable to pass the CAHSEE prior to or during their senior year becomes a dropout. Due to the changes in “dropout” definitions, it is not possible to accurately evaluate three-year data for a trend.

As the data indicates, over the past three-years, FHS has exhibited a negative trend in its graduation rate. The table below lists graduation rates and the number of students who dropout from FHS over three years as well as district, county, and state graduation rates for the 2005-2006 school year.

SCHOOL TOTALS:	Dropouts Gr.9 (02-03)	Dropouts Gr.10 (03-04)	Dropouts Gr.11 (04-05)	Dropouts Gr.12 (05-06)	Dropouts Gr.9 (02-03) through Gr.12 (05-06)	Grade 12 Graduates (05-06)	Graduation rate*
JOHN C. FREMONT SENIOR HIGH 2005/2006	98	125	58	204	485	247	33.7
JOHN C. FREMONT SENIOR HIGH 2004/2005	203	226	107	70	606	377	38.4
JOHN C. FREMONT SENIOR HIGH 2003/2004	94	125	175	231	625	563	47.4
DISTRICT TOTAL:	4,068	4,386	2,500	5,155	16,109	28,421	63.8
COUNTY TOTAL:	5,472	6,002	4,128	9,853	25,455	84,983	77.0
STATE TOTAL:	12,457	12,721	12,510	34,203	71,891	349,105	82.9

Source CDE-June 2007

In addition to graduation rates and student dropout rates, the number of enrolled twelfth grade students versus the number of graduates is meaningful. According to the CDE, the 2003-2004 number of enrolled seniors was 548, yet FHS yielded 563 graduates. Therefore during the 2003-2004 school year, FHS graduated over 100% of its enrolled seniors. This number is due to students who were listed as 11th grade students or second year 12th grade students graduating. Hence, the percentage (over 100%) of seniors graduation is inaccurate, but it is markedly different than the condition found once the CAHSEE became a requirement. In 2004-2005, 82% of enrolled grade twelve students became graduates, and in 2005-2006 only 56% of enrolled grade twelve students graduated. Furthermore, dropout and graduate numbers do not reflect accurately students who may have become graduates (through attending BTB, intersession classes, and adult school classes to help students pass the CAHSEE) after the June graduation data has been reported to the CDE.

Although data reporting may be inaccurate, the fact remains that the number of students who graduate from FHS is very low compared to those in more affluent areas in LAUSD. FHS continues to add counselors, programs, and interventions to improve student learning and graduation rates as well as student matriculation to higher educational institutions. Many programs have been implemented to help students gain test-taking skills (needed for success on a standardized test like the CAHSEE) as well as augment reading and mathematical skills. In addition, parent workshops and individual parent conferences have been held to communicate the importance of the CAHSEE for student graduation. Information on specific programs and interventions are described elsewhere in this chapter.

12th grade Enrollment and Number of Graduates

John C. Fremont Senior High	Sch. Code	Grade 12 Enrollment	Graduates
2005/2006	1933118	443	247
2004/2005		459	377
2003/2004		548	563

Source CDE – June 2007

Over the past three years, FHS students who graduate have been better prepared to apply to universities. In 2003-2004 only 10.3% of FHS students completed required courses for entrance into the University of California (UC) and/or California State University (CSU) system. However, in the 2005-2006 school year, 47% of students met UC and CSU requirements. This improvement in student completion of UC/CSU requirements is attributed to having thirteen counselors (one counselor per SLC), one BTB counselor and, beginning in 2006-2007, two college counselors. Counselors program student schedules to meet A-G requirements, enroll students for BTB, Adult School and Community College classes to acquire missing credits due to failing classes, prepare students for the CAHSEE and help students prepare and apply to colleges. The thirteen counselors are now more visibly active because of their assignment to particular SLCs. Also, in order to be more accessible to students, counselors use the Counseling Cart, a kiosk wheeled into the quad during lunch and nutrition to help answer any counseling questions or needs students may have. In an effort to increase parental involvement, counselors also phone parents and request parent meetings for attendance, behavior and academic issues, and to develop four-year plans with students and parents.

Fremont has two college counselors who work through the College Center to:

- make our students aware of admissions, testing, and financial aid via classroom presentations, visits from college representatives, one-on-one counseling, and multimedia to advertise opportunities,
- keep detailed and accurate data on where students are applying and receiving acceptance letters,
- invite outside speakers to come and motivate our students to pursue higher education,
- work with Advanced Placement classes and teachers to ensure that our AP students are pursuing appropriate opportunities for advancement,
- inform all Fremont stakeholders of the successes of our students by posting their acceptance letters and photos in the Main Office and in key locations,
- work with “average” Fremont students, not just the known college-bound students, to ensure that they are informed of the opportunities available to them,
- work with counselors to ensure that all Fremont students take college-prep classes and to collaborate to motivate students to go to college,
- update the staff about College and Career Center activities during faculty meetings and through monthly newsletter,
- inform administration and staff of all relevant deadlines,

- hold parent meetings to inform them about the procedures to secure admissions and financial aid,
- connect with students involved in the Decathlon, AP courses, and Honors courses to ensure that their efforts translate to admissions and scholarship opportunities,
- document relevant information to secure accreditation,
- ensure that all 10th grade students take the PSAT at no cost to help plan for college,
- link with District support staff to provide classes to the college-bound student such as SAT preparation classes,
- work with English teachers to ensure that all students have an effective personal statement that they can use to apply to colleges and scholarships,
- address the needs of student athletes and ensure that they have realistic expectations,
- participate in the College Going Culture Committee, and work closely with Department Chairs, SLC leaders, and counselors, so that all FHS students have access to relevant information.

Despite Fremont’s efforts, differences in the completion of A-G requirements for subpopulations are evident. The total number of students who graduated with courses allowing them to apply to a UC/CSU directly from high school was 116. Based on school’s demographics for the 2005-2006 school year, the percentage of African American students was 10.5%, and the percentage of Hispanic students was 89.3%. The 2005-2006 school year graduated five African-American students who were prepared to enter the UC/CSU system. This number represents 4% of the graduating class who met the university required courses rather than the expected 10.5% of individuals who comprise this subpopulation.

This coming school year, one of the overarching instructional goals is to more deeply address the needs of Fremont’s students through making *Culturally Relevant and Responsive Teaching and Learning* pervasive throughout the school. More information on this will be provided later in this report.

12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance

	Gender	Hispanic or Latino		African American		Total	
		# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
2005/2006	Female	119	65 (54.6 %)	13	4 (30.8 %)	132	69 (52.3 %)
	Male	106	46 (43.4 %)	9	1 (11.1 %)	115	47 (40.9 %)
	Total	225	111 (49.3 %)	22	5 (22.7 %)	247	116 (47.0 %)
2004/2005	Female	178	106 (59.6 %)	15	3 (20.0 %)	193	109 (56.5 %)
	Male	161	67 (41.6 %)	23	2 (8.7 %)	184	69 (37.5 %)
	Total	339	173 (51.0 %)	38	5 (13.2 %)	377	178 (47.2 %)
2003/2004	Female	270	34 (12.6 %)	28	0 (0.0 %)	298	34 (11.4 %)
	Male	236	23 (9.7 %)	28	1 (3.6 %)	265	24 (9.1 %)
	Total	506	57 (11.3 %)	56	1 (1.8 %)	563	58 (10.3 %)

Fremont’s aim is to close the achievement gap, and the school is currently investigating the reasons why African American students are not achieving or progressing at the same rate as their Latino classmates. One possible reason is revealed by demographics data; the African American population in the surrounding communities has significantly decreased, whereas the Latino populations have significantly increased in the surrounding areas. Therefore, African American students are a very small minority at FHS and do not feel a close tie to the school community which is comprised largely of Latino students. As previously stated, the staff has been and will continue to receive training and education on culturally responsive education to help alleviate this issue. Also, the entire school community makes every attempt to create stronger relationships with African American and Latino students through SLCs. Attempts are constantly made to provide positive role models for African American and Latino students. The majority of the school’s administration is African American and efforts are constantly made to recruit African American faculty and staff, as well as Latino faculty and staff.

In order to recognize the potential of all our students, all stakeholders must increase their knowledge and understanding of the cultures and needs of all students represented on campus, both African American and Latino.

SPECIAL NEEDS AND OTHER PROGRAMS

Special Education

Year	Mental Retardation	Hard of Hearing	Deaf	Speech or Language Impairment	Visual Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Deaf-Blindness	Multiple Disability	Autism	Traumatic Brain Injury	Total
2005/2006	51	1	0	11	0	14	16	16	407	0	0	10	2	528
2004/2005	47	6	0	5	0	13	26	14	416	0	0	3	1	531
2003/2004	32	4	0	0	0	13	27	11	417	0	0	4	1	509

FHS currently serves 528 students who are identified with disabilities provided for in the Individuals with Disabilities Educational Act (IDEA). This number of special education students represents approximately 10% of the entire student population which is in alignment with the federal estimates for the percentage of individuals who are expected to benefit from special education services. This means that feeder schools as well as FHS have been doing their job under IDEA's child find requirements. At FHS initial IEPs are rare, but they do occur after all classroom interventions have been exhausted and the student's needs have been examined by the SST. Alternatively, students are exited from special education upon a team decision when the student no longer requires services to receive a free appropriate public education.

The vast majority of students at FHS meet eligibility requirements under the Specific Learning Disability (SLD) identification, comprising 407 students. Students who meet criteria for SLD exhibit a severe discrepancy between estimated cognitive ability and achievement, yet these students are expected to meet grade level standards with accommodations and modifications in place. Other eligibilities represented at FHS during the 2005-2006 school year include: Mental

Retardation (MR) with 51 students, Hard of Hearing (HH) with 1 student, Speech or Language Impairment (SLI) with 11 students, Emotional Disturbance (ED) with 14 students, Orthopedic Impairment (OI) with 16 students, Other Health Impairment (OHI) which includes ADHD with 16 students, Autism (AUT) with 10 students, and Traumatic Brain Injury (TBI) with 2 students. Special education students' placement is decided during an IEP team meeting based on providing a free appropriate public education in the least restrictive environment.

Students with an IEP may receive related services such as pupil counseling from the school psychologist, speech and language services, or access to community mental health services through AB 3632.

AVID

At the heart of AVID is the class in which students participate every day. At the high school level, students enroll in an AVID elective that meets for one period daily. AVID enrollment has more than doubled since its inception at FHS in 2002. Currently AVID enrolls 133 students across three tracks and 2006-2007 is the first graduating class for AVID students. The table below shows the student enrollment numbers since the AVID program was initiated at Fremont. AVID also enrolls special education students who plan to attend college and meet AVID criteria.

AVID Enrollment

Year	Students	Track
2002-2003	60	B
2004-2005	174	A,B,C
2005-2006	130	A,B,C
2006-2007	133	A,B,C

In 2007, 8 out of the 133 (6%) students enrolled in AVID were African American, which is close to the proportion of African American students enrolled at FHS. This will concurrently increase the percent of African American students who will obtain college degrees.

The hallmarks of AVID and the features that account for its effectiveness are:

- a *strong academic focus*: every element is designed to help students succeed academically, and every activity focuses teachers' and students' attention on academic goals.
- a requirement that students be involved in *rigorous coursework*. AVID students must enroll in a rigorous course of study that will meet the requirements for college enrollment. The experience of being in advanced courses alongside high achieving students, with support from AVID, boosts students' academic expectations and levels of achievement.
- the provision of an enduring *academic and social support network*. AVID students are surrounded by a support system that expects and rewards hard work, perseverance, and academic achievement. As students work together in the many collaborative activities in AVID classrooms, a strong peer group emerges that values

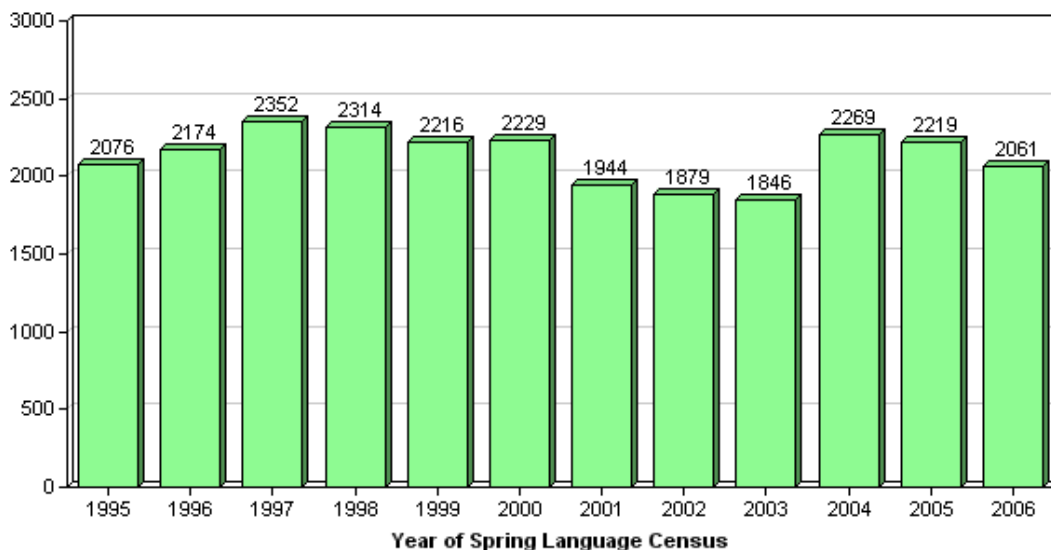
academic success. Negative judgment from peers for being a “School boy or girl,” a commonly used insult in gang culture, diminishes as the College Going culture increases.

The AVID peer group greatly values being a good student. The adults in AVID, the teachers, coordinators, tutors, and counselors take their roles as nurturers and advocates for students seriously, and provide an effective source of support. This combination is powerful. AVID students know they are not alone and are challenged to work harder by caring adults and, especially, demanding peers.

LANGUAGE PROFICIENCY

The number of English Language Learners enrolled has been more than 2000 over the last three years, and over the last eleven years FHS has consistently served close to 2000 students.

Number of English Language Learners at FHS

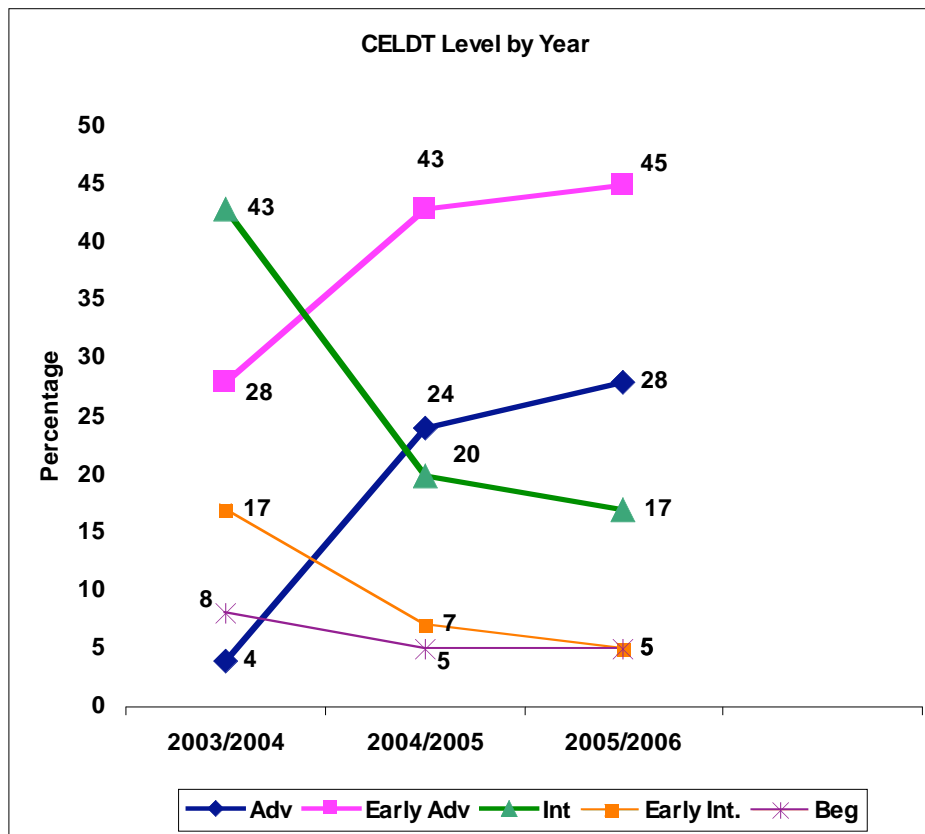


Prior to enrollment in the school, the newcomer from out of state or country is tested in both their native language (Spanish) and English to assess their level. The LAS-Test is used for Spanish speaking students. The CELDT is used to evaluate English Proficiency. These tests are administered in the Bilingual Office to determine levels of proficiency for proper placement.

Fremont High School has re-designated more students as English Proficient through the Bilingual Department than similar local high schools according to SARC reports for 2005-2006 school year (Fremont High School 8.4%, Jordan High School 3.7%, Locke High School 6.6% and Jefferson High School 2.4%). Further, the Bilingual Department has made great strides over the past three years to re-designate students as English Proficient with more than a 99% increase based on SARC data (2003-2004= 0.1%, 2004-2005= 1.3%, and 2005-2006= 8.4%).

John C. Fremont Senior High	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
2005/2006	4,615	2,061 (44.7 %)	1,908 (41.3 %)	187 (8.4 %)
2004/2005	5,025	2,219 (44.2 %)	1,909 (38.0 %)	30 (1.3 %)
2003/2004	5,083	2,269 (44.6 %)	1,946 (38.3 %)	1 (0.1 %)
District Total:	727,319	293,711 (40.4 %)	196,543 (27.0 %)	29,878 (9.5 %)
County Total:	1,708,064	531,234 (31.1 %)	425,813 (24.9 %)	55,466 (9.9 %)
State Total:	6,312,436	1,570,424 (24.9%)	1,123,954 (17.8%)	152,911 (9.6%)

FHS students have shown dramatic increases in testing at higher levels on the CELDT over the past three years. CELDT testing during the 2003-2004 school year resulted in only 4% of FHS students achieving *Advanced* status compared to 28% during the 2005-2006 school year. The percentage of students achieving *Advanced* and *Early Advanced* levels has also increased over the past three years. Students achieving *Intermediate*, *Early Intermediate*, and *Beginning* decreased representing a shift in student ability on the CELDT. These improvements are due to the strong organization and dedication of the Bilingual Department coupled with implementation with fidelity of the English Language Development program *High Point* in ELL classes.



Migrant Education Program FHS does not have a significant number of migrant students at this time.

AP and Honors

There is one Advanced Placement (AP) Coordinator for the 2006-2007 school year. One of the components that has previously been missing at Fremont is regular, strategic meetings, involving AP teachers to examine ways to develop the program. The AP audit meeting had 28 teachers in attendance in preparation for the upcoming audit. Important dates were outlined, and AP teachers and others were given specific responsibilities toward the submission of AP course audit materials and the nationwide audit on all AP classes and teachers. One of the assistant principals will supervise and work closely with the AP coordinator to ensure that regular AP teacher meetings are being held so that all AP courses are being taught at the highest levels and expectations of the College Board.

A goal for the 2007-2008 year is to strengthen the vertical teams within each subject. In order to accomplish this task, classes that lead into AP classes will be aligned with the expectations of college-level courses. Therefore, AP classes must be strongly correlated with the guidelines provided by the College Board in addition to those determined by the school. As a result, the selection of teachers for AP classes is based upon the following criteria:

1. Training from a recommended College Board institute;
2. Alignment of classroom content to the College Board guidelines (course outline);
3. Percent of students taking an AP exam;
4. Number of passing students;
5. Availability for off-track sessions for A and B track classes;
6. Number of years teaching AP courses.

2005 2006 Percentage Change

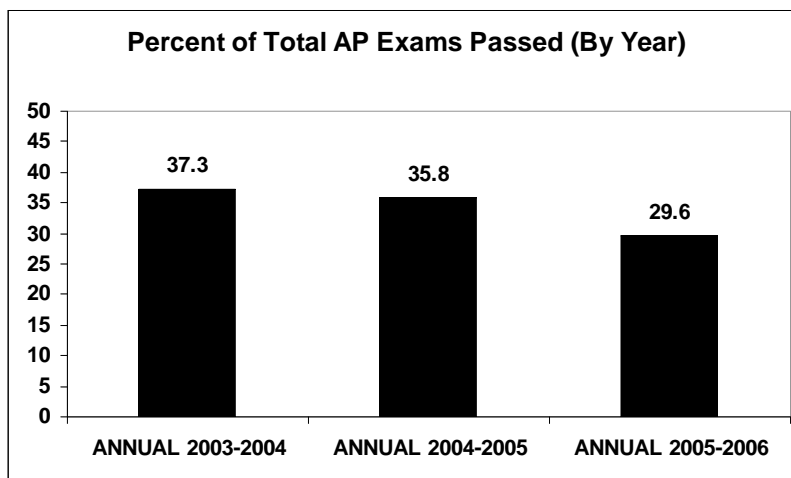
AP Test	2005 Tests Taken	2006 Tests Taken	Percent Change
Biology	38	62	63% increase
Calculus	8	34	325% increase
English Language	98	66	33% decrease
English Literature	71	61	14% decrease
Environmental Science	13	27	108% increase
Government	9	20	122% increase
Statistics	6	13	120% increase
Spanish Language	198	123	38% decrease
U.S. History	38	17	55% decrease
TOTAL TESTS TAKEN	585	519	11% decrease

Although the total number of AP tests taken decreased by 11%, the decrease can be attributed largely to the decrease in students who took the Spanish Language test in 2006. Even though there was a decrease in this subject, the number of students taking exams in math and science

courses increased. From 2005 to 2006, the number of total test takers for all of the other areas increased from 281 to 300, a 7% increase. The decline in Spanish Language test taking may be linked to the increased interest in AP course offerings outside of the Spanish area. This is a positive trend, because it suggests that students are feeling more prepared and confident about taking AP courses in science and math areas such as biology, calculus, environmental science and statistics. In addition, FHS has broadened its AP course offerings providing greater student choice for participation in the AP program.

Although there has been an increase in course offerings and in the number of students taking exams in subjects outside of Spanish Language, the school needs to see an increase in the number of students passing the exams they take. One of FHS's major goals is to increase participation in the AP program and the success of students in these courses by making AP courses available to more teachers who meet the College Board and school's criteria. Also, the following will be in place for next year:

- In addition to attending trainings by the College Board, AP teachers, like all Fremont teachers, will be expected to attend and participate in the schoolwide professional development provided this coming year by the UCLA Center X English Language Arts, Math and Science Coaches as well as other professional development provided.
- AP teachers will be expected to find ways to engage their students by learning ways to include culturally relevant and response pedagogy and instruction to engage students of color and enable them to access the college level curriculum.
- Make AP courses available to more instructors who express an interest in teaching AP courses and who are willing to attend the College Board trainings to aid them in preparing a College Board approved curriculum.
- An assistant principal will supervise and work closely with the AP coordinator to ensure that regular, planned meetings are held with AP teachers to align and strengthen their AP courses, and to collaborate to develop ways to increase student passage rates.



SOCIOECONOMIC STATUS

Number and Percent of Students Eligible for Free and Reduced Lunch

	FALL NORM DAY 2004-2005	FALL NORM DAY 2005-2006	FALL NORM DAY 2006-2007
Number of Students	5,046	4,536	4,612
Percent of Students	100%	100%	100%

Source LAUSD

For the last three years, 100% of our students have been eligible for free and reduced lunch.

GATE

FHS is a *School for Advanced Studies (SAS)* which is a group of schools supported by an LAUSD grant to improve educational options, and teacher professional training within the GATE program. SAS schools expected student outcomes are as follows: continuous progress based on ability and performance, accelerated student performance, development of independence and self direction, increased use of technology for research and multi-media presentation, and increased participation in state and national tests and competitions.

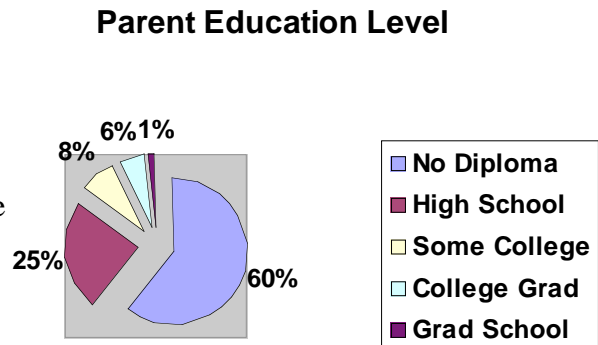
LAUSD uses various criteria to identify individuals as gifted or talented. Students can be identified as early as in Kindergarten as an accelerated learner or, more traditionally, students can be identified under intellectual ability, High Achievement, Specific Academic Ability, and as having ability in performing or visual arts from 3rd to 12th grade. Students can be referred to GATE by their teachers, parents, or by self-referral.

GATE students at FHS are encouraged to take AP classes or honors classes related to their gifted modality. These students' instruction is differentiated but based on the core curriculum in the classroom. Students use supplemental material that is at a higher level of complexity and depth. Differentiation may include individual assignments and expectations set for the GATE student, changes in pacing, modified curriculum to build the students strengths to his/her highest level.

GATE students often participate in the same programs as AP students such as the AP retreat and special field trips. FHS needs to develop a process to ensure that students who may be gifted or talented in performing or visual arts are referred to LAUSD for identification. Additionally, FHS needs to ensure that students participate in various competitions as well as take advantage of the many programs offered by LAUSD. Teacher encouragement directed toward parents and students is currently underway to promote these important programs.

PARENT EDUCATION LEVEL

In 2006, 45% of parents responded to the question relating to parental education level reported by the CDE. Parent education level is an important consideration when FHS plans events to increase parent knowledge of ways for them to support their students' academic success. Of the 45% of parents who responded, 60% of parents reported they did not graduate from high school, 25% reported receiving a high school diploma, 8% percent attended some college, 6% are college graduates, and 1% reported graduate school as the highest level of education.



As FHS focuses on student learning it must also focus on providing parents with experiences and information that will help parents assist their children in progressing positively in their education. A triad of support is necessary for students to make positive progress towards graduation and life-long learning. The triad consists of parents, teachers, and students, each doing his/her part. In order to provide support to our parents so they can support their children, FHS has held various workshops on California State Standards, applying to colleges and financial aid, and the African-American Latino Alliance.

SAFETY/CLEANLINESS/ADEQUATE FACILITIES

Fremont continually works to improve facilities. FHS has beautified its campus, returning the school's outside areas to the park-like quality of years past. Various improvements have been made to classrooms such as replacing school desks in virtually all classrooms, re-surfacing floors, painting walls, replacing chalk boards with white boards, replacing broken computers and printers, and adding hard-wired phones to each classroom. Also the PA system has been updated and the school has been rewired with fiber-optic computer lines. However, as progress is made, updating one system occasionally causes difficulty with another system. For example, when the PA system stops working and it is being repaired, this often causes problems with Internet wires. These issues are managed through complex coordination of contractors working at night and during the weekends. It is important to note that FHS is open for business six days a week from 7:00 a.m. through 10:00 p.m. for regular high school, BTB, adult school, and community programs. This makes it impossible to shut down the school for maintenance or repairs. Custodial staff is on campus from early morning to late night ensuring that FHS is in its best condition. The walls are painted almost daily to remove graffiti and classrooms receive deep cleaning on a rotating basis. Plans are underway to install cameras in areas of the school that typically are subject to vandalism. The school police force has added new officers and the school has added new security personnel to assist faculty in maintaining a safe culture for all stakeholders. Most teachers stand outside their classroom door during passing periods to monitor activity while students change classes- this activity is voluntary and most teachers feel it is an important mechanism to provide for student safety and to encourage students to make their way to classes on time. All of these positive efforts are improving FHS's safety, cleanliness, and maintenance of adequate facilities.

STAFF

The number of fully credentialed teachers has increased over the last three years from 71.5% in 2004 to 79.7% in 2007. Furthermore, 71% of classes in 2005 were NCLB compliant. As is true with many inner city “hard to staff” schools, there is a higher percentage of inexperienced teachers who are in the process of obtaining their credential than other schools in the District and California. The percentage of teachers who hold a full credential is 91% for the District and 94% for the state. Further, the percentage of teachers at FHS who are working under an Emergency credential is 22% whereas the percentage for the District is 3.6%.

Credential Status and Years Teaching for FHS, District, County, and State

School	# of Teachers	Full	Univ. Intern.	Dist. Intern.	Pre-Intern.	Emergency	Waiver	Avg. Yrs. Teaching	Avg. Yrs. in District	# First Yr Teachers	# Second Yr Teachers
JOHN C. FREMONT SEN 2006-07	217	173 (79.7 %)	36 (16.6 %)	7 (3.2 %)	0 (0.0 %)	49 (22.6 %)	0 (0.0 %)	7.9	7.7	26	40
JOHN C. FREMONT SEN 2005-06	241	193 (80.1 %)	26 (10.8 %)	4 (1.7 %)	1 (0.4 %)	21 (8.7 %)	1 (0.4 %)	8.2	7.9	35	17
JOHN C. FREMONT SEN 2004-05	214	153 (71.5 %)	59 (27.6 %)	6 (2.8 %)	10 (4.7 %)	24 (11.2 %)	1 (0.5 %)	8.4	8.0	17	45
District Total 2006-07	35,646	32,428 (91.0 %)	1,567 (4.4 %)	488 (1.4 %)	58 (0.2 %)	1,274 (3.6 %)	78 (0.2 %)	11.2	10.6	2,446	2,126
County Total 2006-07	80,679	73,788 (91.5 %)	3,325 (4.1 %)	880 (1.1 %)	424 (0.5 %)	3,164 (3.9 %)	251 (0.3 %)	12.1	10.6	5,012	4,621
State Total 2006-07	307,864	290,025 (94.2 %)	7,668 (2.5 %)	2,690 (0.9 %)	1,150 (0.4 %)	9,922 (3.2 %)	1,298 (0.4 %)	12.7	10.4	20,628	17,458

Source CDE June 2007

Teacher development, support, and retention have been identified as areas of need during the Self-Study for Local District 7 and Central District *Alternative Option* application process. Consistent faculty is of paramount importance in designing programs to support student learning. In the past, and to a lesser extent currently, the continuity of excellent programs, interventions, and processes are disrupted or lost as the staff and faculty are in constant flux. Historically, new teachers, defined as first or second year teachers, have had the highest attrition rate, as high as 60%. In 2005, 71 new teachers arrived at FHS. Due to the unusually high rate of teacher turnover, FHS piloted a New Teacher Coordinator position and achieved a new teacher retention rate of 98%. Retaining new teachers has additionally benefited FHS by increasing our overall number of fully credentialed teachers. FHS has implemented the following to support teacher retention:

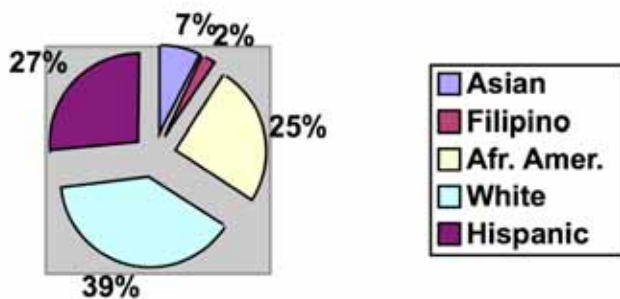
The *New Teacher Coordinator/Priority Staffing Teacher Advisor (PSP)* is responsible for staffing FHS’s vacant positions, designing training and workshops for new teachers, arranging for meetings to allow new teachers to form cohesive groups, being available to help new teachers with issues they may face, aligning resources such as laptop computers and LCD projectors for new teachers, and designing and implementing professional development in the areas of lesson planning, standards-based instruction, and classroom management for new teachers.

New Teacher BTSA Support Group – The PSP teacher advisor organizes and coordinates the BTSA program by matching BTSA inductees with mentors at the school site. Several Saturday workshops have been facilitated to assist teachers with completing BTSA requirements.

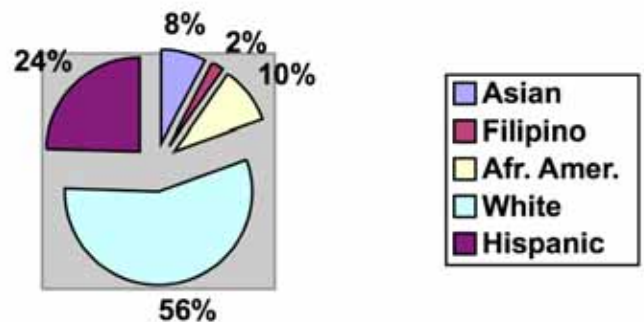
University Partners and Teach for America – these partnerships have allowed students to be taught by qualified instructors who are well versed in the needs of students in inner-city schools such as FHS. It is not unusual for new teachers to be educated in their teacher preparation coursework by instructors who also work in LD 7 and who provide new teachers with an ongoing and relevant culture of learning and support.

Demographics of certificated staff at FHS are more closely representative of Census 2000 data for the school’s zip code than the student body. FHS’s student population comprises two ethnic groups, individuals who report themselves as Hispanic 89%, and individuals who report themselves as African American 11%. Census 2000 data reports a more varied demographic breakdown for the school’s zip code and is as follows: African American 27%, American Indian/Alaskan Native 1%, Hispanic 56%, Asian 0%, and White 16%. At FHS the certificated staff is more varied than the student body but it more closely approximates the Census data for the school’s zip code than the demographics for certificated staff in Los Angeles County.

FHS Faculty Demographics



Demographics Faculty L.A. County



At FHS, students have role models (teachers, counselors, support staff and administrators) of the same ethnicity. In addition, FHS’s teachers represent ethnicities and cultures that are different than the students’. As such, students are exposed to teachers who share their cultures and to teachers who have different cultures. FHS’s certificated staff functions as a role model for positive group dynamics as individuals with different views and cultures work together. Los Angeles is a very diverse city and it is important that students at FHS are prepared to attend college and join a work force that includes many different cultures.

Para-educators

According to CDE data for the 2005-2006 school year, FHS employs 36 full time paraprofessionals and 18 part-time paraprofessionals. Data gathered by the CDE for NCLB status in 2005 indicate that 94% of the individuals placed at FHS (at time of data collection 46 paraprofessionals were listed at FHS) were NCLB compliant. Paraprofessionals are integral to

education in the classroom. Paraprofessionals work at FHS as classroom assistants in special education classrooms and as Additional Adult Assistants for individuals who need one-on-one help through the day. Many paraprofessionals are active in coaching and or supporting other school programs.

Paraprofessionals are more likely to be female than male with 61% of paraprofessionals being female. Demographic breakdown for para-educators is as follows: 60% African American, 40% Hispanic, and <1% White.

Non-Classroom Classified Staff

Fremont has 112 support staff (74 females and 38 males), including office/clerical and other classified staff. Non-classroom classified staff represents an ethnic breakdown that is very similar to the demographics for paraprofessionals: African American is approximately 60%, Hispanic 36%, and white is 4%.

STAFF DEVELOPMENT

At FHS teachers and staff have many opportunities to hone their instructional skills via specialized trainings. The school's focus has been on instruction, collaborative planning, cultural relativity, and WASC. Approximately 40% of staff development focused directly on instruction. Instruction based professional developments included: implementing District Initiatives and Periodic Assessments, analyzing student work, vertical team planning, interdisciplinary planning, and general lesson planning. Additionally, teachers from various departments and SLCs have had and continue to have the opportunity to share best practices.

Thirty-three percent of staff developments were dedicated to the Self-Study/accreditation process. Focus group meetings were held periodically through the school year. These meeting were collaborative and fact finding in nature.

The remaining 20% of staff developments were dedicated to promoting greater cultural understanding of students, psychology of gangs, and counseling initiatives.

Following staff developments, teachers were provided an opportunity to give feedback by way of a teacher survey. The majority of staff gave a 4 or a 5 (1 = missed the mark and 5 = hit the mark) on most professional developments. This means that for most teachers and staff, training outside of the school day is beneficial.

STUDENT ACTIVITIES

One of FHS's most important goals is to increase our average daily student attendance rate to 90% or above. Students who are connected to our school in meaningful ways, such as through student clubs/organizations, tend to attend school regularly. In short, establishing clubs/organizations will contribute to student attendance and academic achievement. Research shows those students who belong to clubs/organizations form positive, purposeful relationships

with the adult sponsor as well as the other students in the club/organization. These relationships contribute to positive student attendance while reducing the number of students who dropout of school. In short, when students have a caring adult who meets with them regularly to provide support and guidance around the objectives of a club/organization, the benefits to the students are many.

During the 2006-2007 school year, FHS completed a listing of all official student clubs and organizations that serve the students of John C. Fremont High School. Although the administration and the District (supported through the UPTC program) strongly encourage teachers and staff to form new clubs, and although BSU and GSA are two new clubs created in 2006-2007 to help meet the needs of our diverse student body, we found that we are still lacking in the number of adult sponsored clubs and organizations on our campus.

Clubs include: GSA-Out and About, French Club/Dance Club, World Wide Club & Dance Team, Fremont Youth Empowered thru Action, JROTC Color Guard, JROTC Drill Team, Art Club “B”, Fremont MESA, Fremont Bible Club, IDEAS, Magnet History Club, Fremont Film Club, Calligraphy Club, Visual & Performing Arts Club, First Generation College Goers Club, Black Student Union Club, Mural Painting Club, Drill Team, Dance Team, Eco Power, Art Club “A”, Humanitas “A”, National Honor Society, Dysfunctional Revolution, Calculus Club, and Papermaking & Bookbinding Club.

Tutorial Programs: Homework Club, 7th Period (Math, Science, Technology Magnet Academy tutoring program)

Sports: Many school teams are available for students wishing to participate in athletics, including: football, basketball, baseball, softball, soccer, swimming, diving and water polo, tennis, cross-country, track and field, cheerleading, volleyball, and golf.

Leadership: Beginning with the 2006-2007 school year, Leadership expanded from one teacher on A-track to three teachers across all three tracks. This expansion has resulted in increased student participation in Leadership activities and school spirit. Leadership students are responsible for planning schoolwide activities, promoting cultural awareness, and promoting school spirit. Some of these activities include the annual Homecoming Dance and less formal lunchtime dances, rallies, lunchtime spirit days, African American History Month, and blood drives. In addition, several SLCs have leadership groups providing more students the opportunity to develop positive leadership skills as well as enhance self efficacy by being part of a group initiating constructive change at FHS.

Publications: Monthly schoolwide newspaper, annual yearbook, and various publications by SLCs, including: *Magnet Currents* (a quarterly newsletter written by Math, Science, Magnet Academy students for their SLC) and *Dysfunctional Revolution* (a publication written by AIR and EARTH).

DISTRICT POLICIES/SCHOOL FINANCIAL SUPPORT

LAUSD distributes virtually all California State funding to its schools. General Funds are based on Norm day attendance. Supplemental/Specially Funded monies include categorical funds such as Title 1 and Special Education. A detailed breakdown of the budget for 2007-2008 can be found in the appendix.

2007-2008 Budget Grand Total: \$31,298,451.00

General Funds Total: \$16,287,841.00

This fund includes instructional materials, non-instructional materials, certificated and non-certificated salaries, Rodriquez Consent Decree allocation, and student attendance incentive.

Specially Funded/Supplemental Funds: \$14,694,866.00

These funds include categorical funds which support programs such as special education, Title 1, Limited English Proficiency, and parental involvement. Other programs supported under this heading include the Extended Learning Academy, PHBAO class size reduction, Supplementary Secondary Counselors, and other programs.

Cafeteria Fund: \$315,744.00

STUDENT PERFORMANCE DATA

API

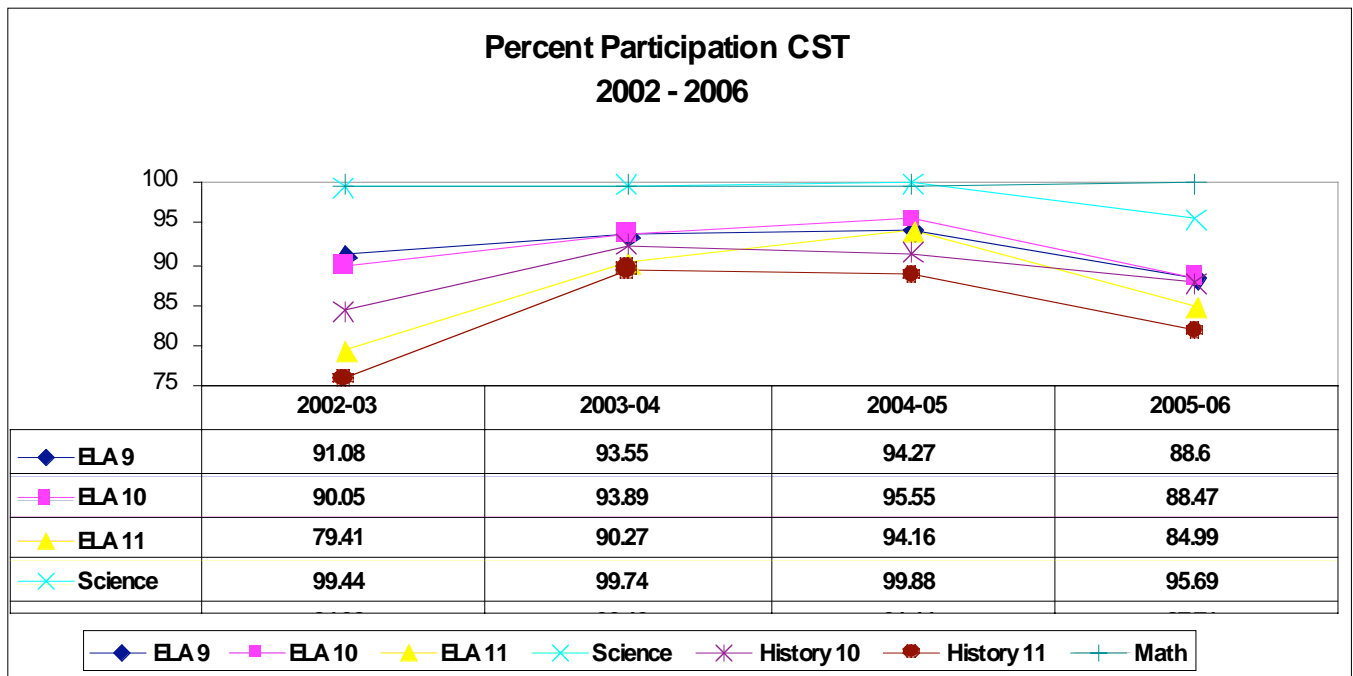
State Accountability is measured by the Academic Performance Index (API) which is based on student performance on the following California standardized tests: California Standards Test (CST) in English Language Arts grades two through eleven, CST Mathematics grades two through eleven, CST Science grades nine through eleven, CST History-Social Science grades ten and eleven, California Alternate Performance Assessment in ELA and Mathematics grades two through eleven, CAHSEE in ELA and mathematics grade ten (and grade eleven and twelve if the student retook either part of the CAHSEE and passed that part).

API for 2006 was not met for the schoolwide target, comparable improvement, or both schoolwide and comparable improvement. The API increased by one point from 2005 to 2006. Hispanic or Latino and Socioeconomically Disadvantaged subgroups increased in API by 2 points and 6 points respectively. African American, English Language Learners, and Students with Disabilities decreased from 2005 to 2006 by 10 points, 10 points, and 8 points respectively. The English Language Learner's decrease in points may be due to the large number of students who have been reclassified as Fluent English Proficient in recent years which is a positive move for the school, but may have removed individuals from the EL population who were better able to achieve higher scores within that subgroup.

As shown previously in this report, API scores have had a steady positive upward trend for FHS from 1999 through 2006. Further discussion into particular measures for CST and CAHSEE follow in this report and may help illuminate how FHS is succeeding or meeting challenges in meeting its goal to focus on student learning.

California Standards Test (CSTs)

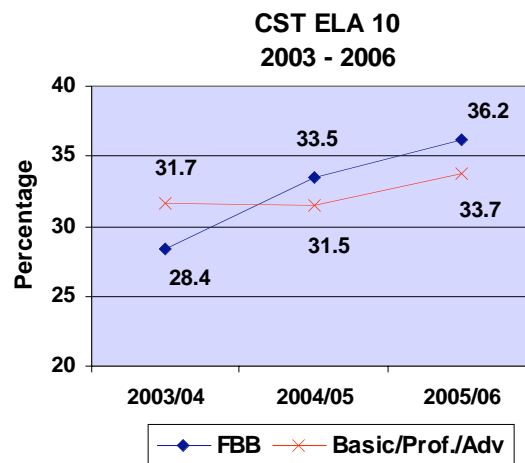
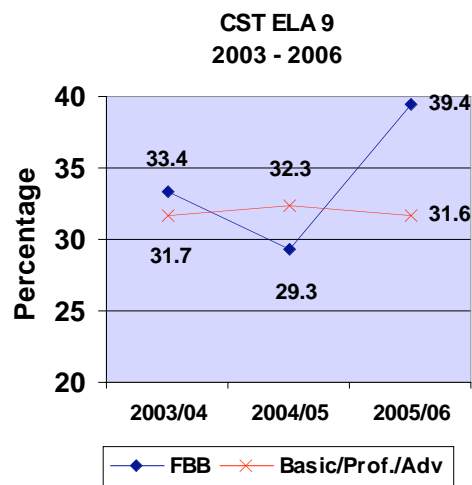
Participation rates on CSTs is important to the overall ranking of any school since tests that are not taken or are invalid are scored at 200, the lowest points attainable. During the 2005-2006 school year FHS moved to an electronic attendance program to improve records and tracking of students that should be tested. In nearly all CST subject tests the percent participation decreased from 2004-2005 to 2005-2006 school years.



Our attempts to improve attendance are designed to also affect attendance and participation during CST testing (see the attendance data section for a summary). We have also added technology staff to provide instructors with hardware and technological assistance in electronic reporting. Lastly, the attendance office plans to be even more vigilant about sending out correspondences to reminding teachers about the importance of taking attendance and filing it electronically.

CST ELA Scores:

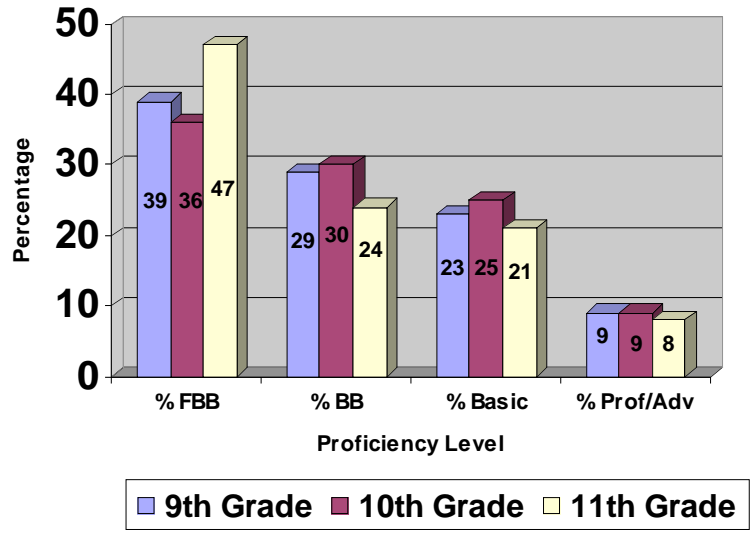
Over the past three years there have been significant changes in the percentage of students who test for the first time at FHS and test at the FBB Level. For ELA taken in ninth grade from 2003 to 2006 there has been a 6% increase in FBB. A similar trend exists for ELA tests taken in tenth grade with the exception that the percentage of proficient and advanced has increased by 2.1%. These findings could mean that students entering high school are less prepared than in previous years and therefore require greater time to achieve grade level goals. It is encouraging to see a slight increase in the percentage of students who achieve proficient and above but the percentage is still far too low.



CST tests are an indicator of a larger problem facing people today. Teachers know that it is unfortunately common to find students at Fremont High School who are unable to read application prompts such as *Last Name*, *Date of Birth*, and *Address*. FHS is not alone in its charge to combat functional illiteracy. According to the United Way in 2004, The L.A. Literacy Project 53% of Los Angeles residents are low literate or functionally illiterate. In South Central Los Angeles the number rises to 84% of individuals being functionally illiterate defined as people who are unable to read a bus schedule, unable to read a note explaining a billing error, unable to read the instructions on a bottle of medicine, and are unable to fill out an application for a job.

The state of illiteracy for the area surrounding the school necessitates interventions to assist the community in becoming literate. The Parent Center and Adult school provide classes to help adults. Students at FHS are provided tutoring through supplemental services and school programs with the realization that many students cannot receive help at home with their class work. The career center and DOTS assist students with filling out college and job applications. Direct explicit instruction in English with scaffolding helps students reach grade level standards. At FHS differentiated instruction is essential to ensure that students who are advanced are not excluded from learning while students who need more basic instruction receive it and all students work at their personal zone of proximal development.

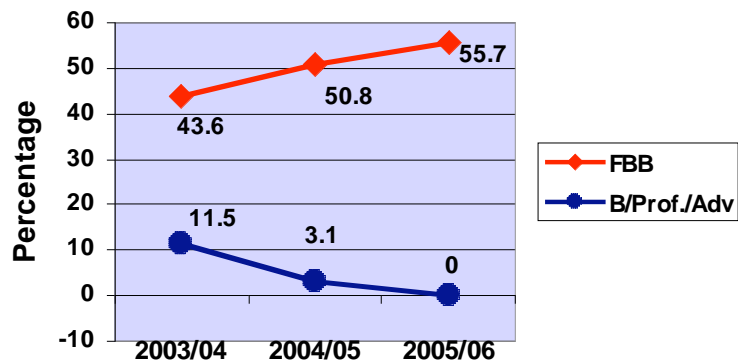
**CST English Language Arts
2005/06**



CST Mathematics:

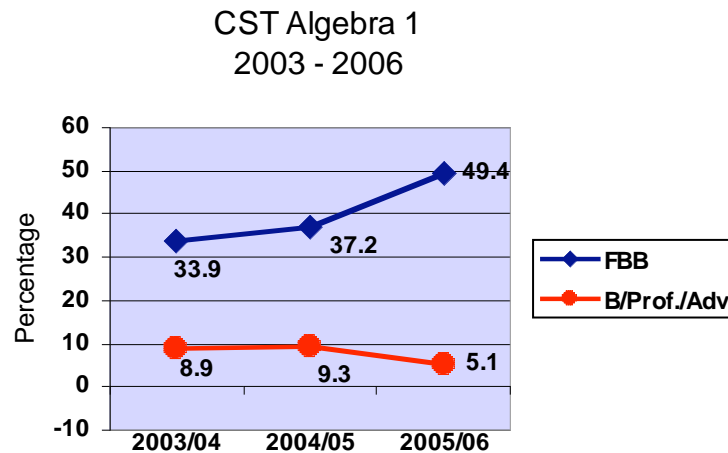
Student performance in the area of mathematics for grades 8-9 shows an alarming trend towards ineptitude. The percentage of students who tested at FBB has risen from 43.6 % in 2003 to 55.7 % in 2006. The percent of students who tested at all other levels have declined. Student knowledge in mathematics has been decreasing over the years and students arrive in high school with a weaker foundation in mathematics currently than three years ago. Teachers and administrators know this and have implemented various programs to improve student math knowledge.

**CST Math Grade 8-9
2003 - 2006**

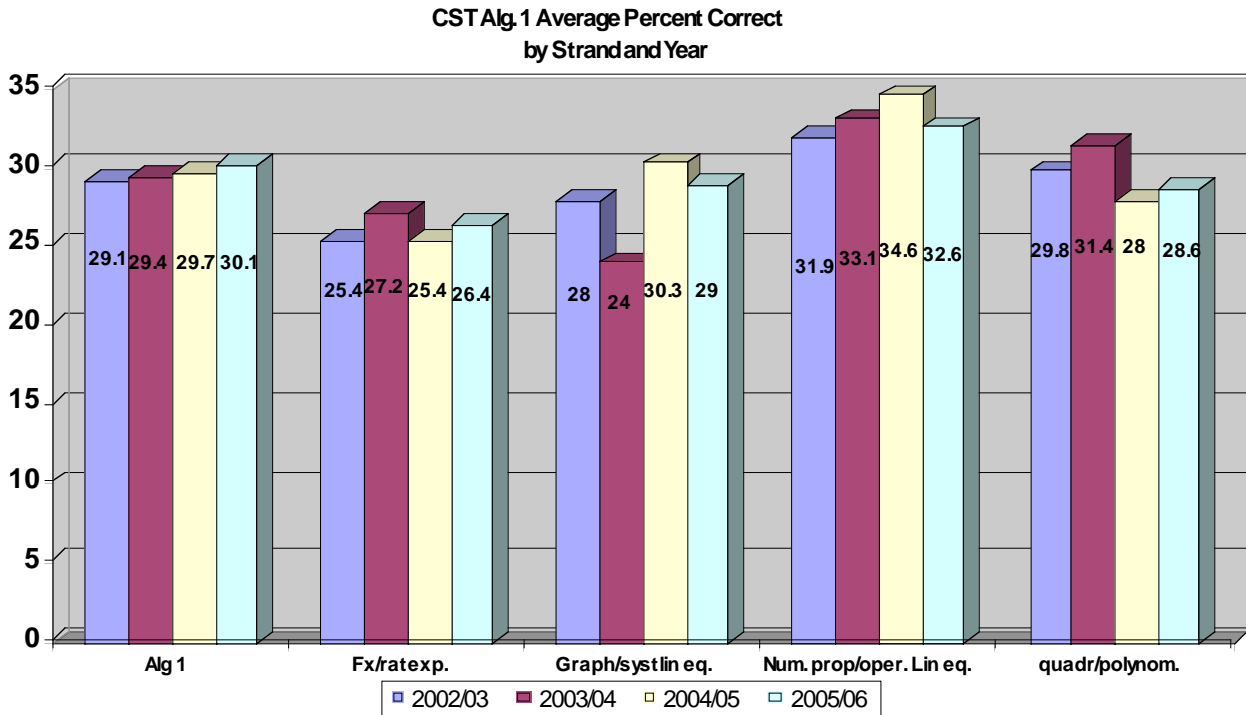


The District supports schools by providing funds a Required Learning Academy for all ninth grade students who score below basic wherein students must attend at least on session in math or English. Tutoring is available through the Homework Club as well as supplemental services.

CST Algebra 1:



It is not surprising that students taking Algebra I would also show an increasing trend towards scoring FBB when their understanding of math is weaker than expected for students entering an Algebra I course. In order to further support students an Algebra Readiness program was implemented during the 2005-2006 school year. This program is meant to assist in remediation of pre-algebra mathematical concepts for students who fail the first semester of Algebra. The intention is to provide students with the understanding needed to complete state mathematics requirements for graduation and beyond. Students who are in grades 10 through 12 are eligible to participate in the Extended Learning Academy that provides students additional instructional time in re-enforcing foundational mathematical concepts needed to reach high school level standards. Further support provided outside of the regular school year is provided by the Beyond the Bell office by combining pre-Algebra with Algebra 1 and providing students with 2 or 3 teachers per class. The premise is that with a smaller teacher to student ratio students can be grouped for differentiated instruction to meet the varied needs of students in Algebra.

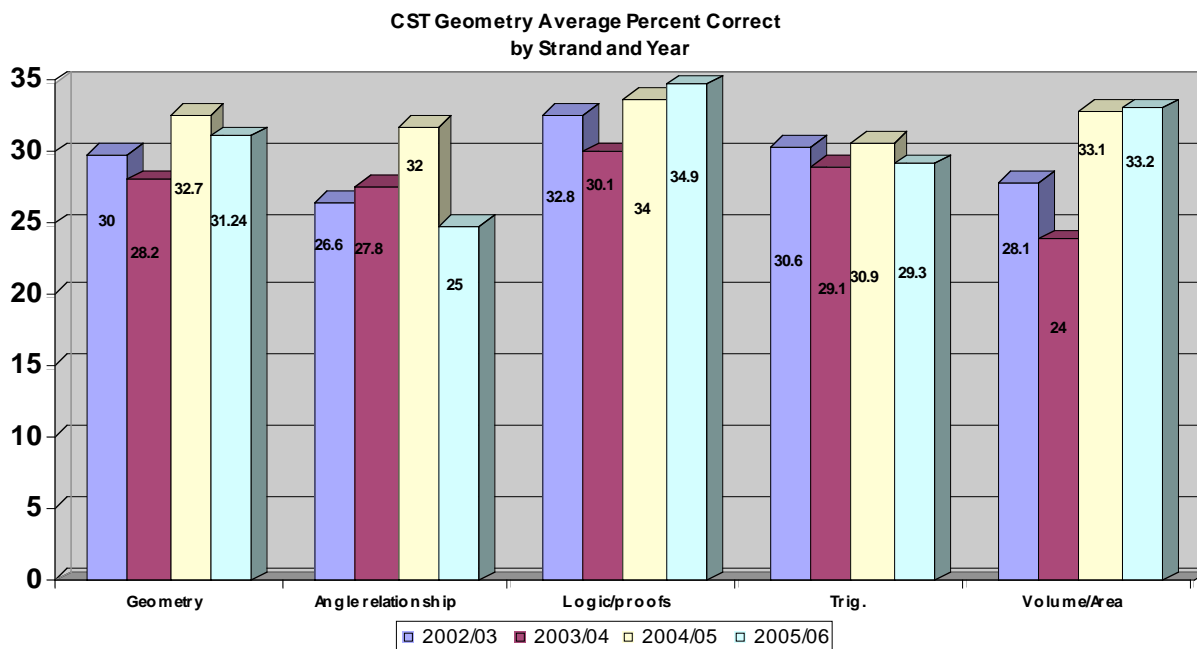


The first column in the graph above represents the percentage of correct responses for Algebra I overall, the remaining columns represent a break down of Algebra I standards by strand over the past four years. This analysis was done to glean specific information regarding progress in instruction and to inform instructional practices. Although the percent of problems answered correctly was low enough overall to yield very low performance on the CST Algebra I test, there has been progress made since 2002 in general for Algebra I. Students answered 29.1 percent of questions correctly in 2002 and this has increased to 30.1 % in 2006. Four strands were tested and included: Functions and Rational Expressions, Graphing and Systems of Linear Equations, Number Properties/Operations and Linear Equations, and Quadratics and Polynomials. Students at FHS have shown fluctuating ability across all strands across the past four years. This may represent the math department's attempt to bolster strands that were low one year by augmenting instruction in that area to the deficit of another strand. The data shows students are not well versed in the Algebra I curriculum. Teachers report that they struggle with meeting the needs of students in Algebra due students' lack of understanding in foundational concepts necessary to Algebra and the need to scaffold many standards included in this course. Students struggle with concepts such as integers, rational numbers, and the order of operations. These concepts have been taught since elementary school and the high school level Algebra I class often requires teachers to re-teach basic mathematics before the teacher can delve into Algebra I. During the 2006-2007 school year math coaches and the math department have investigated possible solutions to the issues students are having with Algebra and math in general. Based on review of current best practices in teaching math as well as investigating programs that are effective at FHS like inquiry based science instruction the department decided to change its approach to teaching Algebra. The department implemented a Concept based teaching practice in math to augment the state approved Algebra 1 text. This program has just begun and at this time there are no measurable changes in student performance. The department plans to use CST scores as a

measure for success. The premise is that if math can be brought to life for students often times through hands on concept based lessons that students will value mathematics and put forth the effort needed to memorize formulas since the formulas will be conceptualized. Additionally, deeper levels of understanding are purported as resulting in better long term memory accessible by multiple connections according to information processing theory and this is what should happen for students who learn math through concept based instruction.

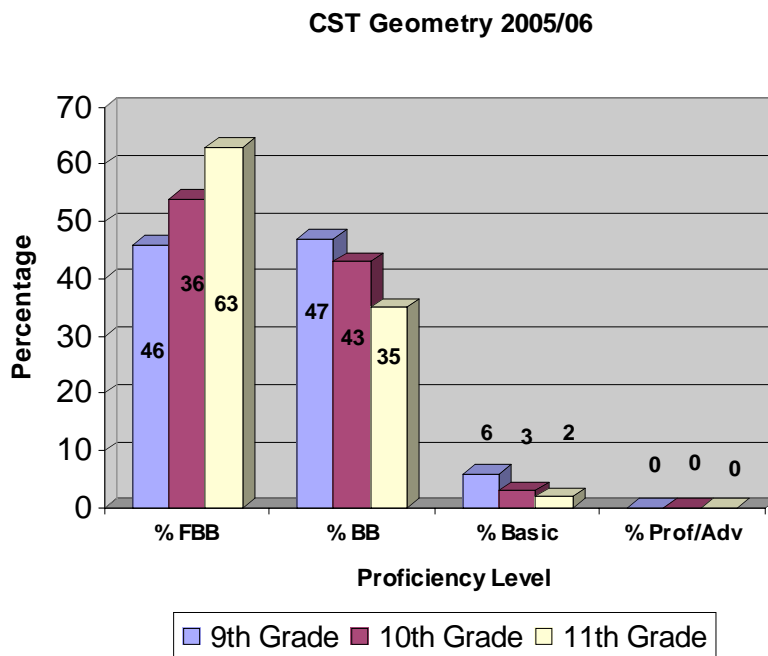
The highest percentage of students who test FBB in Algebra 1 are 11th grade students. Students entering high school start their math coursework with either Algebra 1 or Geometry. Students who are taking Algebra 1 in eleventh grade are students who are repeating Algebra 1 for the third time and most likely represent students with the lowest level of math competence. Ninth graders have the highest percentage of students who are proficient or above at 1%. The above graph reiterates the serious problem with students meeting grade level standards in Algebra.

CST Geometry:



The percentage of correct responses by students taking the CST in Geometry increased since 2002 (1.24% increase) but was lower in 2006 than in 2005 (1.46% decrease). The strands tested were: Angle Relationships/Constructions and Lines, Logic and Geometric Proofs, Trigonometry, and Volume and Area Formulas. Student performance increased in the strands for Volume and Area as well as Logic and Proofs in Geometry. The strand for Volume and Area, which showed an increase in correct responses, was a point of focus for teachers due to CAHSEE testing in this area of Geometry. Geometric two column proofs have traditionally been a difficult area for

students. Math department discussions have resulted in a sharing of best practices to help teachers use better methods for explaining these concepts. Teachers have made an increased effort to teach proofs yielding increased student correct responses on this strand.

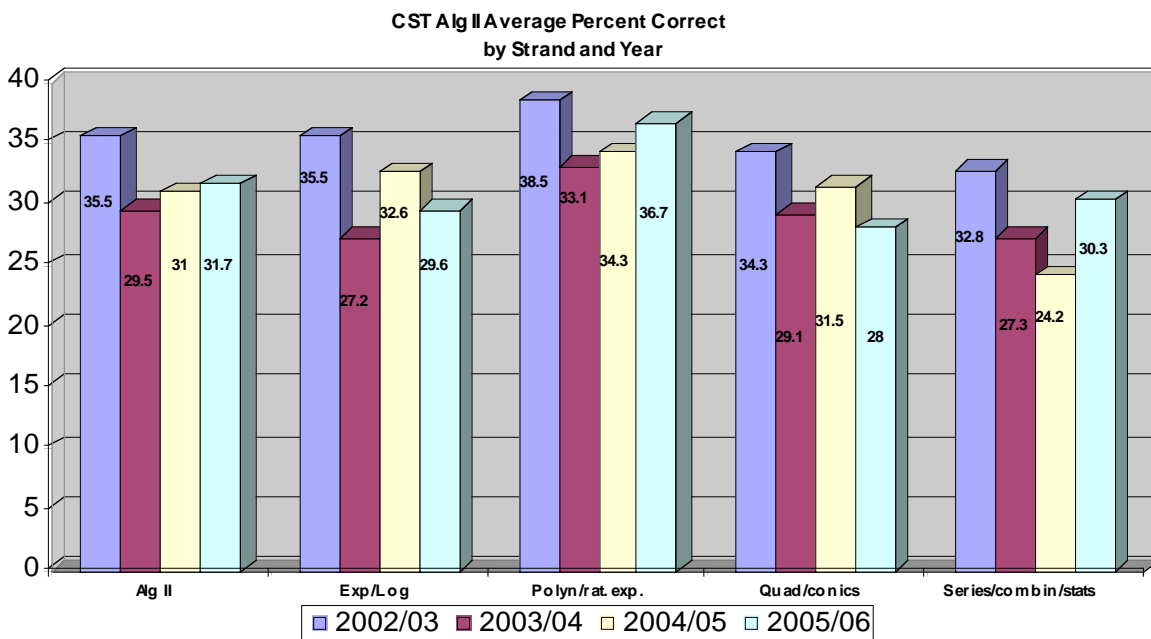


Students examined by the CST in Geometry show difficulty in reaching grade level standards. Students with the strongest background in mathematics take Geometry in ninth grade but for others Geometry is typically taken in tenth grade. Ninth grade students are more likely than students in later grades to perform at the basic level, represented by 6% thus suggesting that these ninth grade students entered FHS with a strong concept base and were ready to benefit from instruction in Geometry. Students who are in later grades are more likely to test FBB basic than other grades. The math department and coaches attribute this trend to students being prematurely passed into higher math. The department is making an effort to ensure that teachers do not pass students into higher math classes when they have not met foundational understandings needed in Algebra to find success later in math.

CST Algebra II:

Algebra II is an A-G requirement that is not currently required for graduation. This class will be included as a graduation requirement for the 2008-2009 entering class. Due to the intense push for all students to graduate with A-G requirements, this class has been offered to students who are not ready to take Algebra II, such as students who have been unable to pass the CAHSEE. Students have shown progress overall in Algebra II based on the average percent of correctly answered items since 2003, but this percentage of correct responses is lower than students were

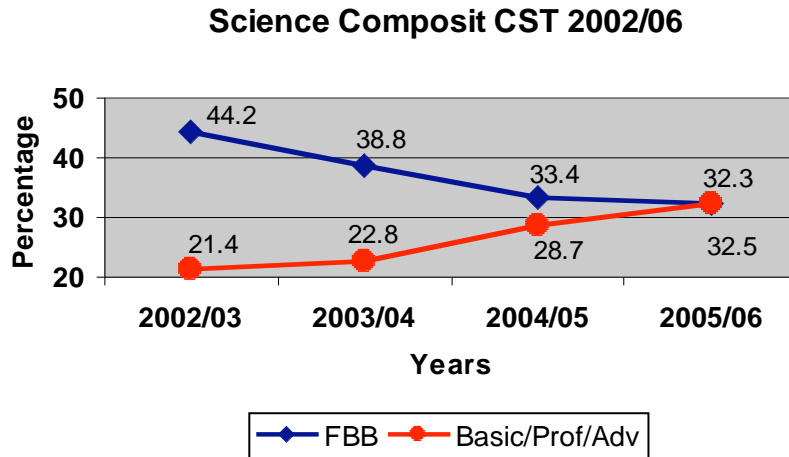
able to answer correctly in 2002. By strand there have been increases in student ability to answer correctly over time but in no case are students doing as well as they did in 2002. After 2002 the school entered a phase of intense restructuring; at this time administration changed and there was a large teacher turnover. Additionally, teachers report that they are often unable to cover all strands required by the course at the intended depth or to alternatively cover all strands on the surface level only due to the high level of scaffolding needed for students to reach the more abstract curriculum in Algebra II. The solution is to make sure students obtain needed understandings in Algebra I through instructional interventions such as Algebra Readiness and Concept-based teaching (discussed elsewhere in this document as well as in additional chapters). Required and Extended Learning Academies and outside tutoring are needed to ensure that math concepts are not taught to the lowest ability in the class but to the state mandated standards; Algebra II needs to be taught as Algebra II and not another Algebra I for this does not prepare FHS students for higher learning or the SAT.



CST Science Composite:

The Science programs at FHS are an example of exemplary instruction and organization. The percentage of students who have moved from FBB to basic and above is clear in the graph below. This program is well organized with a large amount of time spent on teacher training. All teachers who teach ICS 1 attend a week long training after which they receive classroom supplies to teach inquiry science. The science coach is very visible and spends a great deal of time in classrooms helping teachers solve “real” classroom problems. Science department meetings are productive and teachers share their best practices. Literacy is augmented in science through “read alouds” where the teacher models his or her approach to reading unknown often difficult science texts. Students are encouraged to write in the margin of texts they read when they do not understand their reading or when their reading connects with prior knowledge. The Socratic Method has been taught to teachers and tried on each other. The culture in the science

department along with the support provided to teachers makes for productive teaching where the students learn.



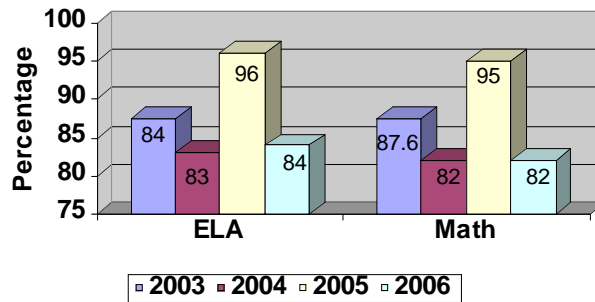
AYP

Adequate Yearly Progress measures four key areas: participation rate on both ELA and Mathematics in which the target is 95%, percent proficient and above on the CAHSEE grade 10 and the CAPA grade 10, API as a measure of AYP, and graduation rate which must be 82.9% or above or at least an improvement of 0.1 from the previous year or an improvement of 0.2 over the average of two years.

AYP Participation:

FHS did not meet 2006 AYP goals for participation rate for ELA or Mathematics in any subgroup. It is speculated that FHS’s goal attainment in the area of participation rate is possibly erroneous due to the existence of phantom students who are included in FHS’s total enrollment but have never physically attended FHS; as discussed previously in the area of attendance. However, FHS participation rates have varied across the previous four years which is an issue that needs to be more fully understood. FHS met its AYP participation goal in 2005 due to rallies to encourage student attendance and parent workshops as well as other factors. Similar programs were in place during the 2006-07 school year but similar percent participation rates have not yet been observed. Student participation rates and scores on standardized tests are currently being evaluated by FHS as well as LAUSD to determine what course of action needs to occur at the school site or in gathering of data.

AYP Participation Rate 2006-2003



AYP Percent Proficiency:

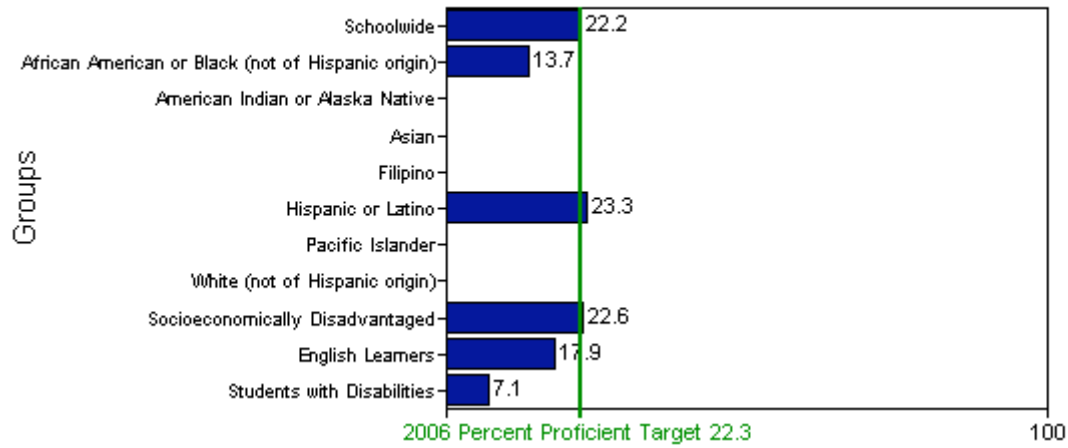
The subgroup reported as Hispanic or Latino as well as the subgroup designated as Socioeconomically disadvantaged met 2006 AYP percent proficient criteria for ELA but not mathematics. The Socioeconomically disadvantaged subgroup overlaps with other subgroups and is represented in other group analysis. African American and English Language Learners did not achieve AYP 2006 criteria for percent proficient in ELA or mathematics. Students with disabilities percent proficient was not applicable possibly due to AYP policy wherein fewer than 11 valid test scores are not reported to protect student confidentiality.

AYP percent proficient measures the percentage of grade 10 students who score proficient or above on the CAHSEE and CAPA assessments. Proficiency on the CAHSEE is reflected in a score of 380 or above.

ELA Percent Proficient 2005-2006:

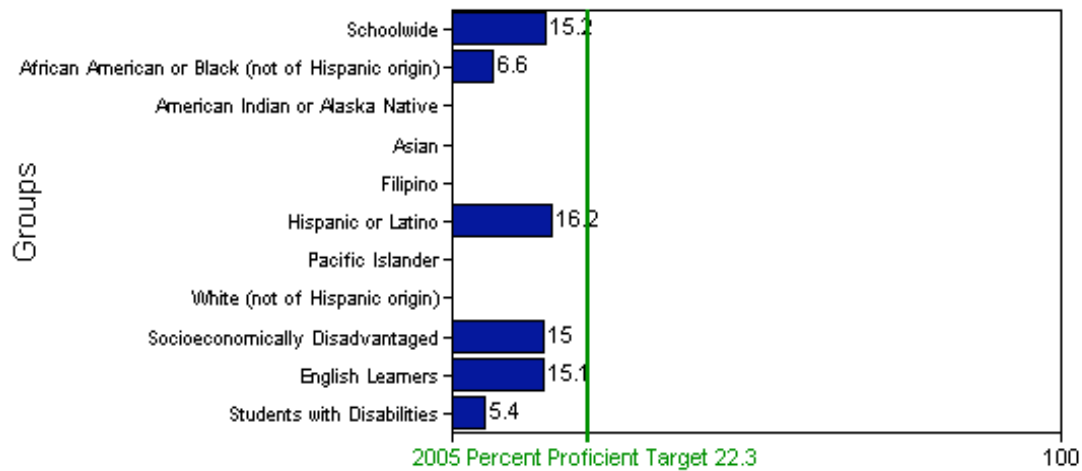
The following two horizontal bar graphs represent FHS’s achievement towards its proficiency goal for tenth grade students on the CAHSEE in ELA. The green vertical line is the marker for FHS’s proficiency target. For 2006 FHS missed the schoolwide target by 1 tenth of a percentage point. FHS showed improvement in the percentage of students who were proficient or above in subgroups and as a whole from 2005 to 2006. In 2006 FHS achieved its percent proficient target of 22.3% in the Hispanic or Latino subgroup and the Socioeconomically Disadvantaged subgroup which represents a percent increase of 7.1% and 7.6% respectively. Overall the following groups had increases of 7% or greater: schoolwide, African American, Hispanic or Latino, and Socioeconomically Disadvantaged. English Language Learners and Students with Disabilities increased in percent proficient by 2.8% and 1.7% respectively.

English-Language Arts - Percent At or Above Proficient



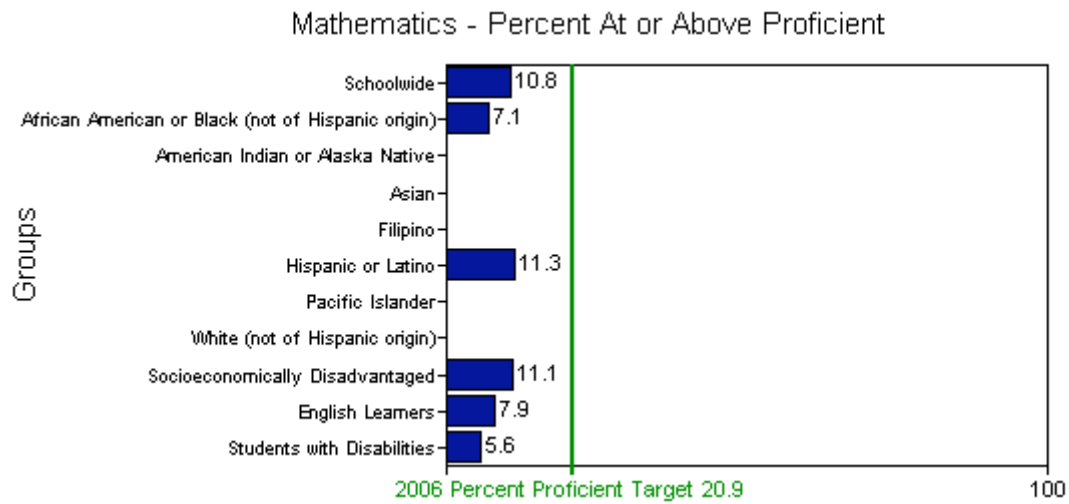
Source CDE July 2007

English-Language Arts - Percent At or Above Proficient



Source CDE July 2007

The percentage of proficient students in mathematics has remained virtually unchanged over the last two years. During 2005-2006 African American students exhibited a 2.4% increase. All groups including the school as a whole fluctuated within 1% and scored approximately 50% lower than the target.

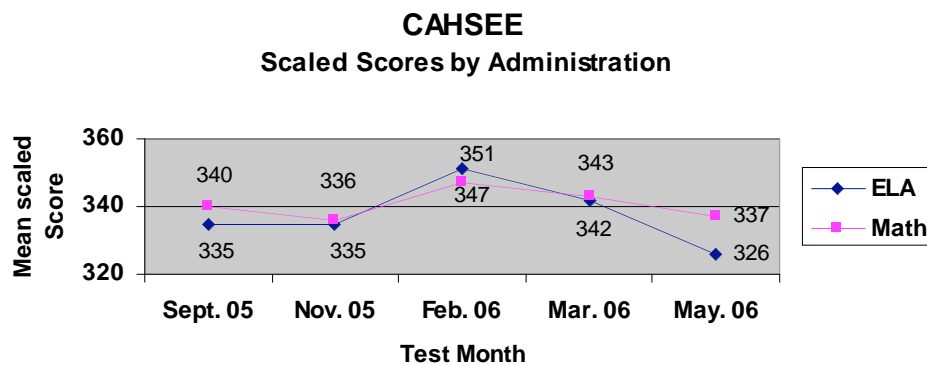


Mathematics Percent Proficient 2005 – 2006

CAHSEE Results

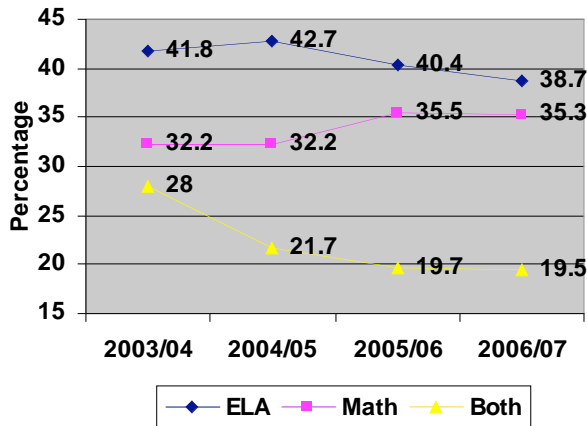
Prior to the 2005-2006 school year students were tested in large groups in the Student Gym or Cafeteria. Based on evaluation of procedures and psychological basis of testing in which social research shows that people test better in small group familiar settings; FHS changed to a policy to test in small groups in familiar classrooms. Every effort has been made to test students with current teachers and provide ample time for each student to test ant their own individual pace.

Faculty at FHS was concerned with student success on the CAHSEE during the 2006-2007 school year due to two major disturbances on FHS campus. In March there was large scale student fighting related to race tensions that resulted in a lockdown for several hours, the streets around the school being closed, and deployment of riot police to the campus. This disturbance occurred at a time that was within a week of the March CAHSEE administration. In May around the Mexican Independence Day many schools in South Los Angeles, including FHS were involved in student walkouts to protest immigration reform laws pending legislation. These occurrences could have decreased student concentration on the CAHSEE and overall testing participation.

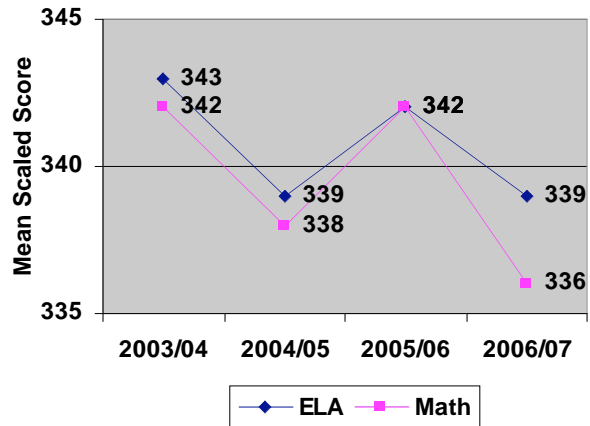


The percent of students passing the CAHSEE over the past four years has increased slightly for Mathematics from 2004-2005 through 2006-2007. The percentage of students who passed the ELA section or both ELA and Mathematics has declined. The mean scaled score for ELA and Mathematics has fluctuated from 2003 to 2007, with the highest mean scores occurring during the 2004-2005 school year.

**Percent Passing
CAHSEE 2003 - 2007**



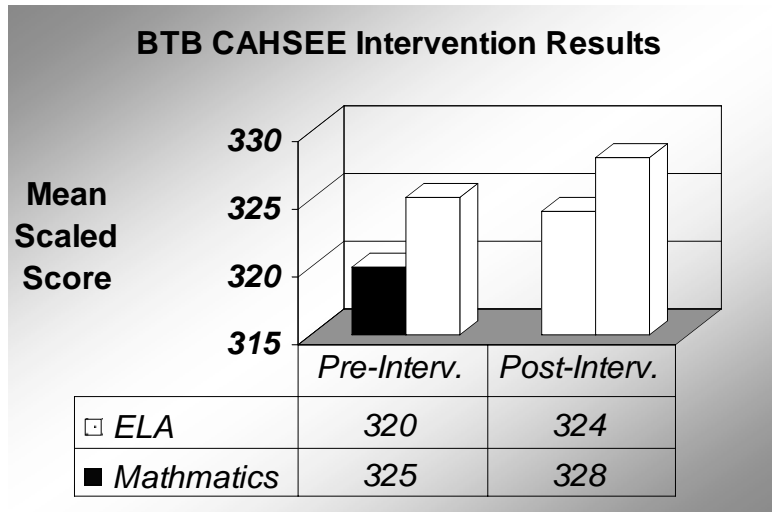
**Mean Scaled Score
CAHSEE 2003 - 2007**



During the WASC 2004 Midterm Revisit FHS had upgraded its technology by providing computers to each classroom with internet access, teachers and administrators implemented standards-based curriculum plans that were created collaboratively, utilized local assessments to guide instruction in research based programs such as *Language!*, and developed four year plans for students. FHS has been vigorously revitalizing rigorous standards-based instruction. New internet connections have been wired through the school and new computers have been purchased. Four year have been derived with students and parents present. FHS is still using *Language!* but due to a lack of positive growth for students, the school plans to move to Read 180 next year.

BTB CAHSEE INTERVENTION RESULTS

The Beyond the Bell office provides several interventions to remediate student academic skills, prepare students for standardized tests by teaching test strategies, and familiarizing students with the structure of the CAHSEE. Students who participated in CAHSEE interventions were tracked based on pre-intervention test scores and post-intervention test scores. Statistical analysis of scores followed.



Mathematics:

Average student scaled scores in mathematics increased from 325 to 328. The paired t-test comparison revealed that those students who participated in intervention had a statistically significant increase in the average CAHSEE scaled score for mathematics from February (pre) and November (post) test administrations , $t=-3.90$, $p=0.002$, $n=116$.

ELA:

Average student scaled scores in ELA increased from 320 to 324 which is statistically significant when compared with a paired t-test for pre-test prior to intervention and a post-test. ($t= -2.59$, $p= 0.011$, $n=100$,)

FHS is using this information to better facilitate student learning and success on this important exam, and to determine if some of these strategies can be of further use during the regular school day. Future analysis of intervention programs will include tracking student participation based on hours of attendance in the above mentioned interventions. FHS is finding success in its interventions through BTB programs.

CELDT- California English Language Development Test

CELDT is California state test of English language proficiency and is administered to all EL students each fall by the District. The test measures listening, speaking, reading, and writing skills of English Language Learners to assess student progress toward becoming Fluent English Proficient (FEP). Students are proficient if they score Early Advance or Advanced overall and at the Intermediate level or above in all skill areas. To re-classify a student, Early Advance or above on CELDT and basic on CST exams must be achieved, teacher recommendation must be received and parental consent must be given. See previous section for CELDT results.

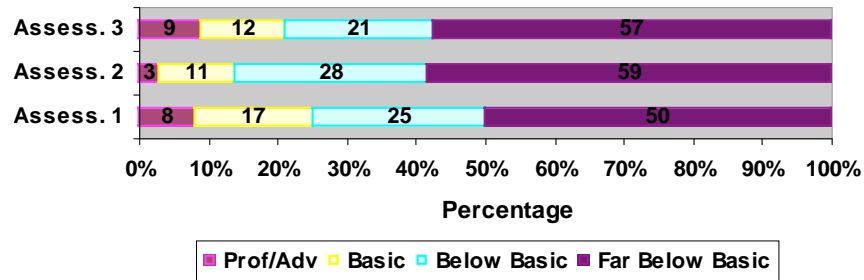
LAUSD Periodic Assessments

LAUSD supports its schools by designing periodic assessments and maintaining records. LAUSD uses this data to drive instruction across all schools in the District by generating instructional initiatives as well as programs deemed necessary to support students and teachers. In order to assist teachers in utilizing these data departments such as the math department has hosted in-services for teachers to instruct teachers on how to obtain their students scores via the internet. This has allowed math teachers the ability to view their class's scores for the multiple choice section of the Periodic Assessment within a week of submitting the exam to be graded. FHS hopes to do more of this in the future to ensure that all teachers have access to student data to allow the data to drive instruction.

Algebra 1 Periodic Assessment:

Students participating in the Algebra 1 periodic assessment show a greater percentage of students testing at proficient and above than they do on CSTs. Twenty five percent of students score basic or above on the first periodic assessment which covers basic Algebra content. The third assessment shows 9% of students are proficient and above. This information is helpful since it shows teachers where students struggle and the data corroborates with strand data for the CSTs. schoolwide plans for assisting teachers with their Algebra instruction to help students become competent in Algebra have been discussed and are covered in subsequent chapters. The Periodic Assessments content is based on the California State Standards and can be seen as a second assessment for cross validating student performance between the CSTs and Periodic Assessment data. Students perform better on the Periodic Assessment data and it is speculated that this difference is due to two possible causes. First, the Periodic Assessments are shorter tests; more similar to the length of teacher generated mid-terms and finals. Second, the Periodic Assessment takes place during one class hour and occurs in the same classroom with the same teacher as the student currently receives math instruction. The CST, alternatively, generally takes place over multiple class periods and most students take the test with a teacher other than their math teacher. Anecdotally, teachers and students report that students do not value the CST tests. The *Test your Best* program directly addresses student motivation on the CSTs by providing incentives for students who attend each test day and try their best on each test. Many programs at FHS, through the BTB office and others, offer test taking strategies to students. Students who are prepared to take a long standardized test and have developed strategies to improve test taking endurance will test better than students who have not prepared or are unaware of the timing and structure of standardized tests.

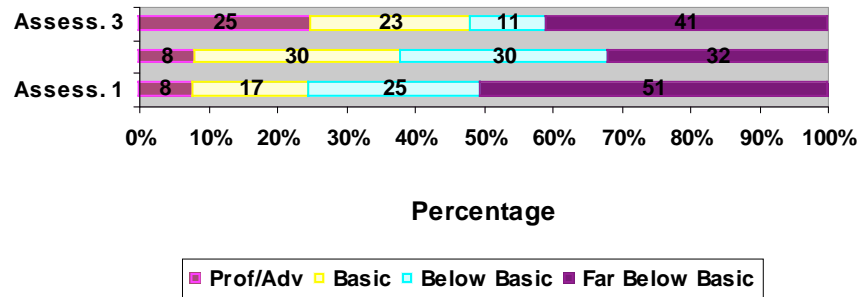
Algebra 1 Periodic Assessments 2006/07



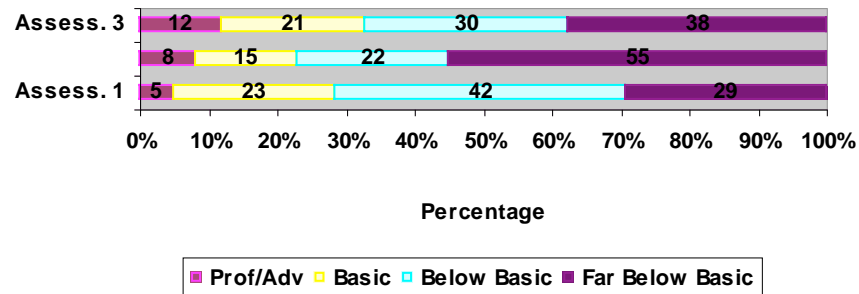
ELA 9 and ELA 10 Periodic Assessments:

Forty Eight percent of students taking the final assessment for ELA 9 score in at basic or above. Students taking the ELA 10 produce similar results. By the third assessment 33% of students score at basic or above. These results are more positive than CST data reveals.

ELA 9 Periodic Assessments 2006/07



ELA 10 Periodic Assessments 2006/07



SAT AND American College Testing (ACT) Exams

Over the past three years the percentage of students taking the SAT has increased by 28%. This shows FHS's college going culture and counselor advising is changing the way students plan to

continue their education. The average verbal score has increased form 2003 to 2006. In mathematics the average score has decreased slightly. FHS typically offers SAT preparatory classes through both the College and Career Center and BTB. All tenth grade students are strongly encouraged to take the PSAT with the fee waiver in place.

	2003-04	2004-05	2005-06
Percent of Grade 12 Enrollment Taking Test	52.4%	68.0%	80.8%
Average Verbal Score	360	352	363
Average Math Score	379	369	363
Average Writing Score	---	---	363

Algebra Enrollment

Number of Students Enrolled in Algebra 1 Courses (By Year)

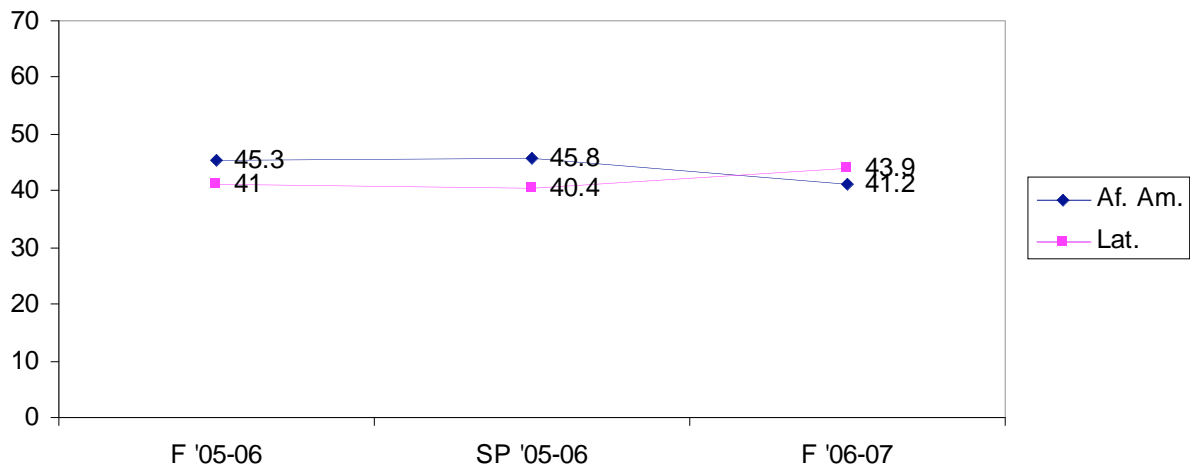
	ANNUAL 2004-2005	ANNUAL 2005-2006	ANNUAL 2006-2007
ALGEBRA 1A - 310301	1,539	1,503	1,845
ALGEBRA 1A - 310301	30.63%	32.57%	39.78%
ALGEBRA 1B - 310302	1,541	1,532	1,726
ALGEBRA 1B - 310302	30.67%	33.20%	37.21%

The number and percent of students enrolling in Algebra 1A and 1B has increased from 2004 to 2006. The enrollment increases may be due to repeated enrollment in the course over the years. The math department has structured its course offerings such that all “A” semester classes are offered only during the fall semester. Therefore a student who fails the first semester of a math class participates in remediation during the second semester to stay on track.

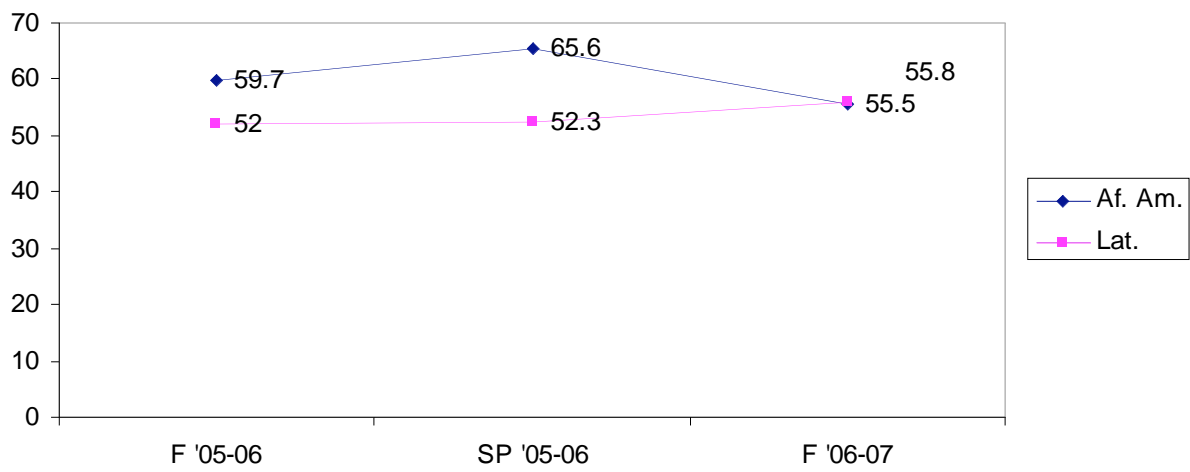
Percentage of D's and F's

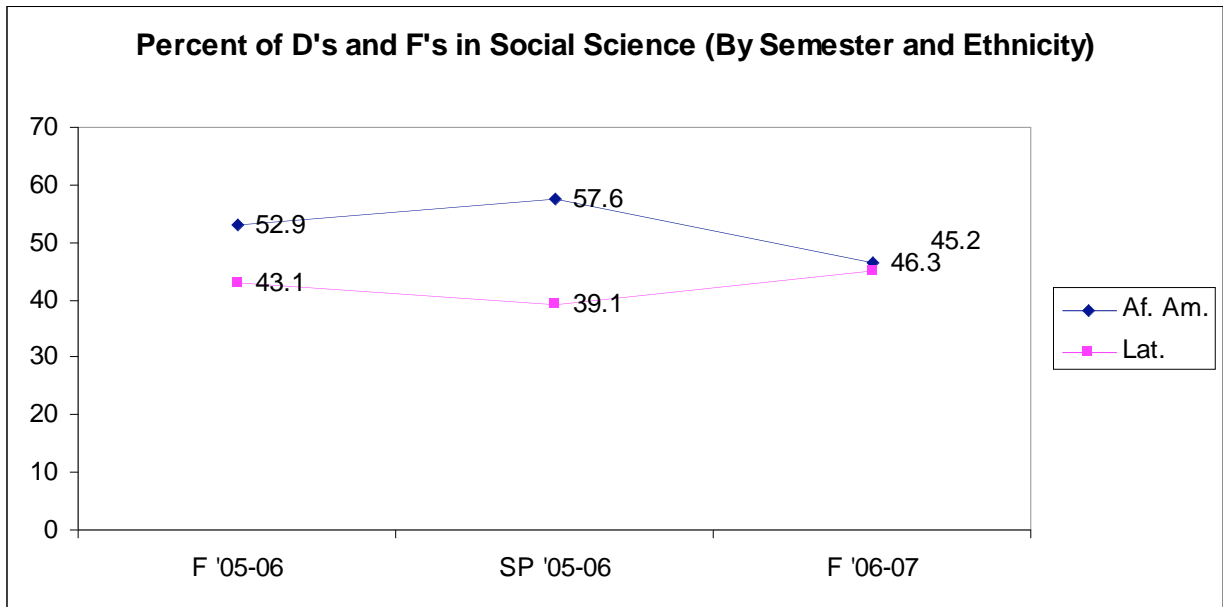
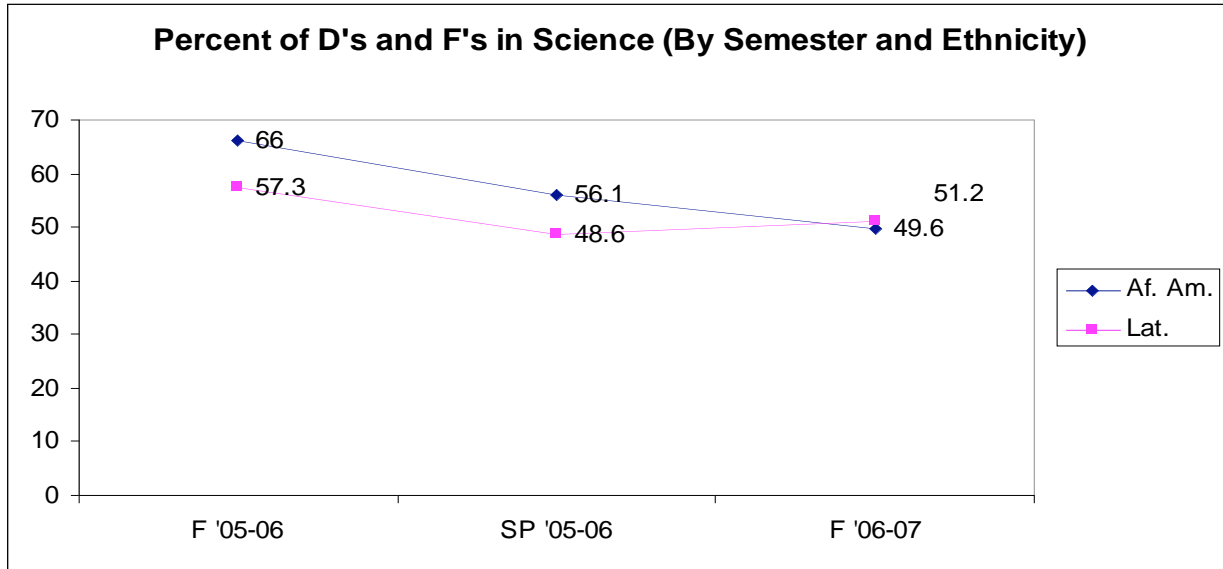
The percentage of D's and F's earned by students at FHS are disaggregated by subject and ethnicity. In the percentage of D's and F's FHS is closing the achievement gap between African American students and Latinos. Subjects such as mathematics and social studies which are highly sequential in nature showed the greatest change towards closing the gap between African American Students and Latino students. Roughly 40-50% of students receive D's and F's. This percentage is too high. To set higher standards, some SLCs have decided to stop issuing D's to students. A D in LAUSD is a passing grade but does not count for many Universities.

Percent of D's and F's in ELA (By Semester and Ethnicity)



Percent of D's and F's in Math (By Semester and Ethnicity)

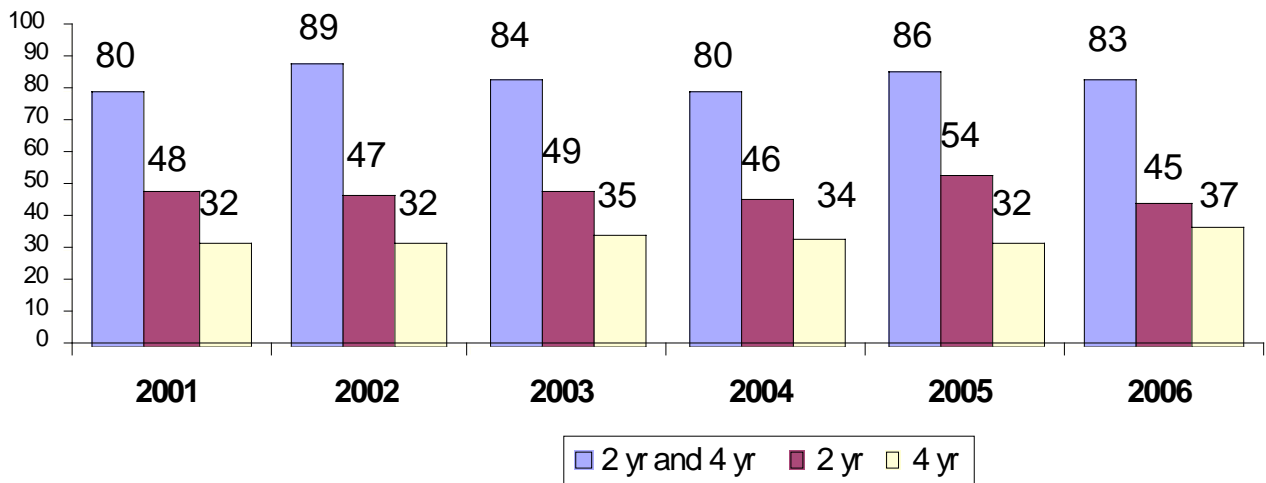




Post Enrollment Data

The College Center is a rich resource for students at FHS. The counselors in the college center host many outreach programs to encourage students to consider college options and present multiple opportunities. In addition, students who are ineligible for federal aid due to lack of documentation but wish to attend universities are provided lists of scholarships that do not require a social security number.. The College Center estimates that approximately 20% of graduating college bound students who use the College Center are undocumented. Every attempt is made to help these students acquire enough money to attend a four-year college; many students attend community colleges due to the expense. The counselors at FHS helped students apply and receive 165 Cal Grants, one of the highest numbers for any school in the District.

Percentage of Graduates who Matriculate College 2001-2006



The percentage of graduates who attend a two year or four year college directly after FHS has fluctuated over the past six years ranging from approximately 80% to nearly 90%. Approximately 50% of students attend Community Colleges and about 30% of students attend four year universities directly from FHS. The percentage of students matriculating a four year university from FHS has risen by 5% from 2001 to 2006. The College Center as well as FHS's College Going Culture have offered the following services to students and parents: field trips to colleges and college fairs, Saturday workshops for parents on college admissions and financial aid, an active National Honor Society Chapter at FHS, classroom presentations and workshops, and individual help provided to students through the application process to college.

The College and Career Center also helps students who decide to attend adult schools to gain a trade or choose to join the workforce after graduation. Many students continue to enjoy the benefits the counselors at FHS offer after they leave FHS. Special Education students have the added resource of the DOTS counselors who are dedicated to helping special education students' transition to post-high school education or the workforce. Further, LAUSD through the DOTS office has been developing better ways to track and help student after they leave high school through connecting students with educational opportunities or other needed services.

PROCESS AND PERCEPTION DATA

FHS as well as LAUSD employ various surveys to monitor the climate at the school and to receive direction from students to assist in school planning to improve student learning. The most recent survey presented to students was prepared by the Los Angeles County Office of Education. The survey measured various aspects of instructional practices, availability of textbooks, guidance supplied by teachers, and student safety concerns. In all areas surveyed except one FHS students reported improvements from the initial survey presented to students in August of 2006 with a follow-up survey given in July of 2007. Students did not report an improvement in response to the following prompt: "There are teachers or other staff at this

school who are helping me to plan for college or to achieve my career goals” (2006 -64%; 2007-63% agreed or strongly agreed). An area of significant growth included students reporting “The teachers and other staff at this school know my individual needs” in 2006- 36% of students agreed or strongly agreed with that statement and in 2007 the percentage increased to 41%. Further, students reported that they felt safer at FHS in 2007 than in 2006 (2006- 37%; 2007-43%). Several changes occurred since this survey was employed. In the area of school safety programs were initiated that directly deal with peace building such as: the IMPACT program, the Heart Program, the Bridge Builders Network, and the Latino-African American Parents Alliance. It is presumed that these programs along with greater teacher presence during passing periods by standing outside of classroom doors have provided an environment in which students feel safer. The formation of SLCs have increased student feelings of belonging and being understood. Students report that their teachers expect them to do well in class (2006- 93%; 2007-95% agreed or strongly agreed), that lessons challenge them (2006- 78%; 2007 – 82% agreed or strongly agreed), that teachers encourage students to go beyond memorizing facts and to think more deeply about the ideas they study (2006 – 74%; 2007 – 80% agreed or strongly agreed).

Surveys have been used with teachers and parents as well. Teachers were surveyed at the end of each professional development and this information was used to plan professional developments for the subsequent school year. These survey results were presented previously. Parent surveys have been collected for various programs at FHS. Unfortunately, the response has been particularly low. FHS is currently in the process of centralizing its information systems in regards to parent and teacher surveys in order to streamline the process of utilizing this important data to drive changes at FHS.

PHYSICAL FITNESS PERFORMANCE

The California Physical Fitnessgram is a State required test for all ninth grade students. This assessment uses criterion referenced standards to measure fitness against United States norms. The following standards are measured: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility.

Number and Percent of Fitness Standards Achieved by Ninth Grade Students

Number of fitness standards achieved	Grade 9 (2004/2005)			Grade 9 (2005/2006)		
	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent
6 of 6 fitness standards	138	8.9	8.9	293	19.2	19.2
5 of 6 fitness standards	300	19.4	28.3	422	27.7	46.9
4 of 6 fitness standards	353	22.8	51.1	322	21.1	68.1
3 of 6 fitness standards	279	18.0	69.1	201	13.2	81.3
2 of 6 fitness standards	150	9.7	78.8	160	10.5	91.8
1 of 6 fitness standards	131	8.5	87.3	73	4.8	96.6
0 of 6 fitness standards	197	12.7	100.0	52	3.4	100.0
Total tested	1,548	100.0		1,523	100.0	

The cumulative percent of students who achieved four out of six standards was 51.1% during the 2004/2005 school year and this cumulative percent increased to 68.1% for the 2005/2006 school year. The positive changes in fitness levels exhibited at FHS are encouraging but the overall fitness of students is cause for concern. FHS's fitness level is predictive based research regarding fitness level, cardiovascular health, and death rates for individuals with a low socio-economic status (SES). Recent research reported in JAMA reported that individuals living in the lowest quartile SES had death rates that were twice as high as individuals living in the highest quartile SES. The difference in health levels is attributed to the following: less opportunity for safe outdoor exercise, inability to purchase healthy foods, greater exposure to tobacco and tobacco advertising, and characteristics that contribute to impaired functional capacity (Science Daily 2006). State standards measuring fitness levels in ninth grade students is a strong indicator into student health and health affects how many days students miss school and how physically able students are for learning. Almqvist et al (2005) reported that there is increasing probability for asthma with decreasing SES. It is not uncommon for students to miss school at FHS due to asthma and other respiratory problems. LAUSD supports the Nutrition Network which aims to teach students about healthy eating as well as promote exercise. Health and Life Skills curriculum are designed to help students understand the importance of healthy living as well as teaching about chronic diseases such as Type 2 Diabetes that have become alarmingly prevalent in young people. Based on above mentioned increases in student physical fitness it seems that awareness in health and fitness has been increased by the work of FHS's P.E. teachers, coaches, and Health teachers.

REFERENCES

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Chapter II:

Student/Community Profile— Overall Summary from Analysis of Profile Data

CHAPTER II: STUDENT/COMMUNITY PROFILE –SUMMARY FROM ANALYSIS OF PROFILE DATA

A. Significant Developments since the last study:

Fremont High School has undergone a period of tremendous change since the last full Self-Study in 2000. The school has been substantially impacted by staff turnover during the past six years. Only one third of the present FHS staff was here during the last full Self-Study. Six different principals have been in leadership at FHS since 2000. During the school years 2003-2005, the school was divided into two schools with a principal for each school. Currently, only one principal and seven assistant principals make up the administrative staff; none of the current administration was at FHS during the last full Self-Study. During the school years 2002-2003 and 2004-2005, FHS met and exceeded its API growth target in all subgroups despite such changes.

During 2001-2003 the school came under state intervention. Emphasis was placed on the corrective actions in the Joint Intervention Agreement (JIA). After the successful completion of the JIA requirements, which largely mirrored the WASC critical areas for follow-up, the site began preparations for the WASC revisit. We were able to align many of the action items to the WASC recommendations of the critical areas and action plan items in the Self-Study. FHS had made several improvements in implementing the critical areas and the action plan.

The greatest change to the structure of FHS began in 2004-2005 when the school began the School Restructuring Plan as a Program Improvement School. Under this plan FHS divided into twelve Small Learning Communities (SLCs). Currently, there are thirteen SLCs. They have had the greatest impact on the personalization of instruction. Discipline and attendance problems are generally handled within the SLC with teachers who are familiar with the students' needs as well as the causes for the behavior exhibited. Each SLC has a lead teacher who is given two extra out-of-classroom periods and who is a member of the Schoolwide Design Team (SWDT) which meets bi-monthly to discuss school reforms that impact student achievement. The SLCs are making a greater effort to provide interdisciplinary instruction. Beginning in eighth grade when FHS counselors visit the middle schools for articulation, students are given the opportunity to choose an SLC that interests them. The goal is to provide students with a personalized education allowing them to reach content mastery develop a sense of belonging and effectively demonstrate elements of the Learning Goals.

To support the reform efforts and as a requirement for PI schools, FHS began its partnership for reform with its outside provider in the 2003-2004 school year. At that time the provider was First Things First. This partnership ended during the 2005-2006 school year and was replaced by the current outside provider, Stanford Redesign Network (SRN) during the 2006-2007 school year. These agencies help to advance the progression of PI schools as they move along the continuum of forming and molding the SLCs. Beginning in 2006-2007, the SRN began to support the SLCs in developing its capacity to implement and sustain successful structures and practices of high school redesign for improved student outcomes. SRN works with the administration and SWDT to design protocols for effective meetings; decision making and collaboration strategies for teams; best practices for SLCs, complex governance and SLC

function; integration of services within the school and throughout the community. In essence, it supports the seven attributes that are to make an SLC successful.

Beyond the Bell is the second greatest change at FHS. It provides a significant addition to the school program. The BTB plays an integral part in enrichment and intervention instruction available after school, during intersession, and on Saturdays. These extended learning options enable students to acquire additional credits for graduation. The Saturday Academy emphasizes reading and mathematics using *Kaplan*, a diagnostic/prescriptive, interactive computer program. Students not passing the math or English sections of California High School Exit Exam (CAHSEE) are required to attend “Boot Camp” classes in preparation for CAHSEE. Enrichment and remediation classes are offered after school and during intersession. The BTB program has also partnered with Los Angeles Trade Technical (LATT) to promote a college going culture. Many FHS students attend BTB during intersession to take courses that they cannot take during the regular school year. Another plus for attending LATT is that a greater variety of courses are offered to students and they receive college credit for their participation in the college courses.

Another change since the last visit is the full implementation of Least Restrictive Environment (LRE) places special education resource students in regular classes as well as a contingent of special day program students in general under the co-teaching model. The school currently has an enrollment of 514 special education students; in 2000 there were only 200-250 enrolled. The majority of Special Day Program (SDP) students attend classes with their non-disabled peers for at least 40% of the school day. Ninety percent of Resource Specialist Program (RSP) students are fully included in general education classes. Further, students who require placement not currently offered at FHS are provided transportation to sites within or outside of LAUSD to ensure each student receives a free appropriate education in the least restrictive environment. Presently, there are seven Resource teachers servicing students on all tracks under the RSP, a Special Education Administrator, LRE Bridge Coordinator, and Department of Transition Services (DOTS) that deals with the school-to-work transition for all special education students. *Welligent*, a new online LAUSD program, is now used throughout the District to maintain students’ IEP’s, track meeting dates to ensure that they are conducted in a timely manner and keep students IEP information updated.

The frequency of professional development offered during the regular school day has increased due to the use of monthly “banked time”. In the fall of 2006 two School Improvement Facilitators (SIFs) were added to the staff to provide support in promoting student achievement and improving instructional practices in the small learning communities. District and UCLA core content coaches are onsite daily to conduct PD and assist teachers in lesson planning, instructional and literacy strategies and classroom management. Overall, there has been an increase in Cross Cultural Language and Academic Development (CLAD) certification. Presently, ninety-two percent of the teaching staff has CLAD certification, resulting in a staff that is more skilled in the use of English Language Learner (ELL) strategies.

Fremont High School has strived to increase the amount of technology readily available by students and staff. Fremont did not have Internet capabilities in 2000. Presently most classrooms are wired for Internet access. There are 4 computer labs and 6 laptop carts for student use. Teachers can post attendance and grades online with the use of Integrated Student Information

System (ISIS). Fremont's website has been redesigned for easy access by students, staff, and parents and an additional web site contains FHS's Curriculum and Instruction Archives (CIA). The library has been fully automated and has several stations located throughout the library for online research. Currently, the library is under renovation to increase efficiency.

Computer classes for parents are currently being offered in the Parent Center where several computer stations are located. There were 40 parents enrolled in the last class offered. Parents are learning various aspects of using the computer. They are learning how to use the Internet so they will be able to access the school web site for current information and information about their children's classes and assignments.

Programs for students such as Advancement Via Individual Determination (AVID) has been implemented as an in-school academic support program that prepares students for college eligibility and success. The program was implemented in the 2003-2004 school year for 60 students. There are now 130 students enrolled and the school's program is now a Certified AVID program which was accomplished in only three-years time. Each year AVID teachers are trained in AVID strategies at a week-long conference in San Diego. Additionally, students attend study trips to colleges and universities to promote and support higher education.

During the 2005-2006 school year, Service Learning classes were established with five teachers. An additional eleven teachers now have Service Learning classes. The students are enrolled in "0" period, and receive a "Pass" when they complete the requirements. Service Learning is now a requirement for graduation.

B: Implications of the Data with Respect to Student Performance:

All students at FHS enjoy full access to the curriculum, as well as the ability to participate in advanced coursework depending on individual needs. In addition to FHS's thirteen SLCs based on student interests, individual needs are addressed with the following programs at FHS: Special Education with a continuum of services Resource Specialist Program (RSP) various targeted Special Day Programs (SDP) and Community Based Instruction (CBI)], Honors, Advanced Placement (AP), GATE (served through AP), and Magnet. The programs available hope to improve the data presented

- At FHS, the majority of our student population is not testing proficient in English and math on the CST. This is reflected in our testing scores (8-9% ELA Proficient and 1% mathematics) and API. Students' difficulties in content areas such as math, English and science are also reflected in the percentage of Ds and Fs they earn in those classes. The percentage of D's and F's also has implications for the a-g completion rate.
 - Students that fail the first semester of Algebra 1 are enrolled in Algebra Intervention to provide an opportunity for remediation and access to skill sets that may have not been acquired in previous mathematic courses.
 - Students that enter into FHS with low ELA test scores are enrolled into Language! programs for targeted grammar and reading instruction.
 - Ninth grade students with low test scores are individually contacted to enroll in the 9th grade RLA to focus on foundational ELA and Mathematic skills.

- As of 2006 56 % of our 12th graders fulfill graduation requirements as outlined by NCLB.
 - The graduation rate has decreased with the implementation of the CAHSEE. To address the decline in test scores FHS has implemented several BTB programs that target students who are experiencing difficulty with passing the test.
 - The graduation rate in 2005-2006 was 33.7%, a drop again attributed to the new graduation requirements. To address this decline the student to counselor ratio was lowered, BTB courses and coordination with Freidman Adult School allow seniors to make up missing credits and graduate.

C: Interventions to address students' needs based on data analysis

Many interventions are offered to FHS students to address the achievement gap in our API. The programs offer a wide variety of services, skills, and schedules ensuring that students at FHS have multiple opportunities to fulfill graduation requirements and experience success in a wide variety of courses. Interventions range from academic remediation, enrichment opportunities of psychological/behavioral services. Intervention programs have been implemented in response to student learning needs based on student testing data as well as social or safety needs. In addition, interventions are continually implemented in response to WASC critical needs in the areas of reading and mathematics.

Crisis Team/Emergency Response Team The Crisis Team is called into action by the Incident Commander (the principal) when a situation occurs that negatively impacts staff and/or students at FHS and disrupts normal school functioning. Examples of when to activate the Crisis Team: death of a teacher or student, campus unrest, or the occurrence of a major natural disaster. The Emergency Response Team is called into action during times of natural disaster, such as earthquakes and fire.

Beyond the Bell /Intervention – A variety of core courses required for graduation, as well as for admission to CSU or UC schools, are offered while students are “off track” or in the afternoons to provide students who need to re-take classes for credit the opportunity to do so without falling behind in their four-year plan. To assist students in their preparation for the CAHSEE, this program also offers courses on Saturdays.

HEART program – The purpose of establishing a student conflict mediation program is to strategically and consistently teach our students to become ambassadors of peace. Students are taught problem solving strategies that validate their concerns while respecting and validating the concerns of others. Such a process, when embraced and adopted by the individual student, leaves no room for verbal or physical violence in their interaction with others.

Once trained, it is the responsibility of the individual students to exhibit behavior in their everyday interactions with other students that reflect the training. Most importantly, students will utilize their skills to assist in resolving student conflicts if and when they arise on campus.

IMPACT program –IMPACT is the name of LAUSD’s prevention and early intervention curriculum-based, student assistance program for secondary schools. The program is designed to provide students with the skills and support required for them to make positive life choices. The goal of IMPACT is to improve student achievement. IMPACT is not an acronym. It is so named because it makes a positive impact on students’ lives. IMPACT provides a system for the identification, referral, and support of students who are exhibiting behavior of concern related to possible substance abuse or violence. Each middle and high school has an IMPACT Coordinator and a Core Team of teachers and other trained staff members who are responsible for implementing and maintaining the components of the program.

Homework Club – This club services approximately 20 students twice a week. Two to three teachers provide targeted instruction and assistance in mathematics and English. Students are provided snacks and homework bucks as an incentive to continue attendance. In addition, many SLCs have their own homework club providing one on one support before and after school. These programs are advertised to students and parents via fliers that are sent home and posted in many classrooms.

Extended Learning Administrator – This position was added in 2003 to provide academic support to students who are in need of additional instruction. These additional services include a Saturday School Program, Intersession Classes, After-school Classes, College Courses, Support for AP Courses and, SAT Preparatory Classes.

Extended Learning Counselor – A counselor is assigned by the BTB office to assist the Extended Learning Administrator with students who need additional assistance and are considered “at risk” with respect to their academics and subsequently “at risk” of dropping out of school.

Diploma Project Counselor – A LAUSD provided counselor responsible for identifying potential dropout students based upon a review of attendance, achievement, behavior and other risk factors. The Diploma Project Counselor (DPC) counsels students and connects students with appropriate resources through the school and district. If needed, the DPC will direct students to alternative educational opportunities outside of FHS and the District.

Bridge Coordinator – In the 2006-2007 school year, the division of Special Education allocated the Program Improvement LEA (PI LEA) grant to support PI (2005-2006) secondary schools with a Bridge Coordinator / bridge coordinating activities. Duties and responsibilities include coordinating and monitoring special education activities at the school site to ensure compliance with the Modified Consent Decree outcomes and the Annual Plan, and providing support and direction related to the integration or “bridging” of special education at the school site.

FAST Team – FAST is a multidisciplinary student assessment and support team that meets on a weekly basis to discuss “high risk” students (referred by teachers, counselors, deans, parents and staff) and coordinate services and interventions to better meet those students’ needs. Invited to Join the team are: Counselors, Deans, Pupil Services and Attendance Counselors (PSAs), Psychiatric Social Workers (PSWs), School Psychologists, School Nurse, School Police, Probation Officer, Special Administrators, and Community Partners.

READING INTERVENTIONS

Access Reading Summer Success – This reading program is designed to build the reading and writing skills of students who are not performing at grade-level. The program uses writing, literature, short stories and audio tapes to help build student interest and increase the academic level of students. This program is utilized in the BTB intersession and after school programs.

Bridges to Literature – This is the intervention literature component to the *Language!* program. Students are assessed upon entering the course and after instruction through multiple means, including visual, auditory and sensory, and then students are given a follow-up assessment to determine growth. This program is utilized in the BTB intersession program.

High Point – English Language Development (ELD) program is used in ESL. In the first levels (one & two) all the students receive the core classes in their primary language (Spanish) optioned by a waiver signed by the parents. In the higher levels (three & four) students receive their core classes in a sheltered setting.

Language! – The District adopted the research based *Language!* program in order to improve students' literacy. *Language!* is scaffolded to strategically raise students three grade levels higher than their current levels. Placement in the *Language!* program is based on CST language arts scores, and participants take a two-hour block course, focusing on phonics, vocabulary building and reading comprehension. Language is used in Strategic Literature and Special Education SDP courses.

Reading Committee – This committee is a multidisciplinary team created to evaluate various reading programs to address the needs of readers at various decoding and reading comprehension levels.

Supplemental Educational Services – Tutoring provided by private educational companies, supplied in the student's home, at an outside center, or through the internet.

MATH INTERVENTIONS

Accelerated Math – An accelerated math program has been created for ninth grade students to enable them to take A.P. Calculus during their senior year. Ninth graders who are in Algebra I are given the option of taking Geometry A during their first intersession and Geometry B during their second intersession; hence, they are able to complete Algebra I and Geometry during their ninth grade year and are on pace to take A.P. Calculus when they are seniors.

Supplemental Educational Services – Mathematical tutoring (from basic math to advanced math) provided in the student's home, at an outside center, and through the internet by private educational companies.

Algebra Readiness – This program has been created to prepare students for Algebra I. Ninth grade students who fail Algebra IA take a semester long Algebra Readiness course during their

second semester of ninth grade. The goal of this class is that students learn the mathematical concepts that are needed for them to succeed the following year in Algebra 1.

CAHSEE INTERVENTIONS

Essentials English and Math – The Essentials English and Math classes originated during the 2005-2006 school year as a CAHSEE preparation course to provide a venue for students to prepare for this graduation requirement during intersession and after school.

Required Learning Academy – The RLA program was implemented in the 2006-2007 school year as a means of providing 9th grade students with CAHSEE preparation strategies and instruction prior to taking the initial assessment in 10th grade. This program focuses on basic skills in mathematics, reading, and writing to help students reach grade level standards.

Extended Learning Academy – The BTB Program was implemented during the winter of the 2003-2004 school year. The initial program was designed to provide 30 hours of additional instruction to students who were performing at the Far Below Basic (FBB), Below Basic (BB), and Basic (B) levels of proficiency as indicated on the CST scores. As the program develops, it is adjusted to provide support to students seeking to meet the CAHSEE graduation requirement.

CAHSEE BOOTCAMP – Seniors who have not successfully passed one or more sections of the CAHSEE are provided with a two week-long intensive CAHSEE prep course to help them with test-taking strategies.

Highly Qualified Teachers – The number of fully credentialed teachers has increased over the last three years from 71.5% of teachers having a full credential to 79.7% of teachers being fully credentialed. Further 71% of classes in 2005 were NCLB compliant.

D. Critical Academic Needs Identified through Data Analysis and Current Services:

Critical Academic Needs # 1:

- Prepare each student to meet the growth targets set by the state on standardized tests, including the CSTs and the CAHSEE.
- Learning goals these needs support:
 - *Set and accomplish academic and personal goals*
 - *Maintain a four-year academic plan for the completion of high school*
 - *Prepare for the transition from high school to higher education or the work force*

Evidence of Critical Academic Need #1

- Our API score was 503 for the 2005-2006 school year. We missed our target growth by 0.1%.

- Students who tested at FBB in Algebra 1 has risen from 43.6 % in 2003 to 55.7 % in 2006.
- In 2005- 2006, 9.0%, 0.1%, 11%, 8.0% were proficient or above on the CST in ELA, mathematics, science and history social-science respectively.
- In 2006, only 13.7 % of African Americans, 17.9% EL, and 7.1 % Special Education populations met the AYP proficient areas criteria for ELA as determined by the CAHSEE and CAPA.
- In 2006, 19.5% of eligible students passed both the ELA and Mathematics portion of the CAHSEE.
- A 33% and 14% decrease in AP English Language and AP Literature enrollment respectively.

Critical Academic Needs # 2

- Increase the percentage of students who fulfill LAUSD and A-G graduation requirements.
- Learning goals these needs support:
 - *Set and accomplish academic and personal goals*
 - *Maintain a four-year academic plan for the completion of high school*
 - *Prepare for the transition from high school to higher education or the work force*

Evidence of Critical Academic Need #2

- FHS's graduation rate for the 2005/2006 school year was 33.7%, lower than the District as well as the state (District graduation rate 63.8, state graduation rate 82.9). The definition of a dropout changed with the requirement that students pass the CAHSEE in the 2004/2005 school year. As a result, FHS, over the past three years, has exhibited a negative trend in its graduation rate. The major change in this time period for students is the requirement that they pass the CAHSEE. Enrollment by grade at FHS reveals that the number of incoming freshmen is more than double the number of twelfth grade students.
- In 2003/2004 only 10.3% of FHS students completed A-G requirements. However, in the 2005/2006 school year the percentage of students who met A-G requirements was 47%.
- In addition to differences in enrollment based on grade level, as students reach higher grades, the percentage of females to males changes. In the ninth grade males exceed females by 2.8% and by the twelfth grade the percentage inverts with 7.4% more females represented.
- The 2005/2006 school year produced only five African American students who were prepared to enter the UC/CSU system. This number represents 4% of the graduating class who met the university required courses rather than the expected 10.5% of individuals who comprise this subpopulation.
- In 2006 19.5% of eligible 10th students passed both the ELA and Mathematics portion of the CAHSEE.
- A significant number of our students do not pass mathematics, English, or science with a C or higher.
- As of 2004-2005 63.4% of FHS graduates completed a Career Tech Ed Program and Earned a H.S. Diploma

Critical Academic Needs # 3:

- Improve student's access to curriculum, instructional strategies and assessments that are vertically and horizontally aligned to the standards.
- Professional development opportunities that readily transfer into the classroom.
- Learning goals these needs support:
 - *Apply complex problem solving techniques to academic and personal problems*
 - *Analyze and evaluate data, and apply the conclusions to real-life situations*
 - *Demonstrate proficiency in mathematical computations and applications*
 - *Demonstrate proficiency in reading, writing, listening, and speaking skills*

Evidence of Critical Academic Need #3

- Aforementioned data from the CAHSEE, CST, and graduation rates.
- The percentage of teachers at FHS who are working under a Provisional Credential is 22% whereas the percentage for the District is 3.6%.
- The 60% teacher attrition rate led to 71 new hires in 2005.

Critical Academic Needs # 4:

- Improve daily attendance rate and reduce tardy rate
- Learning goals these needs support:
 - *Demonstrate appropriate interpersonal and social skills*
 - *Participate actively in the community*
 - *Prepare for the transition from high school to higher education or the work force*

Evidence of Critical Academic Need #4

- The stable attendance rate at FHS is 82.29%. Based on the 2006/2007 enrollment data in which 4,638 students are enrolled at FHS; approximately 800 students are absent at a given time.
- Transient rate is currently 43.09%
- According to STAR data through the CDE FHS had 3,975 students eligible for testing in the 2006/2007 school year yet only 3,569 students were tested. This represents 89.9% of students being present for testing.

E. Important Questions Raised By the Analysis of the Student Performance, Demographic, and Perception Data:

- How do we find time to meet as departments to analyze data, curriculum, instruction, and assessment and to design and implement schoolwide professional development?
- How do generate staff-wide 'buy-in' for our new Action Plan?
- How do we more accurately assess the achievement of students who score below

proficient on the math and ELA CSTs?

- How do we increase total parent involvement to include a wider range of perspectives?
- How do we empower diverse groups of parents to take an active role in Local school leadership, SLCs and Site Council?
- How do we reach our African American students that are underrepresented in advanced courses?

Chapter III: Progress Report

CHAPTER 3-PROGRESS REPORT

Schoolwide Action Plan

After the last full Self-Study in 2000, a monitoring committee, composed of the Instructional Leadership Team, focus group facilitators, and the Self-Study administrator and coordinator, was formed to facilitate the implementation of the action plan. This committee met monthly during the school year to discuss and plan the actions that needed to be taken to ensure implementation. Departments met to chart their progress on the action plan items. Many of the actions were the same as those cited in the Joint Intervention Agreement (JIA). The implementation status of the Schoolwide Action Plan is as follows:

ACCOUNTABILITY: Improve accountability of all stakeholders

Improve parent participation

There have been some gains in the area of parent involvement. The Parent Center has been open and operating since spring 2003. FHS has two Community Representatives and a Parent Liaison. In 2004, the Parent Center was relocated to a larger and more central location. With the relocation, the Parent Center purchased 100 audio translation headsets to improve collaboration and input from parents. The Parent Center facilitates parent training on issues such as gang intervention, college and graduation requirements and computer use. It also provides a consistent place for meetings, assistance, and information such as learning how to be more active in their child's education. In addition, the Local District 7 superintendent holds informational meetings with all parents. Phone master, phone calls, the school Marquee and posted information in the community help to ensure that all parents are notified of such meetings.

Compensatory Education Advisory Council (CEAC) and English Learner Advisory Committee (ELAC) parent meetings are held monthly to address parents' concerns. Currently the turnout is approximately 35 parents per meeting. Open House/Parent Conference Night has improved since the school adjusted the hours to facilitate greater turnout. The College and Career Center Parent Night is held in the fall. The College and Career Center, Parent Center, and the library are always open for parent visitation.

Computer classes are offered to train parents to access digital information published by the District and school. In addition to this, parents receive training in standards-based instruction (SBI) through the Beyond the Bell (BTB) program. This is to make parents not only aware of the standards, but to demonstrate what a standard looks like "in action". Parent representation is an integral component of the SLC network to support student achievement. All SLCs plan social events during the year to provide a more casual interaction between parent, students, and teachers. While parent involvement in the educational process is an area needing improvement, FHS continues to plan strategies and workshops to increase parent participation.

Improve certificated staff's attendance, punctuality, long-term planning, and emergency lesson plans for subs.

In 2003 teacher and staff accountability improved dramatically in regard to long-term planning of SBI. Teachers used a matrix designed by Local District 7 to do backwards lesson planning. Time was set aside for such planning both within the departments and across the curriculum. Planning sessions took place on Saturdays and during off-track time. All teachers complete an Initial Planning Sheet based on teacher standards and this planning is followed up with a number of classroom visits and conferences with a designated administrator. The process culminates with the final STULL evaluation conference where teachers meet, exceed or do not meet expectations.

The average number of teacher absences dropped over a two-year period. In the school year 2001-2002, the average days absent of certificated staff was 10.382 days; in 2002-2003, the average number of days was 9.326 days. In February 2007, the average number of teacher absences was 9.572. This represents a slight increase since the 2003 revisit.

There is a concerted effort to provide substitute teacher support with a comprehensive folder containing the information needed to maintain continuity of instruction. However, only seventy percent of the teachers provide emergency lesson plans for substitutes. FHS currently employs 5 "permanent" substitutes to provide consistency in instruction during professional development pull-outs and to address staffing needs.

Security is stationed in at strategic locations. Additional off-track teachers were hired to assist with security in 2002-2003. However, more security is needed in the stairwells and hallways of outlying buildings and along the fences of bungalows. Security cameras are in the process of installation.

Improve student attendance, punctuality, behavior, and performance

A schoolwide "no-pass" policy was implemented in 2004. There is an observable decrease in the number of students who walk about the campus during instructional time. Student in-seat attendance improved. The in-seat attendance for the school year 2001-2002 was 80.44%; for 2002-2003 it was 83.7%. Presently the daily attendance is at 79%. There is a revised tardy policy in place. Students who are late to class proceed to the tardy room located in the auditorium. The students are logged into the Dean's database and are given a pass to be admitted to class. The school has implemented several incentive programs for good attendance. Recognition is given to students with excellent attendance at the end of the school year. Parents of students with excessive absences are contacted by the PSA counselor, clerical staff, and/or SLC counselors. In SLCs, teachers and coordinators regularly call home regarding student absences and tardies.

A progressive discipline policy has been implemented through the Dean's Office. Teachers are expected to try different techniques (changing students' seats, parental contact, consulting counselor, SLC intervention) before the student is sent to the Dean's Office. Various SLCs have implemented a variety of strategies such as a "teacher buddy" system which allows problematic students to "cool down" before returning to class; nutrition and after school detention; behavior reflection/inventories; or referral to FAST or IMPACT. Members of the Discipline Committee

would meet to formulate plans for Saturday and/or after-school detention programs for students who consistently engage in inappropriate behavior.

A tardy policy is enforced each period. Students who are late to class are referred to the Tardy Room where a contact with the parent is made. Students have claimed that there is sometimes no tardy room and they have to go to the Dean's office to get a pass.

In 2006-2007 and 2007-2008 school years, at the beginning of each semester, assemblies have been held where the principal talks to students about the attendance policy, the code of conduct, student responsibilities, and the school's vision and mission. Award and recognition ceremonies for students who performed well academically and/or have good attendance have been planned for the 2007-2008 school year.

Starting in grade 9 students are given their four-year plan; students are expected to maintain knowledge of the requirements for graduation and for college in a portfolio. In 2002-2003 and 2006-2007 students received planners to organize and track their academic goals. During the school year 2007-2008, comprehensive planners have been distributed to students through their SLCs. Teachers are currently being trained to help students use their planners to keep track of their educational goals. In addition to student planners, teachers and parents planners are available, containing pertinent information and dates for the school year.

Learning Goals impacted: Effective Communicator, Life-long Learner, and Quality Producer

Evidence:

- Dean's Office policies, Codes of Conduct and Student Responsibilities, Referral forms, and logs
- LAUSD School Performance Indicators
CDE findings
- School Accountability Report
- Bilingual and Title I Office documents
- Attendance Office documents and reports
- Parent Center agendas, documents, and logs
- Beyond the Bell Agendas and Minutes
- Counselors logs and anecdotal records
- Parent Sign-in Logs for Parent Nights, Conferences, Back to School Nights, and Open House
- Parent Computer class rosters
- Emergency Lesson plans
- School Site Council agendas, logs, minutes
- Tardy and Attendance Policies

COMMUNICATION: Improve communication among all stakeholders

Install telephones in most remote areas of the campus

During 2001-2003, FHS made efforts to provide appropriate communication access in all areas of the campus. Some teachers in the remote areas were given walkie-talkies that gave them direct access to security. Cell phones were also made available in selected rooms, so that two or three teachers would have access. A new P.A. system has been installed to include all areas, and new lines have been installed to provide telephone communication for all classrooms.

Publish a monthly bilingual newsletter for parents and a directory for all stakeholders

Parent calendars are published in English and Spanish and distributed monthly for students to take home. Each month, Title I and Bilingual offices mail home to parents information regarding Compensatory Education Advisory Council (CEAC) and English Learner Advisory Committee (ELAC) Parent meetings and upcoming workshops. All minutes are published or made available to all stakeholders in English and Spanish and may be accessed in the Parent Center. Phone master messages are sent to parents to provide necessary information about school programs and activities. A new marquee is used to provide information about upcoming activities to the parents and community. In the 2007-2008 school year parents will receive a planner with all major school activities, directories, and other important information (i.e. bell schedules, contact numbers/directory, important dates, and academic and social support services available).

Organize and distribute Faculty and Department Handbooks

A FHS faculty handbook was organized and distributed to all certificated staff in 2002-2003. An updated faculty handbook will be re-issued for the 2007-2008 school year. Updates will be distributed to faculty at meetings and back-up copies will be housed on-line. Most departments are in the process of publishing and updating their department information on the website.

Publish and distribute budgets, minutes of all meetings

Information regarding budgets is made available to all stakeholders upon request. The current administration is forthcoming with budgetary information such as expenditures. Budgets are readily available from LAUSD.net/FRDB/BTS to members with an inside LAUSD account. Meetings regarding budgets and expenditures are open to all stakeholders.

Make direct contact with parents of students who are excessively absent

Two full PSA counselors communicate regularly with parents of students who are chronically absent. These counselors make phone calls, visit homes, meet with parents and students, and coordinate services to reduce absences. Teachers and counselors also make contact with parents about student absences. SLCs are especially vigilant about the attendance of their students. Phone master is used daily for students who are absent from the record room class. In addition, the school makes direct contact with parents through report cards and progress reports sent home each semester, Back-to-School Night, Open House, and Parent Conference Night.

Learning Goals impacted: Effective Communicators, Life-Long Learners, and Quality Producers

Evidence:

- PSA Counselor Logs
- Parent Conference, Open House, and Back-to-School Logs
- Referral Forms for Students with Excessive Absences
- Tardy Policy
- Phone master records
- Minutes
- Agendas
- Title I and Bilingual Mailings
- FHS Website

CURRICULUM

Implement standards-based instruction aligned with State Standards and Frameworks

To meet the requests of the visiting committee in 2000 and, in an effort to align instruction with the State Standards, Fremont High School adopted a LD7 created “Matrix” for standards-based teaching and learning. Each teacher was issued a copy of the State Frameworks and Standards. Core content area textbooks, issued to all students, are all aligned to the California State Standards with student guides.

Teachers worked in collaboration to design units based on the backward design model. Designing the culminating task was the first step to make sure that it is at the same cognitive rigor level as the standard. Professional development consisted of “unpacking” the standards and following through with scaffolding strategies to make sure that the students master the culminating task as measured by established criteria for assessment (rubric). Departments created sample standards-based units and compiled them in a binder to be shared with other teachers. In subject-alike groups, teachers met regularly to discuss and share resources. Administrators and teachers organized and led lesson-planning sessions on Saturdays. New teachers were assisted through the process of backward planning and curriculum mapping by the content areas coaches. The emphasis was placed on scaffolding lessons at or above the level of the State Standard. Standards-based instruction is stranded in all professional development efforts. Presently, math teachers are holding planning sessions on Saturdays to ensure that standards-based instruction is consistent within subjects.

As teacher and administrative turnover continued throughout the subsequent years, even moving from a two-principal leadership model (for two years) and returning to the one principal model, standards-based instruction was maintained by the teaching staff via the usage of instructional guides and has been incorporated into the daily instructional practices of teachers.

Improve reading, writing and math skills across the curriculum

During the 2001-2003 school years, Reading, writing, and math strategies were standard throughout professional development. By using the Local District 7 matrix format, teachers of all disciplines were trained to imbed designated literacy standards into their units of study.

Teacher-led workshops demonstrated literacy activities using the resource, *Strategic Teaching and Learning*. Using the same teacher-led model, a series of workshops were conducted using the resource, *Thinking Maps*. *Thinking Maps* provided all students with graphic organizers that helped them access, organize and communicate information. Cornell note-taking is another tool students are trained to use in order to focus on higher-level thinking.

Full-time on-site UCLA literacy coaches work with teachers in the core subjects to plan a wide variety of literacy strategies. The District instituted quarterly Periodic Assessments in math, English-language arts, and science. An instructional guide with emphasis on literacy is used in monthly workshops to train teachers to plan instructional activities to meet designated literacy standards. Embedded in each lesson are literacy standards.

Recently, UCLA coaches and FHS teachers have been working on curriculum mapping which creates continuity and consistency in improving reading, writing, math, and science in the core content areas.

The LAUSD adopted the *Language!* and *High Point* Programs to improve the literacy of struggling readers. Students are placed in two-hour blocks to focus on fundamental reading skills. *High Point* is for English Language Learners; students are placed in the program in order to systematically advance their language acquisition. These literacy programs are in their fourth year of implementation.

Some classes subscribe to reading periodicals. *The Los Angeles Times*, delivered on a daily basis, is used to provide students with current informational reading practice.

Beyond the Bell's *Kaplan* Reading and Math Academy is offered to all students; however, students who scored far below basic are encouraged to enroll. With this computer-based program, students are first assessed in English and mathematics, then the program customizes a plan that challenges the students to go beyond their present level. CAHSEE prep classes available on Saturdays, after school and during intersession are also offered to students who have not passed the math and/or the English sections of the CAHSEE.

In 2000-2003, classroom libraries were provided to teachers for sustained silent reading (SSR). This was an effort to offer students greater reading materials and opportunities than they would have at home. Some classroom libraries are still being used in English classrooms, but not schoolwide. The newly computerized library offers a wide variety of reading material on site and allows for material to be accessed from other libraries. Book fairs offer students the opportunity to select and purchase books for themselves and for their siblings.

Fremont believes that first-hand experiences are intrinsic to learning. Consequently, Title I and the AVID program provide students with a number of curricular trips each school year.

Strengthen existing academies and create new viable ones to include all students

FHS now has thirteen SLCs which take the place of the three academies that existed in 2000. All students are enrolled in a SLC. Each SLC has an enrollment of approximately 375-425 students per track, including the Math/Science Magnet Academy.

There is a counselor for each SLC. From 2005-2007, two School Improvement Facilitators (SIF) provided support for the formation of vision of the SLCs and to improve student achievement. They assist in promoting a positive school culture and create a collaborative environment within each SLC. In the fall of 2006 FHS's Small Learning Communities submitted a proposal which was approved by the LAUSD School Board; consequently, the school was awarded a grant. The funds can be used to support SLC identification on campus, branding certain areas to show SLC location and other SLC personalization for students and parents.

The Small Learning Communities are:

- Aesthetics (Track A)
- AIR: (Track C)
- AOTT: (Track A)
- CALA: (Track A)
- CALA: (Track B)
- EARTH (Track C)
- Enrichment (Track B)
- Humaniservice (Track B)
- Humanitas (Track A)
- Humanitas (Track C)
- Math /Science Magnet Academy (Track C)
- Pathways (Track B)
- P3 (Track A)

The lead teacher of each SLC, along with the principal or an administrative designee, plays a crucial role in this school reform and is a part of the Schoolwide Design Team (SWDT) which meets bimonthly to make decisions about the learning needs of the students. Tutoring takes place within SLCs or as a part of BTB Extending Learning Academy program.

Advanced via Individual Determination (AVID) while not considered a SLC, does extensive instruction and engage in Socratic seminars to help students in their core subjects to maintain notebooks with reflective Cornell notes. Students are tutored twice weekly by former Fremont students. AVID students visit colleges and universities, have guest speakers, and college students as tutors. Students receive continuous assistance with college applications. AVID, in its third year of implementation, has grown from an enrollment of 60 students on Track B to 133 students from all tracks. For 2007-2008 AVID will only service A & B Tracks.

Learning Goals Impacted: Effective Communicators, Life-long Learners, and Quality Producers

Evidence:

- Textbooks and Supplemental Materials
- PD Workshop Agendas and Outcomes
- Matrix
- UCLA Literacy Coaches' Logs
- LAUSD Instructional Guide
- District PD/Workshop Agendas and Outcomes
- Beyond the Bell Schedules/Rosters
- *Kaplan* Reading and Math Programs
- *Language!* And High Point Programs
- FHS Website
- Student Work
- Classroom Observations
- AVID Program

INSTRUCTIONAL DELIVERY

Establish and implement a coordinated Professional Development Plan to include assessment and literacy

The primary objective of FHS's Professional Development is to provide teachers with the type of training they need to consistently deliver quality instruction. The major areas of focus are: standards-based instruction, differentiated instruction, assessment, technology, and Small Learning Communities.

During 2001-2003 FHS implemented a two-year professional development plan which was written in conjunction with Local District I (Now 7). Within the plan, literacy across the content areas was addressed during Professional Development (PD) Tuesdays and "buy-back days." The resource *Strategic Teaching and Learning* was used in teacher-led workshops to provide strategies for teaching reading in all content areas. *Mind Mapping* workshops led by trained teachers provided instructional strategies to help students use graphic organizers in order to make sense of text. From 2002-2004, a variety of professional development workshops on scaffolding material were presented by teachers. The local District brought in full-time literacy coaches for the content areas. Presently, UCLA literacy coaches provide on-going PD in the core content areas in the form of monthly workshops, modeling, observing, and evaluating lessons, and creating rubrics. The coaches also assist teachers in preparing lessons related to LAUSD Periodic Assessments, the CST, and the CAHSEE, and help them use the data from those assessments to further inform instruction.

Fremont supports collaborative lesson planning by providing teachers with paid time after school and on weekends to create standards-based lessons. During 2001-2003 PD focused on creating standards-based lessons using a matrix created by the Local District. The backward design of the matrix promoted the alignment of curriculum and comprehensive strategies to instruct all

students in all content areas. Currently, vertical teaming is a focus with some core subjects, such as science, who are well into the process, and other core subjects, such as English, who are still at the beginning stages. In 2006-2007 teachers on all tracks and in all subject areas began training in *Understanding by Design*, another standards-based, backwards planning model.

Another facet of PD is conference attendance and off-site training. Funds are available for teachers to attend relevant local, state and national conferences. A pre-conference meeting is held with the administrator in charge of instruction, and a post-conference meeting with the SLC or department is required. Conference materials and outlines of the event are to be shared with the administrator in charge of the department or the SLC. Teachers have attended conferences sponsored by NSTA, NCTE, CATE, TESOL, the College Board, AVID, Cognitive Coaching and UbD.

Provide substantive orientation and support for new teachers

Following the last full Self-Study, a group of teachers organized *Teachers Learning through Collaboration* (TLC). This was an informal group that met monthly to address the instructional and management needs of new teachers and to offer emotional support. During 2004-2007 both UCLA coaches and an on-staff coach have assisted new teachers with lesson planning, evaluation of lessons, classroom management, instructional strategies, policies, and general support as needed. A concerted effort is being made at FHS to retain new teachers and to reduce teacher turnover. FHS has added a Priority Staffing Advisor/New Teacher Support Person to give these issues the needed attention. Additionally, new teachers are assigned a Beginning Teacher Support and Assessment (BTSA) support provider to assist them in navigating their first two years as a teacher and guide them through the California Formative Assessment and Support system for Teachers (CFASST) process. During 2006-2007 teachers on all tracks began training in the methods of *Cognitive Coaching*. This training will continue into 2007-2008 and is part of a conscious effort to build capacity in our staff, both new and experienced, and will result in new teachers learning to consciously reflect on their methods and practices.

Provide on-going technology training to staff and students.

Utilizing digital high-school funds, extensive technology training took place from 2001- 2003. Using the teacher-led model, training was offered at various levels of expertise with various programs such as Microsoft Word, Power Point, Excel, ERB, Making the Grade, i-Movie as well as the use of LCD projectors for classroom presentations. As LAUSD rolled out the ISIS system, training was offered to assist teachers in transitioning to an on-line attendance and grading system. Presently, there are five readily accessible staff members working on technology—a coordinator, 2 part-time teachers, and two full-time technology aides. One of the computer lab facilitators is available for in-service training during specific periods. Teachers have been trained in how to use programs such as *Qwizdom*, *Inspiration*, *Algebra in Motion* and *Calculus in Motion*.

There are four labs available for student/class use. The process for accessing these labs has been streamlined and clarified. Teachers can now sign up for lab time on the FHS website.

Additionally, there are four laptop carts available for teachers to check out for classroom use. Students continue to be offered classes in introduction to computers as well as web design, digital imaging production and filmmaking/editing.

Parent classes are offered in English and Spanish to train parents to access the Internet. They are trained to access the FHS website in order to be informed about their child's courses and homework assignments.

Provide Internet access for all classrooms.

FHS has increased the number of classrooms with Internet access provided by the E-rate. The Internet is accessible in approximately 70% of classrooms, the library, the College/Career Center (CCC) and four computer labs. New wiring is being installed throughout the school that will make the Internet accessible in more classrooms. Since teachers post their attendance and grades online using Integrated Student Information System (ISIS), and students increasingly rely on Internet research, FHS realizes the importance of having every classroom connected to the Internet.

Improve substitute support in order to ensure continuity of instruction.

Five permanent substitutes have been assigned to FHS in an effort to create continuity in instruction and to support teachers who are required to be out of class for professional development.

Substitute packets are often available to substitutes. All teachers are required to submit an Emergency Substitute Folder to ensure successful coverage of classes. The folders include:

- Emergency Lesson Plans
- Map of School
- Classroom Seating Charts
- Telephone Numbers of Various Offices and support personnel
- Referral Forms
- Discipline Policy
- Current Lesson Plan Outline
- Emergency Procedures

Teachers may also fax their daily lesson plans, leave them in the classroom, or place them in their administrator's mailbox.

Learning Goals Impacted: Effective Communicator, Life-Long Learner, and Quality Producer.

Evidence:

- Professional Development Plan
- New Teacher support Documents
- Workshop Agendas

- Workshop Resources
- On-site PD Evaluations
- Frameworks and Standards
- Matrix
- Initial Planning Sheet
- UCLA Coaches Agendas/Workshops
- On-site New Teacher Coach's agendas/workshops
- Conference Attendance Documents
- Collaborative Lesson Plans
- API Data
- Student Work
- FHS Website
- E-Rate Program
- Parent Resource Center
- Lab Schedules
- Substitute Records, evaluations?

Progress Schoolwide Action Plan

SUPPORT SERVICES

Implement a coordinated and effective schoolwide tutoring program.

During the school year 2001-2002, FHS initiated a focused tutoring program with a coordinator. Students and teachers received updates about where and when tutoring would take place via flyers. Currently, most tutoring takes place within each SLC with individual teachers before and after school. Teachers are able to accumulate Urban Classroom Teacher Program (UCTP) hours by tutoring for extra pay. New teachers are trained in the use of the UCTP. Parents have been notified of students' need for and the availability of this tutoring by individual teachers. As the school is organized with SLC-based administration, organization of outreach to inform parents of the need and availability of tutoring will be developed. BTB extended learning offers classes during intersession and after school. Saturday classes in reading and math use *Kaplan*, a computer-assisted individual diagnostic/prescriptive intervention program. In the 2005-2006 school years, the Homework Club was created as an after school, teacher-led tutoring program.

Design a viable homeroom schedule for the purpose of anchoring each student to a teacher/counselor/parent network

Homerooms are no longer extended (homerooms are extended; they are just not used for any specific purpose); in 2003, homerooms were shortened. Many of the counseling activities that took place in the extended homeroom are now done in classrooms throughout the day. Presentations regarding graduation requirements, transitioning to high school or other important issues related to high school experiences are done in classrooms. The four-year plan is one of the topics of classroom presentations. School-to-work programs are presented. In the spring of each

school year, counselors visit feeder middle schools and begin to inform students about high school classes. A counselor and counseling cart are available in the quad area for answering students' questions and obtaining forms. SLCs anchor students with a teacher/counselor/parent network. The recently passed SB1802 will fund extra counseling time for conferring with students and parents. Some SLCs, such as the Math, Science Magnet Academy have an Advisory Program that pairs 8-10 ninth graders with 2 senior mentors and a teacher within their SLC to assist ninth graders in transitioning from middle school to high school.

Implement a coordinated schoolwide progressive Discipline/Attendance Plan

Following the accreditation visit in 2000, discipline and attendance committees composed of teachers, parents, and administrators were formed. *The Code of Conduct and Student Responsibilities* was published and new referral forms were issued with clear directions for progressive discipline. The guidelines for progressive discipline were presented to teachers with a Power Point presentation in faculty meetings. Students are informed of the *Code of Conduct and Student Responsibilities* in period-by period assemblies by the principal and other administrators. Parents get the information in various settings including advisory council/bilingual committee meetings, parent orientations, and through copies sent home to parents.

IMPACT and *Fremont Assessment and Support Team (FAST)* are two programs which attempt to deal with severe discipline problems. FAST seeks to use systemic problem-solving to assist students who are experiencing academic, health, attendance, emotional, psychological, behavior difficulties.

The goal of the *IMPACT* Program is to improve achievement, increase student attendance, provide students with coping skills, and increase resiliency in students from families with alcohol and drug problems. A student needing support may be placed, with parent permission, in a teacher-facilitated educational support group that meets weekly during the school day. The PSA counselor functions as liaison between the home, the school, and the community, providing direct services to families of students with extreme attendance problems.

In 2001-2003 attendance incentive award assemblies were held and prizes were given to students with good attendance. The percentage of in-seat attendance improved from 80.44 % in 2001-2002 to 83.70 % in 2002-2003. FHS is striving for 90 % attendance; during the first two months of the 2007-2008 school year, Fremont has maintained above 90% average attendance. Additionally, the "No Pass" policy mandates that students remain in class the entire period, thus maximizing their instructional time.

Fremont has implemented period-by-period attendance record-keeping through ISIS, which enables reports that can be used to identify a variety of attendance issues in support of the new Attendance Plan.

In the fall of 2006, FHS began its Student Conflict Mediation Program (SCMP). The purpose is to strategically and consistently teach FHS students to become ambassadors of peace. Students are taught problem-solving strategies that validate their concern while respecting and validating

the concerns of others.

Improve technological support services, i.e. photo copiers, telephones, Internet access across the campus.

Copying services at FHS have improved remarkably. Photocopiers are in each department office. The library and the Bilingual Officec have copiers for large volume copying. A Duplo duplicating machine is also available to all teachers and staff on a walk-up basis in the library, in the Title I office and in the Magnet Office. The counseling offices and the Magnet offices have copy machines available to all staff. The bilingual and Title I offices offer photo copying services. Access to copiers throughout the campus has vastly improved.

Most classrooms, all offices and computer labs have Internet access. New wiring is currently being installed to further improve Internet access. The Fremont network supports many domains for both teachers and students. The new Fremont website provides a means for teachers to publish their course outlines and requirements, as well as homework assignments for students and parents. The website also provides a forum for the community to obtain information about school activities.

Learning Goals Impacted: Effective Communicator, Life-long Learner, and Quality Producer.

Evidence:

- Counseling logs
- Copy machines
- School Profile
- FAST and Impact logs and anecdotal records
- Counselors' schedules of classroom visits
- Counselors' schedule of visits to feeder schools
- Counseling Cart
- UCTP logs for tutoring
- Computer Lab logs
- Beyond the Bell schedule
- Code of Conduct and Student Responsibilities
- Attendance Policy
- Tardy Policy

Fremont has made strides in implementing its Schoolwide Action Plan despite the turnover in teachers and administrators. The staff at Fremont makes a conscientious effort to improve student achievement. Although a complete analysis of the effects of SLC formation has not been completed, it is the perception of most stakeholders that the school's reform has had a positive impact on student attendance, achievement, and discipline.

Critical Areas

Introduction: Process for Follow-up and Monitoring Since Last Full Self-Study - 2000

The follow-up process for responding to the previous full Self-Study recommendations began with the formation of committees for each of the sections of the Schoolwide Action Plan. Each teacher volunteered to serve on one of the committees. Starting in the spring of 2000, the administrator, committee chairpersons, and Self-Study coordinator met to modify the action plan to include the critical areas for follow-up. At other monthly meetings the group discussed the progress and steps to be taken to ensure implementation of the action plan items. Parents continued to meet to discuss how they can become more involved in the school program.

Another follow-up procedure involved each department collaborating within the department to produce a progress chart. The charts indicated how the department had or would implement the action plan items. The Instructional Leadership Team reviewed these charts and discussed how these items could be implemented throughout the school. In the fall of 2000 the departments began compiling their handbooks. Department handbooks are currently being revised to reflect changes in curriculum and instruction. Fremont High School has posted information concerning curriculum and instruction in the FHS website archives. In the fall of 2000 the Action Plan areas of Curriculum and Instructional Delivery were integrated into the components of the Title I Program Improvement Plan.

During the fall of 2001 and after CDE published its audit findings, the School Site Council (SSC) began to write the High Priority School Grant (HPSG) application using the audit findings plus the Joint Intervention Agreement (JIA). At this time the school's efforts turned to implementing the JIA corrective actions. The JIA, along with similar WASC action items, provided a strong mandate for the implementation of items contained in both documents.

Progress made in Critical Areas for Follow-up

Critical Area for Follow-up # 1

The site administration and staff coordinate and align student assessment data and programs to address the needs of all students.

2003 Revisit Priority Areas for Growth: 1. Collect and use multiple sources of numerical data to assess student learning across all curricular areas. 2. Teachers and administrators need to use the results of assessments to guide instruction and program planning. 3. Assessment data needs to be collected and analyzed regarding the effectiveness of programs.

Presently, plans are being made to create an on-going system to provide up-to-date data to teachers regarding their former and present students in order that such data can be used to inform instruction. DSS (Decision Support System) is a District online source for getting data. Other activities and programs which address this critical area are:

- Periodic assessments were implemented schoolwide in English/language arts, (2004-2005) mathematics, and science (2005-2006.) These assessments help to measure students' progress toward State Standards and to drive instructional decision-making.

However, teachers do not always get the results in a timely manner.

- Teacher-made assessments are used daily in classrooms in the form of informal questioning, formal tests, and examining student work. Standards-based units of instruction begin and end with a culminating task using a rubric and criteria chart to determine students' success in attaining a specific standard. In some classes peer evaluation is used for some writing assignments. Some departments have constructed department tests for each course.
- Foreign language assessments are done by the department.
- Both the percentage of students taking the CELDT (California English Language Development Test) and the number of students reclassified have increased. According to the SARC, 8.4% of students were re-designated in 2005-2006. ELL student reclassification has increased from 1,521 in 2002-2003 to 1, 871 in 2006-2007.
- Data analysis has been one of the topics for staff development during 2006-2007. Staff development during "buy back" days centered on examining CST scores and trends. However, a system needs to be put in place to provide on-going timely data to teachers and to the administration. During the 2006-2007 school year, FHS did not have a person dedicated to analyzing data and disseminating assessment results to all teachers in a timely manner. As a result, data was not consistently used to guide subsequent delivery of instruction and professional development.
- Integrated Student Information System (ISIS) is used to input attendance and to obtain student information. Training in the online ISIS grading program, *Gradebook*, began in January, 2007. Decision Support System (DSS), an LAUSD data system, can be used by administrators and others who are trained to compile and interpret disaggregated student data. Some SLC lead teachers were trained to access student data.
- In 2006-2007, responding to research data, off-track teacher academies began providing the opportunity for teachers to be trained in lesson planning and lesson study by the staff of *Understanding by Design (UbD)*, a backward design professional development model. Also in 2006-2007, Nine Mathematics teachers participated in *Interactive Mathematics Project (IMP)*, a 5 day training where math teachers were trained to teach math using a "problem-based" thematic approach. In 2007-2008 *Achievement Solutions* will be rolled out in math and science to facilitate formal lesson studies and collaboration using formal and informal data. The IMP training will be used and shared during Lesson Study and during department meetings.
- The school has been structured into 13 small learning communities. Each SLC has a lead teacher and is a member of the Schoolwide Design Team (SWDT). SLCs provide more personalization between teacher and student, teacher and parent. Teachers in a specific community are able to communicate with each other about an individual student's academic performance based on student work, periodic assessment, CST, CAHSEE, and personal concerns or issues. Counselors, lead teachers, classroom teacher and parents

hold meetings to address the needs of students. Teachers and counselors use the results of CST, CAHSEE, grades, and transcripts to guide and differentiate instruction, and to provide intervention, and enrichment.

- Students are individually programmed into the school's intervention programs: *Language!* (double-block of ELA) and *High Point* for English Learners and Beyond the Bell Extended Learning programs based on their CST performance, CELDT scores and English language grades. Math Essentials is a class offered to students who do not pass Algebra 1A during the first semester. "Boot Camp" classes are mandated by the District for students who have not passed CAHSEE. The algebra 1 classes have been reduced in size resulting in an increase in academic rigor.
- UCLA literacy coaches and teachers conduct monthly curriculum and lesson planning in-services based on the District provided Instructional Guides and the periodic assessment data indicators. These in-services infuse literacy strategies to provide teachers with scaffolding strategies to help students access and master content standards.
- The special education enrollment has increased from 250 to 540. The number of special education classes for students with various special needs has increased. FHS now has a special education administrator, a LRE Bridge Coordinator, a Special Education Coordinator and the DOTS, a school-to-work transition program. *Welligent*, an online program, is now used throughout the District to maintain and update student IEP records. Least Restrictive Environment (LRE), placing of special education resource students into general education classes, has been implemented. Ninety percent of resource students with IEPs are in general education classes for forty percent of the school day. Students with IEPs are individually programmed based on standardized test scores, grades, and their individual needs as stated in the IEP.

Action plan items: COMMUNICATION, ACCOUNTABILITY, CURRICULUM, INSTRUCTIONAL DELIVERY and SUPPORT SERVICES address this critical area.

Critical Area for Follow-up #2

The site administration and staff develop and implement a process to align curriculum with California Standards.

2003 Revisit Priority Areas for Growth: 1. A data collection system needs to be in place to track the results of students' assessment and progress related to the standards taught. 2. The role of math and literacy coaches needs to be defined and monitored.

Fremont High has implemented a focused Professional Development plan which includes the following:

- Beginning in 2003 all students have had access to California publications of textbooks

which are aligned to the California State Standards in the core subjects. Each student has a textbook available in class and one available to take home.

- State Frameworks and Content Standards are made available to all teachers for planning standards-based lessons, by hard copy, via the CDE website, and department servers. The Priority Staffing Advisor works with new teachers to use these documents to inform planning of instruction.
- In addition to “Banked Day Tuesdays” and “Buy Back Days” teachers are given paid time to collaborate and develop curriculum and standards-based units. Sample SBI units are shared within the department. Presently, UCLA coaches provide workshops for teachers in core content areas monthly and on Saturdays. This on site professional development supports the core content areas in curriculum, instruction, and assessment and accountability. UCLA coaches maintain logs which are then used by Local District 7 and the school administration to monitor their effectiveness. Professional Development emphasizes curriculum alignment, SBI, and cultural awareness in various formats. It also includes outside speakers, science fairs, film festivals, and curricular trips.
- A “matrix” provided by Local District 7 was used as a guide for developing SBI units during the 2001-2003 school years. Currently, some teachers continue to use the matrix, while others have adopted the UbD model for backward lesson planning. In 2001-2003 matrices and rubrics were posted in the classrooms in order for parents and students to have a clear understanding of academic goals. Many teachers currently continue this practice. Sample SBI units are shared within the department. For example, the English Department has a database of standard-based lesson plans stored in the English office computer for all English teachers to access.
- *Understanding by Design*, (UbD) a backward lesson planning model, looking at student work and lesson study workshops began in the spring of school year 2006-2007. UbD will continue to be the primary focus of professional development. All materials, lessons, units, strategies from the aforementioned PD activities, going back as far as 2000, are digitally archived at the newly created techfremont.org.
- The Math, Science, Social Studies, and ELA Periodic Assessments and Instructional Guides target specific state standards. Summative tests *for High Point* (English Learners) and *Language!* are used to determine students’ proficiency in specific ELA standards and to inform instruction. However, useful data is not supplied to teachers in a timely manner. FHS is planning a data collection system. The Data Analyst will coordinate the Professional Development activities related to data collection and analysis. Additionally, the Data analyst will coordinate the dissemination of data to teachers.
- School Improvement facilitators provide period by period Professional Development on the Seven Attributes of Small Learning Communities.

Action plan items: CURRICULUM, INSTRUCTIONAL DELIVERY, COMMUNICATION,

SUPPORT SERVICES address this critical area.

Critical Area for Follow-up # 3

The site administration and staff design and implement a consistent focused schoolwide reading program.

2003 Revisit Priority Areas for Growth: 1. Collection and assessment of data on new literacy interventions. 2. Assessments/Analyze data/Re-teach according to teacher discretion. 3. Increase math skills development intervention. 4. Use of multiple assessments for instruction. 5. The role of math and literacy coaches defined and monitored.

Fremont has taken a multifaceted approach to addressing literacy. Since the last WASC visit, the following strategies have been implemented.

- Since 2002-2003 UCLA/Center X literacy coaches have worked with teachers of core subjects to embed literacy standards and strategies into their standards-based units. Coaches are now onsite full time to assist teachers to improve students' literacy. Coaches are monitored by Local District 7 and by the school administration. They maintain logs of their activities which guide the next year's professional development.
- *Language!*, a double period block, is a reading program taught to students who score in the lower 20th percentile in reading on the CST. *High Point* is a similar reading program for ELL students. These programs use a variety of strategies including, but not limited to decoding, sentence combining, and comprehension. Teachers of these two programs receive extensive training. LD7 collects data from these programs.
- A new resource lab has been established to provide diagnostic/prescriptive instruction to incoming resource students who are identified as needing extra support to achieve academic success. Extended Learning classes are provided for special education students through BTB.
- Ninth grade students identified as far below basic on the CST are contacted via phone and letter, and are offered enrollment in BTB Saturday Academy reading classes. Attempts to increase enrollment have been made, such as ninth grade teachers nominating prospective students. Students enrolled in these classes use *Kaplan*, a diagnostic/prescriptive computer program, and receive individualized reading instruction.
- The school library is fully automated and is now undergoing remodeling. FHS now has a full-time library aide to assist the library-media teacher and students. The library provides a wide variety of resources for students. Online research is also available with a number of computers stationed throughout the library. The FHS librarian and several teachers attend annual Young Adult Literature conferences to identify and purchase relevant materials for students of all interests, ability levels and languages. Prominent authors (Rigoberta Menchu, Luis J. Rodriguez, Sonia Nazario, Fr. Greg Boyle) are invited to speak to teachers and students to promote a culture of reading. An extensive professional library is available for teachers to assist with literacy strategies. Sets of books are available to be checked out for classroom use.

- In 2001-2003 categorical funding and other specially funded programs provided classroom libraries to all content teachers. Although these libraries have not had continual funding, many teachers still maintain classroom libraries for Sustained Silent Reading (SSR) through the SLC, department and library funding.
- In 2003-2004 Periodic Assessments were implemented in English-language arts 9th and 10th grade classes as benchmarks to determine students' mastery of reading and writing standards. Teacher training in reading and writing instructional strategies is ongoing with the use of a District-provided *Instructional Guide* and the assistance of UCLA literacy coaches.
- Since its start in 2003-2004, BTB has added more classes after school and on Saturdays to increase enrichment and intervention opportunities for students. Extended learning pretests students to determine proficiency levels and then enrolls students in appropriate reading and math classes. Basic reading and math classes are offered as a part of the Saturday Academy. In addition, classes are offered that address the IEP goals for special education students. BTB extended learning teachers receive specialized training in alternative programs and techniques to provide the necessary instruction.
- In addition to *Language!*, which addresses our lowest scoring students, *Highpoint* is a District mandated program for teaching English Language Acquisition. It teaches phonics skills to help new students learn the phonic shift from their native language to English. FHS now has a Reading Committee which has begun looking at various programs to further address the needs of all our subpopulations. Our goal is a comprehensive reading program with components to fit the needs of all students. Humanitas Track B has begun and will continue a reading program in all English classes. Several pilot programs such as Teen Biz 3000, Read 180 are being considered as a part of a schoolwide reading program. Classroom libraries have been purchased to reinstate SSR in English Classrooms. Eventually the plan is to promote SSR schoolwide.

Action Plan items: CURRICULUM, INSTRUCTIONAL DELIVERY, and ACCOUNTABILITY address this critical area.

Critical Area for Follow-up # 4

The site administration and staff develop and implement a plan to utilize the Digital High School Plan to integrate technology in all curricular areas.

2003 Revisit Priority Areas for Growth: 1. Increase technology usage by staff and students. 2. Staff development to integrate technology into the classroom and maximize available resources. 3. Consistent computer maintenance. 4. Power point display equipment.

- Digital Grant funds were suspended in 2004. This impacted the school's ability to upgrade and provide technical service for the maintenance of existing equipment. A technology task force has been assembled in order to improve the area of technology at

FHS. Toward this end, in the fall of 2006, two technical support persons were hired to maintain current infrastructure and create an online help desk.

- Four computer labs are available to teachers and students throughout the school. The number of Introduction to Computer classes has decreased, but more sophisticated, rigorous courses such as Sci/Tech Research (2004), Digital Imaging Production (2005), Web Design (2006) and a Film Making and Editing class (2007) have been added over the last three years. There are four laptop carts available to be checked out to increase student access to technology. The school network has been improved, and the school website is presently being redesigned. Some departments and 52% of teachers have registered their email accounts on fremonth.org and have begun posting their curricula and assignments which can be accessed by students and parents.
- The library has become fully automated, allowing student access to library collections at FHS as well as online databases provided by LAUSD. Twelve computer stations are located in the library for students and staff use, with more planned in the current remodel.
- Students are interacting more with technology through activities such as electronic portfolios using the District Digital Library's *Career Cruising* program. Teachers and students are making greater use of *Powerpoint* presentations and spreadsheets. Internet research has increased as students transfer their knowledge and skill from computer classes to core subject assignments.
- LCD projectors and laptop carts are available for classroom use. Recently, ten document projectors were purchased for classroom use. There is a need for other types of equipment such as DVDs, and printers. Graphing Calculators are used regularly by the seven teachers who teach trigonometry and above. Audio and video podcasting capability is now available to FHS students and teachers. Projection systems with a teacher station, projector and large screen are being installed in all computer labs. Students use technology for various needs such as, *Powerpoint* presentations, writing as a process, spreadsheets, organizing information, web design, career and college planning, learning new skills, and online research.
- Digital workspace has been allocated on the Fremont website for student work, collaboration, and professional growth activities.

During the 2003-2004 school year, all new teachers were issued laptop computers and LCD projectors purchased with Rodriguez funds. Tenured teachers received CTAP funds as a stipend to purchase a computer for continued training, instructional planning, and classroom management during 2002-2003. Those programs are no longer funded.

Alternative funds from the Single Plan for Student Achievement (SPSA) have been allocated to continue providing these resources to new teachers and to support teacher retention.

- Software used at FHS has included various math programs such as *Cognitive Tutor* for algebra skills (no longer used), *Microsoft Office*, and *Kaplan*, an interactive individualized program used primarily for English and math in the BTB Saturday Academy. Other software includes: *Quizdom*, *Inspiration*, *Macromedia* (web design), *Studio 2004*, *I Can Learn* used in algebra and geometry, and *My Access*, a writing tool.
- New classroom sets of graphing calculators are being used in the math and science departments. Camera equipment was purchased for the filmmaking class which has a film festival each spring. Digital imaging is used in science classes.
- Parent technology training consists of continuous sessions offered each Thursday morning from 10:00 a.m. to 12:00 noon. Classes vary in size from ten to forty, depending on parents' work schedules; however, there is always a stable number of at least twenty in attendance. Internet access is consistently available to parents in the Parent Center.
- Some rooms, however, do not have computer or Internet access, and the wireless system does not always work. There is a need to purchase and upgrade hardware and provide more technical support. Security of equipment has been a problem. Items are often stolen or damaged and not replaced or repaired. Technology inventory methods have been improved and can be used for the tracking and recovery of some equipment. District contracts now include replacement and/or repair warranties.

Action items: ACCOUNTABILITY, COMMUNICATION, CURRICULUM, INSTRUCTIONAL DELIVERY, SUPPORT SERVICES address this critical area.

Critical Areas for Follow-up #5

The site administration design and implement a counseling process that ensures that all students have a 4-year plan beginning at the 9th grade level.

2003 Revisit Priority Areas for Growth: 1. Continue to increase the amount of parent outreach to involve them in four-year plan. 2. Evaluate effectiveness of Ninth Grade House and other small learning communities. 3. Increase visibility and accessibility of counselors.

- The counseling department has made major improvements in ensuring that all students have a four-year plan beginning with articulation in middle schools. The four-year plan has been replaced by a more comprehensive plan; it is now the High School Individualized Graduation Plan (IGP), a counseling program that ensures that all students are aware of the goals they need to meet in order to graduate, including passing the CAHSEE.
- Counselors schedule a parent orientation in which the High School IGP is introduced. FHS counselors visit middle schools and program students into the appropriate classes at the end of their eighth grade year. This articulation provides incoming students with the expectations and requirements for graduation from high school. During this time, students are also given the opportunity to select their SLC.

- Counselors are assigned an SLC case load of approximately 400 instead of 600 for grades 9-12 students. This gives counselors the opportunity to follow student progress over several years. Counselors monitor progress reports/final grades and assign students to intersession classes as needed to make up failed classes and prepare for standardized tests. Much of this work is done by visiting classes, including 9th grade Life skills classes. A counseling cart is strategically located on campus during nutrition and lunch to provide counseling materials and information to students. SLC advisory groups monitor student attendance/academic progress. In addition, counselors send letters and make phone calls to parents after each grading period. Counselors, social workers, the PSA counselor and Diploma Project counselor help students address personal and emotional problems which can impede academic achievement.
- The former Ninth Grade House added personalization and improved attendance, but did not affect academic growth. Since then we have transitioned to wall-to-wall four-year SLCs. Therefore, ninth grade students have been included in each SLC. Most SLCs have placed emphasis on ninth grade mentoring and intervention programs and all have individual parent and student meetings.
- Meetings with parents for at-risk-students are held by the Diploma Project Counselor.
- SB1802, recently passed by the state legislature, will provide additional funds for counseling services.
- Students are informed of and enrolled in alternate options such as Adult School or intersession classes for making up credits in order to graduate on time. Currently, BTB extended learning Program offers classes after school and during intersession onsite and at Los Angeles City College (LACC) and Los Angeles Trade Technical College.
- Twelfth grade students receive vital information needed to graduate in the first semester of the senior year. Counselors offer each senior junior an individual graduation check. College counselors help seniors navigate through college scholarships, financial aid and college applications. Career counselor provides support in choosing and preparing for various career options. The principal met with each senior in the fall of 2006 to review grad checks. Parent meetings and letters are sent to parents of seniors informing them of the student's status.
- Since its relocation to a larger space in school year 2004-2005, the College and Career Center (CCC) now offers a full range of services to students, including: career exploration, field trips to colleges and college fairs, colleges visiting Fremont, assistance with college applications and student aid, and on campus and off campus college fairs. The CCC publishes a weekly bulletin, with a schedule of all CCC related events.
- LAUSD has provided a publication, *Life after High School*, which contains lessons to guide students through the processes for transitioning to life after high school. The School Improvement Facilitators and lead teachers met in a professional development session which provided an overview of the publication and a discussion concerning the

implementation plans for *Life after High School*.

- Although students are informed of BTB, There is a need for more innovative and effective ways of ensuring that 9th grade students take advantage of such programs.
- The school now has two full time PSA counselors.

Actions items: SUPPORT SERVICES, ACCOUNTABILITY, COMMUNICATION address this critical area.

The WASC Visiting Committee identified two additional critical areas:

Increase parent involvement in all aspects of the school

- Parents are involved in the School Advisory Council (SAC) and the School Site Council (SSC) meetings which take place monthly. The average number of parents in attendance at these meetings ranges from five to twenty-five. A full range of school related topics are presented and discussed. Parents participate with the Human Relations Alliance Committee which is concerned with curriculum, discipline, awareness of character enhancement and values.
- Fremont High School established a Parent Center on campus in 2002. The Center opened as a meeting place for parents and staff to discuss and plan events and techniques that can be used to improve the Fremont Community. Some of the activities include parents assisting other parents with school related curricular/co-curricular event; issues and other parent and student concerns; obtaining information and training on various subjects needed to assist in helping their children succeed; meeting district and state requirements, and participating in extracurricular activities. Bilingual parents can receive assistance in their native language. The Parent Center is currently working with the BTB unit at FHS which provides standards-based lessons and activities for parents. This is done to ensure that parents are familiar with the courses that their sons/daughters may be taking either during the regular school day, or during the intersession and after school classes provided.
- The function of the Parent Center expanded to include parent training in such areas as the use of technology and standards to enable parents to be active participants in their child's education.
- Parents of Special Education children have a number of Special Education Parent Training meetings provided by LAUSD throughout the school year. Beginning in summer 2007, Fremont will host parent information meetings for parents of students with IEPs.
- An SLC parent advisory committee was recently created. The first meeting was held in July 2007. This committee will meet monthly to discuss school activities and their children's academic program.

- Overall parent participation is still low; however, SLCs are actively recruiting parent participation since parent involvement is a crucial part of their programs. An

Enforce and maintain a consistent tardy, truancy and attendance policy

- Fremont High School has an attendance policy in place; the goals include, but are not limited to, increasing and maintaining a monthly attendance rate of 94%. The in-seat attendance for the school year 2003-2004 was 83.59%, 2003-2005: 85.80%, 2005-2006: 82.29%. Presently, FHS's daily attendance is at 82.29%. isn't it at above 90%? Efforts to improve attendance consist of: (1) teachers accurately recording attendance on ISIS (2) attendance office personnel making a concerted effort to clear all absences. (3) making daily contacts with parents of absent students with the use of Phonemaster (4) collaboration with all truancy abatement partners such as law enforcement, PSA counselors, and Diploma Project counselor.
- Student transient rate is 25% compared to the Local District's 36%. This is attributed to two full-time PSA counselors, a dropout prevention counselor, and the impact of SLC personalized attention.
- Daily contact with parents of students who are absent is done with the use of Phonemaster. Fremont has an incentive program for students and teachers who improve classroom attendance.
- The tardy policy spells out the definition of tardy, the bell system, student expectations, staff expectations and consequences and incentives, intermittent truancy sweeps, procedures for working with truant students, parent involvement, and truancy abatement partnerships. Parents, students and teachers received a revised tardy policy in the fall of 2007. Parent/teachers meetings, student assemblies, and homerooms were some of the forums used to disseminate and discuss the tardy policy.

Chapter IV:
Self-Study Findings—
Five Criteria

John C. Fremont High School Focus Groups

Organization

Focus Group Facilitator

Aimee Allen, A track-Aesthetics

Linda Lewis, B track-CALA

Jeff Hartma, C track-EARTH

- *Larry G. Higgins, Administrator-Magnet*
- *Claudia Acevedo, C track-AIR*
- *Sandra Black, A track-AOTT*
- *John Contreras, B track-Humaniservice*
- *Rosibal Elizondo, B track-Enrichment*
- *Noehmi Garcia, B track-CALA*
- *Bruce Gray, B track-Pathways*
- *Vanessa Herrera, C track-AIR*
- *Carter Hovland, C track-Humanitas*
- *Shawn Irish, B track*
- *Gary Jones, B track-Pathways*
- *Heather Jonson, B track-Enrichment*
- *Aurora Martinez, B track-College Counselor*
- *Yvonne McCree, B track-Pathways*
- *Margherita Moraca, A track-Humanitas*
- *Basil Ozuah, C track-Magnet*
- *Kristina Palomo, A track-Humanitas*
- *Nadia Ruiz, B track-Pathways*
- *Brian Semonian, A track-MUPA*
- *Mathew Taylor, A track-Humanitas*
- *Ronna Wang, B track-Humaniservice*
- *Samuel Nimmo, A track-Humanitas*
- *Trevia Banks, C track-AIR*
- *Jennifer De La Cerda, C track-Humanitas*
- *Rudy Franco, B track-Humaniservice*
- *Jacqueline Gonzalez, A track-P3*
- *Jeffrey Green, A track-P3*
- *Bridgett Henry, A track-AOTT*
- *Paulette Hill, C track-EARTH*
- *Val Holwerda, A track-Aesthetics*
- *Johnny Jauregui, C track-AOTT*
- *Tim Johnson, C track-AIR*
- *Steven Lang, A track-AOTT*
- *Toby Madubuko, B track-Enrichment*
- *Patricia Matus, C track-Humanitas*
- *Sean McCue, A track-Aesthetics*
- *Oscar Navarro, C track-EARTH*
- *Angel Padilla, A track-DEAN*
- *Deva Richards, B track-CALA*
- *Craig Sasser, C track-EARTH*
- *Tiffany Spellman, B track-CALA*
- *Beth Trincherro, A track-P3*
- *Darrin Harbaugh, A track-Aesthetics*
- *Andrea Sparks, B track-Humaniservice*
- *April Colen, B track-Enrichment*

**CATEGORY A
ORGANIZATION: VISION &
PURPOSE,
GOVERNANCE, LEADERSHIP &
STAFF,
& RESOURCES**

A1. Vision and Purpose

To what extent does the school have a clearly stated vision and purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

In the spring of 2006, John C. Fremont High School (FHS) developed a viable, written schoolwide vision statement aligned with federal and state academic standards. The vision states: *All Members of John C. Fremont High School will collaborate to prepare learners to be productive, ethical individuals empowered by a quality standards-based education in order to contribute to local and global communities.* The Vision Statement and FHS's revised learning goals were instituted to use as a benchmark to promote:

- An increase in California Standardized Test (CST) scores
- An increase in seniors passing the California High School Exit Exam (CAHSEE)
- Proficiency in all subject areas
- Higher graduation rates
- A college going culture
- An increase in student literacy across the curriculum
- A culturally relevant school community
- Standards-based instruction
- An increase in community partnerships

The vision/learning goals were refined and revised by parents, faculty and staff who regularly attend:

- Schoolwide Design Team meetings (SWDT)
- Professional Developments (PD)
- Student Leadership
- Instructional Leadership meetings
- Faculty Meetings
- Parents' Alliance For Human Relations
- Local School Leadership Council
- School Site Council
- School Advisory Committees (CEAC/ELAC)

- Classified Staff meetings
- Other governing bodies

Working together, stakeholders conducted several revisions in order to arrive at the following clear vision that is based on student needs, high expectations, and current educational research: All members of John C. Fremont High School will collaborate to prepare learners to be productive, ethical individuals that are empowered by a quality standards-based education in order to contribute to local and global communities. FHS students are taught to be:

- Critical Thinkers
- Self-Directed Learners
- Responsible Citizens
- Effective Communicators
- Collaborative Workers

Representatives from all stakeholders at FHS have taken an active role in ensuring that the school’s vision is understood and upheld. Toward this end, the vision was mailed home to parents and families in English and in Spanish. The vision is posted in classroom and offices, as well as on the school marquee.

Additionally, administration has taken a lead in promoting the vision by including the vision on meeting agendas, memos, and other communication with parents, teachers, and staff.

A2. Governance

To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards-based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Education Association (LEA) plan?

Fremont currently operates under three main governing boards. School Site Council (SSC) has approved and implemented the Single Plan for Student Achievement (SPSA), which is aligned to the instructional needs of our schoolwide population and proper monitoring of our assessed needs through data analysis of the school’s performance.

Local School Leadership Council (LSLC) makes decisions regarding the procedural aspects of the everyday workings of the school.

Scheduling decisions are informed by student needs. Professional development (PD) decisions are informed by prior year’s evaluations of PD opportunities.

Schoolwide Design Team (SWDT) functions as an advisory committee for the SLCs. Currently, the SWDT operates under a jointly signed Memorandum of Understanding (MOU), which recognizes each SLC representative with one vote. An administrator and a union representative also receive one vote each. The SWDT makes recommendations about improving the performance of SLCs in accordance with student needs, SLC data analysis, and overall school performance as indicated on the CST and other standardized tests. The SWDT develops and refines proposals based on needs identified by the SLCs and then presents it to the appropriate governing board for approval. Attendance data, minutes and agendas are publicized to the entire staff to keep them informed. Creative solutions and processes need to be generated to lessen the impact of year-round schedule on student learning.

Under the current organization, SSC and LSLC attendance often does not fulfill the quorum as outlined by the by-laws. In the 2007-2008 school year, the goal is to increase attendance by strategically coordinating schedules of all stakeholders and promoting elections to maximize participation. By the start of the 2007-2008 school year, FHS will have substantially improved communication and clarified functions of the three governing bodies to all stakeholders through the Staff Handbook, Teacher and Parent Planners and staff meetings. As a result of the greater transparency, participation will increase and efficiency will improve.

A3. Leadership and Staff

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent do the school leadership and staff monitor and refine the single school action plan based on analysis of data to ensure alignment with student needs?

The school leadership and staff have initiated several inclusive, collaborative activities that focus on analyzing student data in order to inform decisions and to initiate activities:

- Buyback professional development days provide training on analyzing test data and setting goals based on areas of academic weakness
- CST score results and analysis training, facilitated by UCLA Center X coaches, is provided for teachers
- Initial annual assessments are used to monitor LEP progress, and CELDT scores are used to determine ESL class levels and course offerings
- Small Learning Communities analyze data to determine effectiveness in the following areas: student retention, attendance and graduation rates
- Math Tutorial classes are mandated for students who fail Algebra 1 to provide remediation to assist in passing that gateway class

- SES/ Title 1 funds provide private tutoring
- RLA is offered on Saturdays for incoming or at-risk Freshmen
- ELA on Saturdays for continuing at Risk students in grade 10-12.
- CAHSEE Boot Camp and Prep Classes are given to 12th grade students who have not passed the CAHSEE
- BTB intervention courses are assigned for students who require remediation
- Homework Club is available for students who require additional assistance
- Individual SLCs provide after school tutoring
- PD Meetings are held on literacy strategies, best practices, lesson studies, and student work analysis
- Stanford Redesign Network (SRN) provides training for Lead Teachers in instructional leadership and goal setting for SLCs
- Priority Staffing/ New Teacher Coordinator (PSP) hired to facilitate hiring and retention of new teachers

Previously, FHS was under the Joint Intervention Agreement (JIA). In 2006-2007 the SSC has developed the SPSA based on a process of input from teachers. Representatives from the following four areas: ELA, ELD, LRE, and Math met with the Title One Coordinator and the School Improvement Facilitator (SIF) to collaborate in arriving at the instructional needs (i.e. critical needs) of the schoolwide population. These meetings were informed by FHS data analysis in the following areas:

- Academic Performance Index
- CAHSEE test results for special populations
- Attendance and enrollment trends
- Faculty and staff credentials
- CST Scores in all subjects
- CAPA scores
- CELDT Scores
- Adequate Yearly Progress

There will be an on-going process of revising the SPSA through the SSC using the following benchmarks and accountability tools in the monitoring process:

- State Standards
- Standardized test data
- Graduation rates / A-G requirement rates
- Check in/out books
- Stull evaluations
- Grading system

A4. Qualified Staff

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, instruction and ongoing professional development?

Fremont students are served by 241 teachers, 80% of whom are fully credentialed and 70.8% who are NCLB compliant. A faculty handbook is in progress. Department handbooks are in the process of being updated. New teachers receive handbooks and professional development based on learning department curriculum and standards-based instruction. SLC staff members, department chairs, and UCLA coaches mentor new teachers. Staff facilitates achievement of the standards by utilizing backwards planning matrices or Understanding by Design (UbD) units and lessons. Standards and student work are posted in classrooms to develop and model high expectations for student achievement.

After-school meetings and staff development are conducted to involve faculty and staff in sharing responsibilities and actions to support student learning. Administrators observe classrooms to monitor the degree to which staff focuses on student achievement of academic standards. FHS has begun schoolwide collaboration in instruction through the use of instructional databases (Science, Social Studies, and English). Teachers receive additional support in the following ways:

- BTSA – New teachers complete an intensive two-year induction program, which is supported at the school site by trained facilitators.
- CLAD – Teachers who do not have their CLAD are currently enrolled in university courses to earn this designation. The Bilingual Office facilitates and monitors this for these teachers.
- AP Teachers – AP teachers have undergone an AP audit, have attended professional AP conferences and have participated in vertical teaming and other training during Banked PD days, departments and SLC meetings, and collaboration after school and on Saturdays.

A5. ONGOING PROFESSIONAL DEVELOPMENT

To what extent are leadership and staff involved in ongoing research or data based correlated professional development that focused on identified student learning needs?

To meet the diverse needs of our students, Local District 7, administration, department and SLCs have differentiated PD to increase student achievement. This multi-faceted approach also addresses the different needs of our teachers and foci of our SLCs. To improve correlation between the Learning Goals, analysis of student data, and perception data, the SWDT has proposed a uniform approach to planning PD. The goal is to increase transfer of strategies acquired at PD by providing continuity in themes and structures of the various PD planning groups. In the 2007-2008 school year the PD committee, SWDT, and SLC members will help create a yearlong PD plan. The goal is to provide an opportunity to allow teams to reflect on the progress we have made and identify methods to increase the rate of this progress. While the entire staff has access to a variety of opportunities for professional growth we need to continue to provide time for staff to collaborate and reflect on ways to implement what they have learned. A concerted effort to increase awareness and attendance to these trainings needs to be addressed.

Professional Development has occurred in the following ways:

- Bank professional development days (2 per month)
 - ✓ Brain-based research
 - ✓ Lesson studies and student work protocols
 - ✓ Guest speakers – Ernie Mendes, PhD, and Fr. Greg Boyle
- Buyback Days
 - ✓ Long Beach Aquarium
 - ✓ “History of South Central Los Angeles” at the African American Museum
 - ✓ Data Analysis training
- Cognitive Coaching
- Understanding by Design (UbD)
- Stanford Redesign Network
 - ✓ Meetings and trainings for lead teachers
 - ✓ Joan Cone instructional trainings (Saturday)
 - ✓ Three day Stanford Retreat for SLCs, including lead teachers and administration
- Math
 - ✓ UCLA Center X

- ✓ Talk Moves Training
 - ✓ Lesson study
- English
 - ✓ UCLA Center X
 - ✓ Vertical teaming trainings
 - ✓ Reading Apprenticeship
 - ✓ *Language!* training
- Health
 - ✓ District trainings on HIV prevention
- Special Education
 - ✓ CPR training every year
 - ✓ *Welligent* training
- Social Studies
 - ✓ UCLA Center X
 - ✓ CA History Project trainings
 - ✓ Lesson Plan Database training
- Foreign Language
 - ✓ Conferences
- Science
 - ✓ Local District articulation trainings with middle and high schools
 - ✓ Conferences
 - ✓ UCLA Center X training
 - ✓ ICS training; District training
- ESL
 - ✓ *High Point* trainings
 - ✓ Pull out professional developments
- All departments
 - ✓ National Board trainings for people trying for National Board Certification
 - ✓ Teach for America Trainings
 - ✓ BTSA trainings

A6. Resources

To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support in accomplishing the academic standards and the expected schoolwide learning results?

Materials, space and equipment are available to support student learning on a daily basis. The Title I Office and each department have instructional materials, supplies and supplemental tools. Teachers have storage cabinets in their classrooms to store supplies. A supply order form is distributed monthly. When supplies are ordered through the library, bulletins are distributed when those supplies have arrived on campus. Departments include updates on available supplies through department newsletters.

New teachers attend the various new teacher professional developments facilitated by the Priority Staffing Advisor (new teacher coordinator) at the school site and the assistant principal in charge of professional development and instruction. The agendas for these meetings and trainings are developed based on specific identified needs of the new teachers in two areas: building comfort at the school site (community building for purposes of new teacher retention) and instructional support through effective strategies. Additionally, new procedures have been put into place so that all interested stakeholders can participate in hiring open teaching positions. Lead teachers and department chairs are invited via a distributed and daily updated hiring calendar to participate in initial interviews. Also, each candidate does a demo lesson for stakeholders to observe. Sub coverage is provided to those instructional leaders/ teachers who would like to observe.

Fremont has 2 SIFs through the LAUSD office of School Redesign to support the growth and day-to-day needs of the thirteen SLCs. The SIFs also facilitate Fremont's partnership with The Architects of Achievement. Additionally, the SIFs are actively supporting Fremont's SPSA.¹

The school has a LAUSD Maintenance crew come in once a year to clean facilities. FHS has added an additional custodial staff member who addresses and paints over tagging in the morning before students enter the campus. The plant needs adequate staff to keep the campus clean and some type of program to prevent tagging and graffiti. Unfilled custodial positions are partially the reason why evening plant needs are not being met.

Architects of Achievement have been contracted to alter the campus to design contiguous space to accommodate SLCs. The design includes dedicated office space for both support staff and counselors for each pod to coordinate services with parents and students. The plan also includes plans to install identification banners for SLC entrance and exit, and dedicated lunch eating area that is aesthetic and inviting. The completion of the campus alteration is projected for March 2008.

Paid professional development for all teachers has created an incentive for instructional growth among the faculty. Teachers are paid for creating lesson plans for departments, departmental bridge materials, instructional practices, thematic planning and vertical teaming. Additionally, in

¹ FHS will not have onsite SIFs for the 2007-2008 school year.

order to supplement our lack of common planning time in our instructional day for our SLCs, paid time has been provided for SLC teams to plan instructional programs, intervention programs, common instructional practices and cross-curricular units. Paid time for teachers and resources have been provided to purchase outside providers for valuable professional development in areas including standards-based instruction, backwards planning, differentiated instruction, creating a safe community of learners within the classroom. Fremont needs to continue to work on processes by which information can be disseminated when a faculty member attends a valuable professional development so that the entire faculty can benefit.

A Professional development committee made up of teachers has been established to examine the needs of the school in the area of professional development and generate ideas to address those needs using professional development.

Fremont continues to seek new ways to use the existing space despite our obvious space limitations. Our academic programs, classes, intervention programs (BTB) and multipurpose spaces are spread too thin. The rooms committee and facilities committee made up of teachers and administrators continue to divide space in an equitable way (attempting to minimize the number of teachers that must travel by examining the number of preps, student services, experience of the teacher etc. Specialized rooms such as chemistry or technology are divided based on need and function not necessarily by pod). Challenges arise on our year-round campus, as we build more programs and classes for our students and have no space to administer those programs. The SWDT and other committees mediate and make recommendations when facilities issues arise.

A process for facilities maintenance has been established. Teachers can make specific maintenance requests directly to the plant manager. The form, available via paper request or electronic maintenance queue, allows teachers to communicate whether the request is a first or second request (request form). Through the electronic maintenance queue, the custodial staff can communicate the status of each request. The custodial staff at Fremont is a true presence on campus and very much a part of the Fremont community. They are accessible and eager to support students' learning through facilities maintenance.

School security continues to be an area of needed growth at Fremont. The size of the school creates a challenge for the security staff. Electric security carts allow our security personnel to get across campus quickly to address student and teacher needs, and security is eager to support teachers in situations when instruction is being compromised in the classroom because of a behavior or security issue. Security personnel are now consistently posted at established and strategic spots on campus. During the 2006-2007 school year, security began wearing burgundy FHS t-shirts to increase their visibility. Plans are currently being discussed to assign security personnel to each SLC and campus pod and to place security cameras in strategic locations around campus.

In accordance with Williams Legislation, new textbooks have been purchased in all core content areas so that all students have a textbook to take home in all core classes.

Three laptop carts have been purchased for student use in classrooms. Students can complete

standards-based instructional activities using these carts. Computer labs are maintained by three technology faculty to assist students in research and writing. There is a math lab that is used with interactive Algebra Software. Several sets of Quizdom have been purchased for teachers and students to use. Quizdom allows students to use technology and receive instant feedback while reviewing material for the CAHSEE and the CST. Quizdom also allows teachers to save student responses, review the data, and adjust instruction accordingly. Both the quizdom and the laptop carts are part of a pilot program developed by the technology taskforce to identify which types of technology are utilized most effectively towards student achievement. Once utility and efficacy are established, more technology will be purchased.

LCD projectors are provided for all new teachers and other faculty by request, and one Document projector has been purchased for each SLC. Teachers can check them out for a one-week period. There are now multiple locations for copying instructional materials. New copy machines have been purchased for teacher use. Four duplo machines have been redistributed on campus for better teacher accessibility.

The library at Fremont has undergone major improvements that support student learning. A new search system has been installed so that students can search for reading materials in multiple ways. The new checkout system also allows the library to keep accurate records in order to reduce book loss. The library is in the process of renovation to increase the efficiency of the space such as providing space for additional computer stations.

Many new books have been purchased for student use. Teachers consider cultural relevancy when determining individual classroom and schoolwide needs for supplemental instructional materials. In addition to books, art supplies have been purchased across all departments for all content areas.

Areas of Strength:

- The administration, departments, and SLCs have high expectations for student achievement, personal growth and higher education as outlined in the learning goals, vision statements and SLC descriptions
- The SWDT increases teacher participation and input around school site organization, facilities, schedules and proposals that can impact meeting the needs of teachers, students and parents
- The formation of a clearly defined ASB will increase student participation and input
- A unified format for PD has been developed to provide continuity
- Support services provided through the PSP, coaches, and SLCs have reduced teacher turn over which facilitates student access to consistent content and increases teacher support of the long term goal
- Teacher retention was 98% last year compared to 60% at the last visit
- The percent of credentialed teachers is now 79.8% compared to 71.2% 3 years ago

Priority Areas for Growth:

- Clarify roles and responsibilities of the governing bodies to improve efficacy, communication and support student achievement
- Governing bodies will increase their collaboration to make decisions that ensure consistent schoolwide focus on student achievement
- Create a schoolwide professional development plan that directly addresses student achievement
- Provide opportunities for teachers to implement new skills or information garnered from professional development
- Continue monitoring the efficacy and implementation of PD, instructional programs and resources
- Administration continues to build support structures for teachers to maintain a culture of high expectation for all students

A1: VISION AND PURPOSE

To what extent does the school/district have a clearly stated vision and purpose based on its student needs, current education research and the belief that all students can achieve high levels?

To what extent is the school’s purpose supported by the governing board and the central administration and further defined by the learning goals and academic standards?

<u>Findings</u>	<u>Evidence</u>
Fremont High School has a clearly stated vision and purpose based on student needs, current education research and belief that all students can achieve high levels.	Fremont has a copy of the written vision and schoolwide learning results. Additionally, FHS vision and purpose recognizes achievement including results from CST’s; CAHSEE; and other quality assessments. FHS vision uses the data as a means of providing feedback to teacher’s instructional effectiveness for all learners.
Fremont has developed and refined its vision and learning goals to align with the belief that all students can achieve high levels.	Fremont has a schoolwide design team, professional development trainings and workshops, faculty meetings and parent meetings to effectively support the vision. Evidence of Vision: <ul style="list-style-type: none"> • College going culture • Memos and documents • Grad rates, data
Fremont uses student/community profile data to assist in improving its instructional vision.	Fremont uses a variety of sources for compiling student/community profile data including but not limited to ISIS, student and parent surveys.
Fremont uses research-based knowledge about teaching and learning to inform instructional practices.	Fremont has an established professional development committee that meet once a month to determine the instructional needs of site.
Fremont stakeholder groups have been involved in the development of the school’s vision.	The stakeholder groups involved in the development, review and revision of FHS vision include but are not limited to administrators,

	SLC leaders, teachers, and parents.
FHS stakeholder groups contributed to the development of the school’s vision in varied degree.	FHS stakeholder groups contributed to the development of the vision according to the following percentage of time:
FHS ensures that all stakeholders understand the vision and learning goals using explicit strategies.	FHS vision statement is posted in all <ul style="list-style-type: none"> • classrooms • marquee • website • handbook/planner Teachers are asked to review learning goals with all students.
FHS has established a process for reaching consensus among the stakeholder groups regarding the vision.	FHS administrative team and small learning community lead teachers have established protocols designed to reach group consensus.
Fremont has established a venue for review and revision of our written vision and purpose statement SWDT meetings every 2 nd & 4 th Thursday.	The process for reviewing and revising agendas where vision was discussed. The vision and purpose statement is conducted in faculty meetings and schoolwide design team meetings.

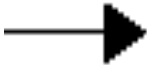
A2: GOVERNANCE

To what extent does the governing board have policies and by laws that are aligned with the school’s purpose and support the achievement of the learning goals and academic standards-based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Education Association (LEA) plan?

<u>FINDINGS</u>	<u>EVIDENCE</u>
<p>FHS is organized into Small Learning Communities as mandated by Bulletin 1600 and the site Restructuring Plan</p> <p>FHS SLCs maintain consistent communication between administrators, SLC leaders and teachers through scheduled meetings.</p> <p>Accreditation information is circulated schoolwide and throughout the general community.</p>	<p>FHS has an organizational chart that is also circulated schoolwide with administrative area of responsibilities, position and duties. Majority of faculty assigned to participate in accreditation process and school governance. To ensure schoolwide circulation, memos are placed in every faculty member box; all new teachers have a mentor administrator as well as mentor teacher that assists in ensuring information</p>
<p>FHS parents participate in school governance in several ways</p> <p>FHS parents are invited to participate in Schoolwide Design Team Meetings; FHS parents participate in Title I; Bilingual programs as well as special topic meetings (i.e.: Race-Relations)</p> <p>FHS established a parent committee which assists in Open House and Parent Night activities</p> <p>FHS parent center provide current information for professional development opportunities for parents</p>	<p>Parental attendance to SWDT</p> <ul style="list-style-type: none"> • SLC parent night potluck • PD and Parents? – • School Advisory Council • English Language Learners Advisory Committee • Parent/ADM/STUDENTS <ul style="list-style-type: none"> • GANG INTERVENTION –
<p>FHS governing board has a formal selection, composition and duty process</p>	<p>The staff self nominate for positions on the LLC and SSC in the spring semester. At a faculty meeting, the entire staff votes for representation on each board. The composition and duties are outlined per District memorandums and contracts.</p>
<p>FHS understands the alignment between the governing authority’s policies and the school’s purpose and learning goals</p>	<p>VISION STATEMENT STANDARDS POSTED</p>

<p>FHS and school community understands the relationship between the duties of the governing board and the responsibilities of the professional staff</p>	<p>Minutes and agendas between the administration, LD 7 and staff are on file. The governing board sets overall policies for the school and publishes them via memo to the staff and discloses policies at various meetings.</p>
<p>FHS understands the process for evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school.</p>	<p>Local District 7 meets with principal to discuss yearly AYP.</p> <p>LAUSD representatives coordinate with Title 1 for creation and updating of the Single Plan.</p>
<p> FHS understands the frequency and regularity of board meetings</p>	<p>Meeting times, dates and locations are published in the weekly calendar distributed to each teacher's box and posted in the parent center. Meeting dates are also published on the digital marquee. Plans are to set master calendar earlier in the year to allow dates to be published in faculty and parent handbook for the 2008-2009 school year.</p>
<p>FHS degree of participation of board and District personnel in the development of the vision and learning goals.</p>	<p>The following groups or individuals met at least once to craft or revise the learning goals: focus, home, SLC, parent, student, leadership, SWDT and administration.</p>
<p>FHS established complaint and conflict resolution procedures for both students and teachers.</p>	<p>FHS has FAST plans for students with serious problems; Memos from Administration regarding immediate conflict concerns, including resolutions and suggestions; Security (Charlies) provide and ensure safety procedures with more violent / consistent violators and infractions; Social worker for chronic emotional problems; schoolwide discipline committee informs staff of safety issues through bulletins and/or memos being published. HEART and IMPACT programs.</p>
<p>Additional evidence identified by the school</p>	<p>Principal (Higgins) meet with all freshmen and senior students to discuss future plans, credits earned and credits needed</p> <p>FHS requires minutes be taken for all meetings</p>

	that impact instruction schoolwide (i.e. WASC, SWDT, Instructional Team) and to ensure transparency minutes be placed in all teacher boxes
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A3: LEADERSHIP AND STAFF

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the learning goals and academic standards.

To what extent does the school leadership and staff annually monitor and refine the single school action plan based on analysis of data to ensure alignment with student needs?

<u>FINDINGS</u>	<u>EVIDENCE</u>
FHS leadership and staff make decisions that focus on all students achieving through professional development meetings, schoolwide design team meetings, school leadership meetings, parent meetings, faculty meetings	Sign-In sheets Agendas Flyers PD's agendas and memos Field Trips Plays Science Fairs
FHS uses student data by department and SLC by working with teachers on how to utilize data to drive instruction	<ul style="list-style-type: none"> • PDs by UCLA Center X • Student work • Lesson plans • Qwizdom
FHS establishing mechanisms for providing common planning and preparation time for improving teacher instructional practices	Period by Period Substitute Process Common Planning/ Lesson Study School Redesign Network at Stanford UCLA

FHS has specific benchmarks and accountability tools for monitoring instructional program and process	Check in/out books Stull Evaluations Grading systems Standard-Based Instruction Curriculum Periodic Assessments CST API/AYP
FHS staff involved in developing the school action plan All give input to effectiveness of programs evaluated	LSLC SSC SWDT SLC Leads Department Chairs Counselors SIF's Administrators
FHS students involved in developing the school action plan	SSC membership of 3 students
Additional evidence identified by the school FHS uses data to create and maintain the Single Plan which determines the programs that support student achievement	SSC Minutes

A4: QUALIFIED STAFF

To what extent does a qualified staff facilitate achievement of the academic standards and the learning goals through a system of preparation, instruction and ongoing professional development?

<u>FINDINGS</u>	<u>EVIDENCE</u>
FHS teachers facilitate student achievement of academic standards and learning goals	Posting standards in classrooms Vision Statement Student Learning Goals Lesson Plans

FHS distributes schoolwide written policies, charts and handbooks that define responsibilities and relationships	Faculty Handbook District Memos
FHS employs strategies for team and relationship building	“Wall to Wall” SLC structure Teacher mentors UCLA Coaches-Core Subject Areas
FHS established process for resolving differences and internal conflict	Conflict Mediation Team -meeting dates, members, sign-in, sheets
FHS conducts after school meetings for staff development and sharing student work to improve instructional practices	SLC Meetings Sign-In Sheets Agendas
Administrators observe teachers instructional practices and provide feedback	Stull Evaluations

A5: ONGOING PROFESSIONAL DEVELOPMENT

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focused on identified student learning needs?

<u>FINDINGS</u>	<u>EVIDENCE</u>
FHS staff is supported by time, personnel, materials and fiscal resources for planning and professional development to facilitate learning for all students using period by period PD; UCLA pullout, Qwizdom Training, Speakers, Buy-Back Days; Lesson Study	Agendas Sign-Ins Flyers Descriptions
FHS AP teachers attend workshops and institutes to improve AP instruction	Conference Forms/Flyers

FHS evaluation process	Administrator Efficacy survey organized through the union
FHS development process for professional development plan	Publish PD Schedule PD Committee Sign-Ins Agendas
FHS develop a process for interviewing staff members to learn the perceptions of the purpose and effectiveness of professional development	PD Evaluations, open invitation for staff members to join the PD committee.
FHS Professional Development follow-up process	2006-2007 School year LLC and PD committee reviewed evaluations of PD throughout the year, analyzed trends and presented to the staff.
Nano Technology Institute Catalina Summit Institute	Unit Lessons Unit Lessons
LAUSD Biology Immersion Unit ICS Training at CSULA UCLA Summer Institutes	Sign-In Sheets Unit Plans Materials Received

A6: RESOURCES

To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intents of the program(s) to support in accomplishing the academic standards and the learning goals and results?

<u>FINDINGS</u>	<u>EVIDENCE</u>
FHS identified resources which are considered crucial to the operation of the school and its focus on academic standards and learning goals	Continuous space planning consultants Standard consultants in curriculum
FHS makes available materials, space, equipment to support student learning through Title I	Facility Usage Request Form Logs Computer Labs in various locations on campus

programming, computer lab and classrooms	Multiple copy locations
FHS identifies staff member and their professional experience for improving instruction	Sign-In books Credentialed teachers Flyers on Credential Programs New Teacher Institute Professional Developments
FHS established procedures for maintaining physical facilities	List of Custodial Staff List of Security Staff Log of Maintenance Crews District Graffiti Crews
FHS procedures for hiring and nurturing a well qualified staff	Hiring committee procedures New Teacher Conferences PSP hired to identify potential hires and coordinate resources and training for new teachers.
FHS procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, and audio visuals support technology, manipulative and lab materials.	Job Fairs New teacher cord and orientation ongoing paid collaborative planning professional lib in lab.
	Classroom and take home textbooks on core subject. Multi locations for copying Title I, Bilingual, Lib, 500's copy room, social studies office, English department Multiple computer labs and laptop carts Art supplies across the curriculum LCD projectors Document projectors (6) Teacher laptops

John C. Fremont High School Focus Groups

Curriculum

Focus Group Facilitators

Kim Davis, A track-AOTT
Anne Scatolini, B track-Humaniservice
David Goodman, C track-Humanitas

- *Simone Charles, Administrator*
- *Dorothy Alexander, A track-Aesthetics*
- *Cheryl Bayley, A track-P3*
- *Agnes Cesare, B track-Pathways*
- *Amy Chung, C track-Humanitas*
- *Crystal Davis, C track-Magnet*
- *Eric Ennis, A track-AOTT*
- *Dennis Garcia, A track-Humanitas*
- *Begonia Garza, B track-Pathways*
- *Audrey Greene, C track-Magnet*
- *Tasha Hills-King, A track-AOTT*
- *Charles Johnson, C track-Humaniservice*
- *Collie Lowe, A track-P3*
- *Ervin Marroquin, A track-Aesthetics*
- *Riley McDonald, C track-Magnet*
- *Noe Moreno, C track-EARTH*
- *Margot Ochoa, B track-Humaniservice*
- *Thomas Richardson, B track-Pathways*
- *Steve Shin, C track-Magnet*
- *Julianne Thongma, C track-AIR*
- *James Altuner, A track-Teacher Coordinator*
- *Victor Vargas, A track-AOTT*
- *William Wagabaza, A track-P3*
- *Jamal Whittington, A track-AOTT*
- *Michelle Huber*
- *Barrett Bailey*
- *Maurice Burman, C track-EARTH*
- *Jessica Chavez, B track-Humaniservice*
- *Clovia Denkins, A track-Aesthetics*
- *Rebecca French, B track-Pathways*
- *Deshawn Garner, C track*
- *Michael Hanel, A track-Aesthetics*
- *Lori Ikediashi, C track-AIR*
- *Walter Lopez, B track-CALA*
- *Jasmin Lucas, B track-CALA*
- *Kevin Marsh, B track-Humaniservice*
- *Ronnie McLaughlin, C track-EARTH*
- *Herbert Niebergall, A track-P3*
- *Rathan Pheng, B track-Humaniservice*
- *John Rose, A track-AOTT*
- *Rachel Seymour, A track-MUPA*
- *Fred Simmons, B track-Pathways*
- *Donna Tolbert, C track-AIR*
- *Jonathan Utzurum, C track-Humanitas*
- *Marcelle Vinsone, B track-CALA*
- *Sharonne Wells, B track-Pathways*
- *Rodolfo Zavala, B track-CALA*
- *Natalie Lucindo, C track-Humanitas*
- *Roberto Vega, B track-Enrichment*
- *Dwetri Addy, C track-EARTH*

**CATEGORY B:
STANDARDS-BASED
LEARNING:
CURRICULUM**

B1 To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

Students have the opportunity to participate in rigorous, relevant, and coherent standards-based curriculum. The California State Standards provide a blueprint of the skills and concepts students are expected to master. Teachers are given hard copies of the standard frameworks and can also access them at the CEDE website. State curriculum frameworks, textbooks aligned to the California standards, District instructional guides, teacher and department developed materials and real-life lesson experiences all contribute to a challenging curriculum. In terms of professional development as it relates to curriculum, teachers are getting trained in *Understanding By Design*, a backwards-planning model. This model is designed to:

- Develop curriculum, assessment and instruction
- Determine curriculum priorities and determine content worthy of deep understanding
- Use essential questions to frame curriculum and focus on big ideas;
- Examine a continuum of assessment methods to use in determining the degree of student understanding
- Explore six facets of understanding and their implications for curriculum, assessment, and teaching
- Design and refine a unit of study using the Unit Design Template
- Participate in a structured peer review process for giving and receiving feedback based on design standards

This staff development model will continue through the school year 2007-2008. In terms of assessment, in 2006-2007 all departments began learning to fine-tune the protocol for examining student work using criteria charts and rubrics understandable to students and parents. To ensure continuity of instruction FHS has made a concerted effort to improve the quality of substitutes by providing more support. We currently have five “permanent” substitutes assigned exclusively to FHS. These substitutes provide continuity within classes and ensure lessons are delivered to the students. These permanent substitutes are a crucial component of pull-out PDs as they allow teacher release time from the class to participate in collaboration and deepen their practice through observations of other teachers. All teachers are to have an emergency substitute folder, which includes lesson plans to accommodate successful class coverage in their classroom. Teachers may also fax their plans to school the day of an absence or send it electronically to their SLC lead.

English

Ninth and tenth grade teachers implement LAUSD mandated Instructional Guides on Persuasion, Exposition, and Literary Analysis. District designed Periodic Assessments for each component are aligned to the ELA state standards upon which the CAHSEE and the CSTs are based. The District provided some teaching materials in the ELA instructional guides for teachers to use to teach the common curriculum designated in persuasion, exposition, and literary analysis. Other materials and texts could be chosen from the Williams approved list. In 2005-06, in an effort to

create more cohesion amongst the 9th and 10th grade courses and to create more equity for students, the English department developed a list of bridge materials, with the guidance of the UCLA ELA coaches.

In 2005-06, LAUSD piloted a revised 9th and 10th grade ELA curriculum in some high schools. This revised curriculum was done in collaboration with IFL (Institute for Learning). In 2007-08, the new curriculum will be implemented throughout LAUSD. The new curriculum still aligns with the CAHSEE and CST and is still contains the components of persuasion, exposition and literary analysis, and students will still be expected to take the District periodic assessments in these three genres. The new IFL curriculum includes a list of specified texts to be used by teachers in each grade level. For example, all 9th grade students will read, *A Night to Remember*, a book about the sinking of the Titanic. All 10th grade students will read the novel, *To Kill a Mockingbird*. The UCLA ELA coaches, and LAUSD ELA coaches received training for this new curriculum last year. The LD7 Secondary Literacy team and the UCLA coaches have begun training FHS ELA teachers this summer, and the UCLA coaches will continue to train teachers during their professional development sessions throughout the school year.

This next year, there will also be a revised curriculum the 12th grade ELA courses. In September, training will begin for the UCLA coaches and 12th grade teachers in a newly developed Expository Writing curriculum to be taught as part of the senior ELA course. This curriculum was developed in collaboration with the CSUs (California State Universities) to improve the writing skills of graduating seniors. This new curriculum is in response to data provided by the state universities that shows that the majority of entering freshmen who are LAUSD high school graduates do not possess the reading and writing skills necessary to enter the core freshman English courses. Therefore, they must first take a preliminary English course to prepare them for the core English course.

Department use the LD7 matrix for backwards planning, and work in course-alike or grade-alike groups for planning. The current bridge material is the first step to a more detailed curricular map that will create continuity for students as they move from course to course and grade to grade. It will be disseminated to English teachers through the new department handbook and workshops conducted by the UCLA coaches.

Currently, standards-based lessons and units can be accessed on the Fremont website www.techfremont.net. While a wealth of lessons and curricular units have been collected, this information needs to be organized in a coherent and accessible fashion. English textbooks are William's compliant, and standards-based. Additionally, there is a wide variety of LAUSD and department selected supplemental materials covering a cross section of genres and timed classics as well as contemporary novels and plays. These materials are for all reading levels and have been chosen for cultural relevance. There is a commonality in the curriculum in that LAUSD Instructional Guides, standards-based texts and teacher-generated materials all have as their focus the standards tested on the PAs, CAHSEE, and CST.

Developing Readers and Writers Course (DRWC)

In 2001, LAUSD piloted DRWC to address the needs of student who read at least two years below grade level. The specific reading program chosen for this course was LANGUAGE! The LANGUAGE! Reading program had been used successfully in other school districts in California, i.e., Rancho Verde School District. Language! Has three levels of reading remediation, the first level focuses on teaching students to decode words and is taught to students who read at the lowest levels. Levels 2 and 3 of the program focus on teaching students reading comprehension skills. LAUSD purchased only the first two levels of LANGUAGE! The District directed that the LANGUAGE! Program at levels 1 and 2 would be taught in the 7th and 8th grade to students who tested into certain levels of reading ability. These students were placed into a two-hour block DRWC course that served as their ELA course. The other students who tested into higher reading levels were placed into the core ELA course for 7th and 8th grades.

The original plan was that students in middle school would successfully learn to read at higher levels, would test out of the DRWC courses and be prepared for the core ELA 9th grade course. Unfortunately, for various reasons, not all middle school students raised their reading ability as a result of their DRWC experience. Because California states that students cannot be given more than two years of a remediation program, many students entered 9th grade still having low reading skills. Other entering 9th grade students, who had, had only one year of the DRWC, were placed into 9th grade DRWC classes that were included into the master schedule. However, once these students complete the two year maximum in DRWC, they are scheduled into core high school ELA courses even if their reading has not improved sufficiently to help them succeed in core classes.

Therefore, in an effort to continue to improve student reading at the high school level, LAUSD is now instituting a new reading remediation program to replace LANGUAGE! In the last few years, pilot schools have begun using READ 180 with success. The District is now in the process of transitioning all its high schools to READ 180. Fremont will begin using this program in 2008-09. In the meantime, LANGUAGE! Classes have been scheduled into the master schedule for 2007-08 for students who have not completed two full years of LANGUAGE!

Fremont students are exposed to multiple levels of curricula through the use of materials that support different achievement levels. As explained above, students, who are performing far below grade-level as determined by CST scores and grades, are currently placed in a course using *Language!* until Read 180 is implemented next year as the new reading intervention program. AP English classes are open to all students who want the academic challenge. Currently, teachers recommend students for AP courses or students enroll through their counselor. To increase equity and access, current AP students and teachers host AP fairs, visit classrooms and distribute flyers. All AP English teachers participated in the 2006-2007 College Board national audits of AP courses, by submitting syllabi, which are evaluated by college professors for appropriate curricular content and rigor.

Recognizing that a key element of a relevant and rigorous curriculum is the ongoing professional development of its instructors, FHS English teachers are dedicated to honing and reflecting on

their methods and practices. UCLA Center X coaches coordinate PD, observations and best practices. The department is in the early stages of honing articulation between grades (vertical teaming). English teachers from all tracks attended the College Board PD on vertical teaming. The department will be an active part of the schoolwide vertical teaming committee in 2007-2008.

Supports: Critical Thinkers, Self-Directed Learners, And Effective Communicators.

English as a Second Language (ESL)

ESL teachers implement the District-adopted *High Point* curriculum, which facilitates language and literacy development among students designated as English Language Learners (ELLs). The *High Point* program has been specially designated to integrate instruction in fundamental communication skills (reading, writing and speaking) with literary and expository content, thus aligning to state standards for English Language Arts (ELA) education at the secondary level. The curriculum follows a rigorous, six-semester cycle to ensure students' proficiency in all domains of the English language. The advanced stages of the program (ESL 3-4) are equivalent to English 9A and 9B credit, respectively. Primary language teachers have collaborated to create a comprehensive curriculum that targets the developmental needs of secondary language learners and evidence of this can be seen in our rate of redesignation.

There is an additional intervention curriculum created by the LAUSD Language Acquisition Branch that was implemented in the spring of 2006 for struggling students who are at the ESL levels 1A-2B and need extra help in acquiring the skills necessary to communicate effectively in English. The Bilingual Coordinator, Title I Coordinator and several teachers are trained in the usage of this curriculum. In addition, the BTB Extended Learning Administrator is a trainer of trainers for this curriculum.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, And Responsible Citizens

Math

Fremont's various support programs for our mathematics teachers can be grouped into two categories: on-site professional development and off-site professional development. On-site we maintain two full-time math coaches who work individually with our teachers. The math coaches model, teach, observe, then help teachers reflect on their lessons and strategically lesson plan. In addition to working individually with teachers, the coaches conduct monthly group trainings for teachers. In the 2006-2007 school year, a lesson study model was implemented in the place of these monthly trainings. Focusing primarily on Algebra I classes, teachers met on a Saturday and planned an Algebra I lessons together. The following week, the teachers observed each other teaching the lesson, and then met to refine their lesson plan for future use. In the 2007-2008 school year, the *Achievement Solutions* seven-step lesson study model was implemented; additionally, six teachers were trained to serve as the facilitators for the six different lesson study teams of teachers.

In the 2006-2007 school year, LAUSD issued a Mathematics Instructional Guide (MIG), which took the place of the former Placing Plan. The MIG included numerous *Concept Tasks*, which are conceptually based math problems that were tested, refined, and proven to be exceptional problems for engaging students at the higher levels of Bloom's Taxonomy. These *Concept Tasks* were the problems that were used in the lesson studies. Chapin, O'Connor, and Anderson define and describe five "Math Talk Moves" in their book *Classroom Discussions*.

Off-site professional development opportunities for teachers have included: weekends at the California Mathematics Council's Annual Conferences, a week-long institute at the Interactive Mathematics Program's *Meaningful Mathematics* training, two separate three-day UbD trainings, numerous day-long Pictorial Mathematics trainings (the Principal, Assistant Principals, Administrators and Superintendent also attended this training), two separate eight-day *Cognitive Coaching* trainings, and monthly day-long New Teacher retreats.

Other factors that influence the level of rigor in FHS's mathematics program include curriculum programs, intervention classes, maintaining quality and effective lesson plans and unit plans, advertising exemplar lesson and unit plans, synthesizing standardized test data, etc. The math department has also worked to provide access to higher-level mathematics courses by identifying students with strong math skills in the 9th grade. Traditionally, students that are enrolled in Algebra I in the 9th grade do not have access to courses such as calculus. Through enrichment courses, tutoring and BTB, 9th graders are able to complete algebra I and geometry within the same year, providing access to courses such as AP Calculus and Statistics.

Several Special Education Teachers and a few administrators have received training in Rigorous Mathematical Thinking (RMT) and, Feuerstein's Instrumental Enrichment (IF) on which the principles of Cognitive Coaching are developed. As a result, there are four teachers (three special education and one general education) who are certified by the institute in Israel in Level I of IF. Other areas of curricular support are offered through the BTB program in which teachers are trained in Algebra Rescue!, Algebra Readiness and KAPLAN to provide additional academic support in this critical area.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, And Collaborative Workers

Science

The FHS Science department offers the following standards-based courses: Integrated/Coordinated Science, Biology, Chemistry, Physics, Physiology (2005-2006) and Marine Biology (2006-2007). Fremont also offers AP Biology, AP Chemistry, AP Physics and AP Environmental Science. These science electives are aligned to the College Board criteria.

In LAUSD students are required to take a year of life science and a year of physical science to graduate. This usually means Biology and either Chemistry or Physics. Currently many SLCs have incorporated a third year of science as part of their master schedules. The Math/Science Magnet requires a fourth year of science.

A strong curriculum is dependent on the knowledge, skills, and training of teachers. Informal lesson studies with a part-time UCLA coach and a National Board Certified (NBC) teacher on staff began in 2002-2003; teachers implemented backwards planning using the LD7 developed matrix. Beginning in 2007, teacher leaders have been trained in UbD another backwards-planning model.

Science teachers have consistently and diligently developed, organized, implemented, reflected on and revised curriculum in pull-out PDs, and after school and Saturday lesson planning. From 2002-2004, cohorts conducted informal lesson studies that were content and track alike. These lesson studies took place after school, and teachers were compensated for their time. In the fall of 2003 the UCLA Science coach became full-time. For 2007-2008, three cohorts of seven teachers will begin a formal lesson study administered by *Achievement Solutions*.

The science department continues to focus much of its PD on literacy strategies and writing across the curriculum to make the science curriculum accessible to all students. Some teachers have been trained in *Thinking Maps*, *Instrumental Enrichment*, *Cognitive Coaching*, and *Reading Apprenticeship*; Last year 11 science teachers attended the National Science Teachers Association (NSTA) conference. AP Science teachers attend a weeklong training every two years on average, to refresh their curriculum. UCLA and LAUSD sponsor week-long content trainings. GK12 involves Science PhD candidates who do their work study at FHS. They design inquiry based labs, help run those labs and provide curricular materials.

Fremont's science teachers share their training by archiving key lessons and labs on FHS's server at techfremont.net. Materials are collected from teachers and uploaded each semester.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, Responsible Citizens, And Collaborative Learners

Social Studies

Tenth grade students take World History, eleventh grade students take US History, and Twelfth Grade students take a semester each of Government and Economics. C Track Humanitas offers Geography to its ninth grade students. AP courses are offered in World History, US History, Government, Economics and Psychology. Other courses include, Philosophy, added as an elective in 2006-2007 and, as cultural relevance is always a priority in curriculum, Latin American Studies and African American Studies are two new electives that will be piloted in 2007-2008.

The Social Studies curriculum is aligned with the California State Framework for Social Studies, uses standards-based texts published by Glencoe, and *History Alive*, a supplemental text for added student engagement and relevance. Curriculum is presented both chronologically and thematically. Teachers in the Social Studies Department design lessons and units using a backwards-planning model and work is shared in PDs. In 2006-2007 teachers began being trained in UbD. This will continue in 2007-2008.

Fremont's social studies department is working to make its curriculum more culturally relevant to

our students. As a result, many teachers structure curriculum around essential questions. In 2006-2007 Social Studies Curriculum was digitally archived on the Fremont website by subject and culminating task. Included are a Holocaust unit created by an internationally known Holocaust scholar on the FHS staff. Another teacher was featured on National Public Radio for an innovative lesson created cooperatively with the Auto Club and the UCLA History and Geography Project. Local community connections are made regularly, such as when the Social Studies teachers worked in conjunction with the Auto Club of Southern California to explore the history and culture of South Los Angeles. Beginning in 2006-2007, all students must complete Service Learning as a requirement for graduation. Many Service Learning projects incorporate opportunities for students to study and serve their communities. Some examples include: community service project last year at the African-American Museum where students attended a memorial for MLK and wrote a paper about their experience (Humanitas C), and students campaigning against the genocide in Darfur (Magnet Academy). Many of the service learning projects are initiated by teachers rather than students. An effort must be made to provide more powerful service learning experiences that incorporate multiple disciplines that are student initiated.

A Social Studies Data Team is comprised of 2 teachers with advanced technology skills. The team examines CST scores and has conducted three PDs to inform the department's curriculum development and decisions. Most teachers in the department utilize computer labs, Qwizdom and require students to produce *Powerpoint* presentations.

Social Studies teachers attended an LAUSD retreat where a team of teachers from each school was assigned a CA state standard and developed concept lessons for inclusion in LAUSD's forthcoming Social Studies Instructional Guide.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, Responsible Citizens, And Collaborative Workers

Visual and Performing Arts

FHS offers a rich and varied standards-based Visual and Performing Arts (VPA) curriculum, which provides students with choice, and rigorous self-expression when meeting their one-year VPA graduation and college entrance requirements. Drama, Music and Art classes are aligned to the *Visual and Performing Arts Framework for California Public Schools-Kindergarten through Grade Twelve*. All VPA courses include components of artistic expression, creative expression, historical and cultural context, aesthetic valuing and connections, relationships, and applications.

The Drama department offers Drama AB, and Play Production. In 2007-2008, FHS will add Beginning Dance Performance and Choreography (Track-A) and, in 2008-2009, will add Advanced Dance. The Drama classes include production and performance (Spring Musical), as well as genre (reading and writing across the curriculum, addressing targeted ELA standards & the vocabulary of theatre), and appreciation components (attending & reviewing professional performance). The newly added Dance and Choreography class is aligned to the CA state standards for Dance. Textbooks for all courses are current and standards-based. In 2006-2007, Play Production will also be offered through FHS's Beyond the Bell Program so as to enable

more students to earn VPA credits and develop appreciation of and expression through the arts.

The FHS Music department offers Beginning Choir, Beginning Instruments, Advanced Band, Concert Choir, Marching Band, Jazz Ensemble, and Drill Team. In 2007-2008 FHS will add Music Technology through the BTB program. This course will make a technology-music connection where students learn how to use computers in the composing and recording of music. The FHS Music department values cultural and community relevance and, under the umbrella of the Jazz Ensemble, it's *Banda Sinaloense* performs Mexican regional music.

Visual art classes include Drawing, Life Drawing, Painting, Sculpture, Ceramics, Folk Art, and Art History. AP Studio Art and AP Art History are available for students seeking a more challenging art experience. Texts are standards-based, and supplemental materials include the magazines *Art and Man*, and *School Art*. Teachers practice literacy strategies and writing across the curriculum. The Visual Arts Department is moving towards an interdisciplinary, theme-based, art-centered curriculum in Humanitas on all 3 tracks.

Supports: Critical Thinkers, Effective Communicators, Responsible Citizens, And Collaborative Workers

Physical Education

Fremont's Physical Education courses are aligned with the California Physical Education Standards. LAUSD requires two years of Physical Education to graduate. (CA requires four years but allows districts to give the *students* the option to waive two years.) The PE Department should be offering PE electives and/or PE 3 & 4, but this is a challenge due to A-G requirements. This is an area for future attention and growth.

PE classes prepare students for the *Fitnessgram*, a state-mandated fitness test that students are required to take in the 9th grade. Components of the test include body composition (BMI), muscle strength (pushups, modified pull-up, flexed arm hand), muscular endurance (sit-ups), flexibility 1 & 2, (trunk lift, back-saver sit and reach, shoulder stretch) and aerobic capacity (mile run, 20 min. pacer, mile walk). Beginning in 2007-2008, students who do not pass the *Fitnessgram* in the 9th or 10th grade will lose their option to waive a 3rd and possibly 4th year of PE.

The PE department provides the opportunity for students to:

- Increase their competency in motor skills, movement patterns and strategies in physical activity
- Improve their level of physical fitness through their knowledge of fitness concepts, principles and strategies
- Develop their knowledge of psychological and sociological concepts, principles, and strategies of physical activity including self-responsibility, social interaction and group dynamics.

Students will meet these objectives through a variety of physical education units including;

- Combatives
- Gymnastics/Tumbling
- Team Activities
- Physical fitness Activities
- Aquatics
- Dance/Rhythms
- Individual/Dual Activities

Supports Critical Thinkers, Self-Directed Learners, Responsible Citizens, Collaborative Workers

Health/Life Skills

All ninth grade students are programmed into Health (1 semester) and Life Skills (1 semester). Health classes are aligned with the California State Framework for Health Education and FHS will adopt the California state standards for health which are currently under development. The goal is to assist students in obtaining accurate information, developing lifelong attitudes and behaviors, and making informed decisions relating to their health. Health classes use a LAUSD-approved curriculum to educate students about drugs, alcohol and tobacco. Sex education is also taught using a LAUSD adopted curriculum. HIV education utilizes the most currently available information from the National Center for Disease Control (CDC). The health department avails itself of the knowledge and skills of the LAUSD District HIV education specialist as well as other District health experts. Outside provider *Project Train* offers FHS Health students a teen pregnancy prevention program. In 2006-2007 outside providers held a health fair on the FHS campus. Health textbooks also cover topics such as stress management, mental health, and nutrition.

Life Skills class offers a place for 9th grade students to develop their Individual Graduation Plan (IGP). Life Skills classes use the text *Career Choices*, LAUSD developed/approved pamphlets and guides, and teacher developed materials to reflect on and refine their goals, and the educational paths required for the realization of those goals. Students set personal goals and work on problem solving and critical thinking skills.

Life Skills teachers attended a training to learn implementation of an online college portfolio program which interfaces with the California State University (CSU) system. The goal is for the Life Skills teachers to use both the LAUSD provided college guides and the computerized program to empower students to plan and track their high school courses in preparation for higher education.

Some SLCs are considering using Life Skills class as an advisory period.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, Responsible Citizens, And Collaborative Workers

World Languages

Fremont students may take courses in Spanish or French to meet their A-G foreign language requirements.

In recognition of our large Spanish speaking population, FHS offers two sequential series of Spanish I, II, and III, one for native speakers and one for non-native speakers, so as to better meet the needs of all students. AP Spanish Language and AP Spanish Literature are also offered. French II, III, and I are also offered.

The World Language department administers a placement test at the beginning of the school year to ensure that students are placed at the proper level. The curriculum is student-centered with an emphasis on improving fundamental communication skills in reading, writing, listening and speaking. The department uses curriculum maps and department goals are supported by relevant and rigorous professional development. The department meets weekly to plan for and address upcoming lesson topics. World Language has the largest AP population on campus and is the most successful in terms of AP test scores.

Supports Critical Thinkers, Self-Directed Learners, Effective Communicators, Responsible Citizens, Collaborative Workers

Special Education

All special education students are held accountable for meeting state standards, either the CA state standards for subject matter or the CAPA standards for functional academics. Students being held accountable for the CA state standards receive accommodations/modifications per the student's Individual Educational Plan (IEP). Accommodations do not impact the content or difficulty level of work. Modifications involve changes in the curriculum while maintaining a relationship to the standards. All students who are held to the CA state standards take the CAHSEE and the CST with accommodations/modifications. The same standards-based texts used in regular education classes are used; these tests are augmented with additional teacher-created or teacher selected texts and materials.

LAUSD is operating under a modified consent decree and offers the full continuum of Special Education services with the goal of mainstreaming all Special Education Students. If a student spends more than 60% of his/her day in Special Education classes, extensive documentation is required. The Individuals with Disabilities Educational Act (IDEA), which went into effect in 2005, requires that all Special Education students be placed in the least restrictive environment (LRE) as determined by their IEPs. Fulfilling the legislation required by IDEA, has proved challenging due to the large numbers of students (approximately 10%) who receive individualized services through special education. FHS needs more resource specialists to assist general education teachers in accommodating and modifying the curriculum so that it is accessible to our RSP students.

To help meet the needs of mainstreamed special education students, special education teachers

attend professional development workshops and pullouts with regular education teachers by content area. Although FHS is now beginning to include special education teachers into general education professional development, FHS needs to dedicate more time and professional development to address the specific learning needs of our special education populations.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, Responsible Citizens, And Collaborative Workers

JROTC

The Junior Reserve Officers' Training Corp (JROTC) department provides a rigorous curriculum for students interested in the Armed Forces. The primary focus of the JROTC is to motivate students to become better citizens. JROTC is not a required course, but all students may take JROTC instead of PE for graduation requirements. Through the curriculum, JROTC strives to increase leadership and communication skills, develop cohesion among group members and improve student decision-making and problem-solving skills. JROTC students attend field trips including weekend camping. JROTC has a "zero" and a "7th" period for color guard activities.

Supports: Responsible Citizens, Collaborative Workers

AVID

Fremont's AVID program was certified by LACOE three years ago. Using the rigorous AVID curriculum, students are given the tools and strategies to succeed in college. Students participate in tutorials with local college students, enroll in college-level courses and attend college and university field trips.

Supports: Critical Thinkers, Self-Directed Learners, Effective Communicators, Responsible Citizens, And Collaborative Workers

B2 To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

The process of going wall-to-wall SLCs has had mostly positive effects on student access to the entire school program. FHS, like LAUSD itself, is still learning to balance the needs of individual students, SLCs and the school as a whole. FHS students have access to a variety of programs and resources but this access can be impacted by the effort to maintain "purity" in SLCs and scheduling conflicts due to the 3 track system. One way we have addressed this issue is to create "passport" classes open to students in any SLC. All AP classes are passport and thus open to all students. Also, there are differences in access depending on how well established any given SLC is and its individual philosophy. For instance, Humanitas is willing to have slightly higher-class sizes in order to insure "purity". FHS is continually reassessing how the needs of the master schedule impact the offerings of individual SLCs.

Each SLC has its own counselor, allowing greater personalization and familiarity with individual student needs. Starting in ninth grade, every student is counseled about his or her 4-year IGP and receives periodic grad checks to keep them on track. Every attempt is made by letter and phone calls to include parents in this process. Students are programmed into classes that meet A-G requirements and are encouraged to take honors and AP classes. During the first semester, counselors meet with the seniors from their SLC and the principal to review the students' academic and personal goals. A counseling cart is also prominent in the FHS quad and students can ask questions and access information about classes and other resources there.

The College Center has two counselors who facilitate the following to assist students in their pursuit of academic, personal and school-to-career goals:

- Parent and Student Financial Aid workshops
- Ninth grade parent outreach
- College and University Representatives regularly present information, assist students in planning, and help students in filling out paperwork for college and financial aid
- Field trips to colleges and universities
- Along with principal, counsels seniors, and discusses their future plans

Other student assistance include:

- AVID program
- School Psychologist and Social Worker
- Some teachers require Senior Career Portfolios
- Some SLCs conduct student advisories
- All SLCs have parents orientations, meetings, pot-lucks
- All-school open house and back to school nights
- Intersession & after school classes
- Beyond the Bell Program-CAHSEE prep
 - Seniors have a 78% CAHSEE passing rate
 - Provides College Credit for some courses
 - Academic Intervention Support
- Adult School
- Monthly Title I parent calendar and newsletter
- Diploma Project Advisor
 - Works with students in danger of dropping out of high school
- Students have option to change their SLC once
 - SLCs created around themes

B3 To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

To graduate, students must complete all required courses, accumulate 230 credits, pass the CAHSEE and complete a Service-learning requirement.

In the middle schools students now have an opportunity to self select an SLC; otherwise, they are randomly assigned by track. During this time of articulation, students have the opportunity to meet with their future counselors and attend informational meetings at the middle school regarding high school graduation requirements. Currently, each counselor is assigned to one SLC making the student to counselor ration approximately 375:1. Upon entering the ninth grade, students are assigned classes based on expressed interest, test scores, and graduation requirements. At the beginning of the 9th grade year, students receive a planner that details the A-G and LAUSD graduation requirements, and attend informational meetings regarding school expectations and required courses by track or within SLC. Information published in English and Spanish is available to parents in the 9th grade during Back to School Night and Open House.

Fremont students deepen their understanding of the graduation requirements through projects in life skills and SLC projects. Upon the completion of every semester, many SLCs utilize their advisories to inform students of their academic progress and make recommendations for enrichment or remediation during vacation. As the year progresses, students are identified based on their academic strengths for advanced courses such as honors or targeted intervention programs such as RLA or Algebra Intervention. As students progress towards the 10th grade, they have the opportunity to take honor courses, the PSAT and take the CAHSEE for the first time. Students may meet with their counselors via appointments to track their individual growth, request information from the SLC lead, refer to the parent or student handout, visit the College and Career Center, and visit the school or Career Cruising website.

In the 10th grade many students are first exposed to and fulfill the service-learning requirement through their social studies course. Students who are deficient in units are identified through counselors, teachers, and SLC leads and are referred to programs such as IMPACT, FAST, PSA, BTB or, in extreme cases, continuation school. The goal is to identify students early enough and provide sufficient support to allow each child to graduate on time. Each year students meet with their counselor for an update on their academic progress and must sign that they have been counseled. Students are assigned to retake gateway courses such as Algebra I over again if they fail.

In the 11th grade students continue to take the CAHSEE if they have yet to pass it. Access to AP courses are readily available to students and the college center begins to actively recruit individuals that may be eligible for programs or may be interested in college tours or presentations. Many SLCs require juniors to complete an additional service-learning project. Students who have failed key content courses are programmed to retake those courses in lieu of electives, which may be made up during intersession. Opportunities to take or retake courses abound in; BTB, Friedman Adult School, Continuation School, East Los Angeles Community College are all free options for our students. The Diploma Project Coordinator (DPC) works with families to coordinate services for students that are at a high risk for dropping

out of school. Academic progress reports for some students are obtained on a daily or weekly basis to increase parent, teacher and student communication regarding academic standing.

In the 12th grade, each student meets with administrators and counselors regarding their academic achievement. In some cases, students who are in danger of not graduating are placed on academic contracts to track their progress. Parents are notified through phone calls, mail, conferences and meetings about graduation requirements and are invited to attend College Center workshops such as financial aid. Seniors may take the CAHSEE up to three times their senior year. All seniors that have yet to pass a portion of the exam are enrolled in BTB, CAHSEE Boot Camp to provide targeted instruction in deficient areas. Many of our students utilize the services in the College Center to complete their college applications, enroll in SAT courses and find financial aid. As the second semester of their senior year progresses, students who are in danger of failing courses receive senior fail letters mailed with return receipts. Some students do not fulfill the graduation requirements in time for June graduation. Many of these students go on to graduate during the subsequent school year as they fulfill missing graduation requirements.

Areas of Strength:

- Several departments such as Math, English, Science, and Foreign Language, have developed entire instructional units centered on a standards-based curriculum
- A repository of standards-based lessons for new teachers to utilize and review can be accessed via the Internet for consistency in instruction
- FHS has increased equity and access in the AP programs across all tracks
- Professional Development is beginning to focus on teaching standards that enable all students to access the standards
- Service Learning Projects provide an opportunity to bring engaging and culturally relevant experience into the classroom

Priority Areas for Growth:

- Design and implement rigorous standards-based units based on District Initiatives that is accessible to all subgroups
- Allocate PD time to analyze student work and revise curriculum accordingly
- Increase African American student's access to AP courses
- Increase the number of culturally relevant learning experiences throughout the content areas
- The governing bodies need to continue to develop a schoolwide year long focus for PD

Activity/Key Findings	Evidence
Teachers examine the academic standards for each subject area, course and or program as well as examine student work to identify content progress.	<ul style="list-style-type: none"> ▪ PD Workshop Agendas and Outcomes ▪ UCLA Literacy Coaches' Logs ▪ LAUSD Instructional Guide ▪ Student Work ▪ Classroom Observations
Master schedule is organized to maximize instruction time and is revised with input from the staff.	<ul style="list-style-type: none"> ▪ Bell schedules-bank day, finals, track changes, Stanford retreat ▪ Dual Lunch Proposals
Fremont utilizes curricular programs and activities to facilitate successful educational outcomes for all students including EL, Special education and gifted students.	<ul style="list-style-type: none"> ▪ Beyond the Bell Schedules/Rosters ▪ Kaplan Reading and Math Programs ▪ Language! And High Point Programs ▪ AVID Program ▪ AP course offerings and enrollment ▪ PD based on data analysis to increase student achievement ▪ Vertical teaming and interdisciplinary units developed by SLCs. ▪ Department Units and Matrices.
At FHS we provide guidance to help students make appropriate educational choices in high school and after graduation.	<ul style="list-style-type: none"> ▪ 8th grade SLC/counselor visits and orientation ▪ 9th grade parent outreach ▪ Parent Center programs ▪ College and Career Center Sign Ins ▪ College Fairs ▪ CAHSEE Boot Camps and Fliers ▪ Counseling Cart with request to see counselors ▪ SLC Leads role in scheduling and counseling ▪ College enrollment data ▪ Student planners with 4 year plan ▪ Career Cruising ▪ Parent Planners ▪ Senior Grade checks, IGP and letters home ▪ Diploma Project Advisor ▪ Yearly progress meetings with counselors for each student

	<ul style="list-style-type: none"> ▪ SLC advisories ▪ AVID ▪ JROTC
Courses offered at FHS are William's compliant.	<ul style="list-style-type: none"> ▪ Textbooks and Supplemental Materials are aligned to state standards.
New electives are added to tracks with student and staff input with the goal of increasing capacity and equity.	<ul style="list-style-type: none"> ▪ Class interest surveys ▪ AP interest form ▪ AP student class visits ▪ AP Audit Compliance with open enrollment

John C. Fremont High School Focus Groups

Instruction

Focus Group Facilitators

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Claudia Pilon, C track-Magnet
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- *Thomas Quayle, All tracks-Math*
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- *Carla Valencia, A track-AOTT*
- *Josh Sipe, A track-P3*

**CATEGORY C:
STANDARDS-BASED LEARNING:
INSTRUCTION**

C1.

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected learning results (Learning Goals)?

Fremont High School students experience a variety of challenging learning experiences throughout the academic year. Student learning is standards-based and includes but is not limited to classroom lessons and activities which are differentiated, relevant, and engaging; these activities, combined with schoolwide programs and “real-life” and extracurricular learning, provide opportunities for students to achieve at high levels. State curriculum frameworks, national mandates and LAUSD initiatives serve as the foundation for instruction. Instruction is reviewed and modified using data such as CST, CAHSEE, LAUSD periodic assessments, and department and teacher-designed assessments. Classrooms post essential questions, agendas, objectives and standards. All core subjects have textbooks aligned to the CA State Standards.

However, the Instruction Focus Group noted that there are inconsistencies in the quality of delivery and of student involvement in challenging learning experiences. Although collaborative group work is common in all departments, we are in the early stages of determining the quality and efficacy of these efforts.

Math

The Math department emphasizes concept lessons in Algebra classes, as opposed to focusing solely on rote skill learning. The department is working towards incorporating concept lessons in other Math courses. UCLA Math coaches conduct PDs based on these concept lessons in the District Math Instructional Guide for Algebra 1.

The math department has begun observing each other teaching concept lessons and incorporating “Talk Moves.” “Talk Moves” has also been incorporated into lesson studies as a guide to facilitate classroom discussions. One strategy involves having one student revoice their comment for the class to hear, another student then rephrases the statements, and then the teacher restates it. An element of “wait time” is incorporated into each of these steps. Math teachers also use pair-share activities in which students are responsible for explaining how they arrived at an answer. The math department has also begun integrating reality-based learning into their standards-based lessons; an example of this is students working in teams, using math concepts and skills to solve a “real-life” problem such as “Which cell phone plan is the most economical?” Teachers incorporate graphic organizers such as flow charts and thinking maps to scaffold students to higher-level thinking. In terms of technology, graphing calculators and computer programs such as *Algebra in Motion* and *Calculus in Motion* are used.

Science

In Science, many teachers have been trained to incorporate inquiry-based learning into their lesson planning and delivery. Intercoordinated Science (ICS) teachers, (including some Special Education science teachers) receive ICS training which is inquiry-based.

More teachers are planning to receive this training through a recently received UCLA Science Project Teacher Retention Initiative based on inquiry or the District Immersion Unit.

Essential questioning skills are used almost across the board in the Science department. This helps students see a “big picture” of the subject and not just isolated bits of information. In addition, the department utilizes project-based culminating tasks at the end of standards-based units which connect to other disciplines. Examples of this are science fairs, group presentations, posters, and research papers, where students regularly engage in peer review.

Science teachers regularly engage in collaborative planning to design accessible lessons for all students and to design various strategies to engage all students in challenging learning experiences. For example, many courses require students to use interactive journals which combine affective and analytical skills and aid in developing meta-cognition. English learners, a targeted subpopulation, receive targeted scaffolding and literacy strategies to provide access to difficult text and to help them convey conceptual understanding through writing. To ensure equity and access, two rooms in the main building have been designated as Special Education science labs. Science teachers have also been working in vertical teams by content area to improve access to AP courses, identify pervasive misconceptions and eliminate gaps and overlaps in teaching.

The UCLA science coach offers continuous training and guidance to improve teachers', methods and practices. GK12 Fellows from UCLA (PhD candidates) and postdoctoral students also work with science teachers to develop and incorporate inquiry-based labs that will provide students with rigor and higher-level thinking skills.

English

The English Department develops thematic standards-based units structured around essential questions. This approach helps students see the “big picture” and not just isolated facts and skills. Hence, many English classes are recursive in nature, going beyond mere recall to understanding and analysis. In line with this pedagogy, the English Department teaches writing as a process; teachers require multiple draft essays and compositions. Students write in a variety of modes and for a variety of purposes. Students are expected to have an understanding of audience and purpose, to develop ideas in depth, and to express them clearly and effectively, while showing an understanding of mechanics, usage, grammar, and spelling.

UCLA ELA coaches facilitate ongoing PDs, which have included but are not limited to literacy strategies that promote constructivist teaching and differentiating instruction. Many teachers in the English Department use structured literature circles, variations of pair-sharing and reciprocal

teaching, graphic organizers, jigsaw reading, Socratic Seminar and the “squeeze” strategy to guide students from lower-level thinking skills (i.e. recall/comprehension) to evaluation and analysis. The goal for the 2007-2008 school year is to coordinate curriculum and instruction to provide consistency in assessment, instructional strategies, selected genre, use of textbooks with standards, and types of compositions at each grade level. This will be accomplished through vertical teaming and formal lesson studies scheduled to begin in 2008.

The English Department has been working to foster a "culture of reading" at FHS. Some teachers in the English department have been in-serviced on “Reading Apprenticeship”, and many teachers in the English department have attended literacy workshops on topics such as Literature Circles and Young Adult Literature, continue to build extensive classroom libraries, and model sustained silent reading (SSR) in their classes in an attempt to make challenging standards-based lessons relevant, culturally inclusive and engaging for students at all ability levels.

Social Studies

Professional development in instructional delivery in the Social Studies department is ongoing and facilitated by UCLA coaches and senior department members. UbD training has been offered to the Social Studies Department, and many Social Studies teachers have been trained in UbD and engage in rigorous, standards-based backwards planning. There is some teacher collaboration, specifically on essential questions and over-arching themes for specific units, which are developed and digitally archived and accessible to all teachers.

The Social Studies department uses a variety of strategies to engage students in standards-based learning. To help develop literacy skills, teachers use the Preview, Question, Read, Recite, and Review strategy (PQ3R), and to develop oral and communication skills, Pair sharing is used for preparation of large group discussion and lecture. Some teachers use targeted literacy strategies in their Social Studies classes such as APPARTS which is a key pre-AP strategy to help students analyze primary source. Students regularly use science labs to learn the concepts and skills outlined in the CA state standards and LAUSD initiatives and participate in the Engage, Explore, Explain, Elaborate, Evaluate model of inquiry (5E) from the National Science Foundation.

The Social Studies department has been given the task of facilitating required Service Learning Projects which is now a graduation requirement. Service Learning also provide students with the opportunity to plan and participate in culturally relevant events such as MLK Day, Black History Month, and a Cesar Chavez Day march and informational rally. In 2007 the department hosted Fremont’s 1st Annual History Fair, a precursor to the National History Day Competition. Some teachers in the Social Studies department conduct an economic growth and development project profiling the business progress of the surrounding communities.

ESL

Teachers in the ESL department go through a 5-day *Highpoint* training with 8 follow-up training days throughout the year. Trainings are offered throughout the year on areas such as grammar, language arts and assessment. Many ESL teachers emphasize different levels of questioning in their instruction.

VAPA

The art department is working to implement daily, weekly, and monthly learning and project goals, which allow students to access the art curriculum through a standards-based, interdisciplinary or discipline-based art education program. As of now, a Discipline-Based Arts Education Program is not in place but art teachers have set a goal of 2010 for its complete implementation. This requires the ongoing collaboration of the Art Department and Counseling Staff as well as more training through PDs.

General Instructional Strategies

Content literacy and writing across the curriculum is a focus for every department. This is in recognition that a large number of Fremont students are reading below grade level (schoolwide 22.2% ranked proficient or advanced on 2006-2007 CST). Lab reports, expository essays, paragraphs explaining how a student reached a scientific conclusion or math solution are some examples of a focus on writing across the curriculum. Teachers in both Math and Science use journals as a strategy to encourage writing, evaluate and critique student work, and provide feedback to students. Some teachers use word walls in an effort to enhance the usage of academic language and aide ELD students to move from BICS to CALP. These strategies along with other literacy strategies such as Cornell Notes, close reading, annotation, graphic organizers, and “How to Read a Textbook” activities are common in Science, Social Studies, Math and English. Over $\frac{3}{4}$ of Science teachers have received and implemented department-wide strategies such as concept maps, OPTIC (visual literacy strategy), Cornell notes and reflective strategies in their daily lessons.

Instructional guides were developed by the District to facilitate the implementation of coherent standards-based instruction. Instructional guides are available in the following disciplines: mathematics, English, science, and social science. Teachers and coaches have received training to help teachers use instructional guides more effectively. Some departments, such as English, have just had revisions made to their instructional guide. On-site District coaches attended a District training to facilitate the new roll out. These instructional guides also correlate to the Periodic Assessments provided from the District. Other departments such as Foreign Language, train their own teachers on department guides. Instructional guides, suggested curriculum pacing, and concept guides are available in ELA (9th -10th), Science (ICS, Biology, and Physics) and World History.

Providing equity and access to challenging learning experiences for all students is a priority at

Fremont High School. Most teachers use SDAIE strategies such as: realia, graphic organizers, music, movement, supplemental texts and illustrations, artwork, flexible seating, alternative assessments and/or multi-tiered assessments (to address ELLs and Special Needs Students). There have been PDs on differentiating instruction but, while many teachers consistently do this, many other teachers still appear to lack an understanding of the concept. The transition into wall-to-wall SLCs is a foundational piece in FHS's ongoing effort to address the issue of differentiation and personalization.

Fremont recognizes that more elective and vocational classes are needed to increase student engagement and interests, and more individualized instruction and one-on-one tutoring is needed to address diverse students' needs. Twice a week, after school tutoring and access to varied content is available through the Homework Club. This program is for all students, including those in special education and second language learners. In addition, SLCs have homework programs, or "0" and "7th" periods that help students with specific content challenges.

Special Education teachers and students are included in SLCs and attend professional development with general education teachers. This allows general education teachers to take advantage of our special education teachers' expertise in differentiation, progressive discipline, and modifications as outlined in IEPs. Co-teaching also provides further support for both general education and special education students. Lessons are further differentiated to meet the needs of all students who function at many different levels. Having teachers with differing areas of expertise provides greater opportunities for students to access the curriculum.

Supplemental or Additional Instructional Services:

AVID

Students whose academic achievement doesn't match their academic potential are referred to the AVID program, which helps motivate students to prepare for higher education and explore career options. The target students are average achievers, who, with targeted attention, are more likely to become college-bound. AVID focuses on study skills, Cornell Notes, Socratic Seminar, organized tutorials, cooperative learning activities and Writing, Inquiry, Collaboration and Reading (WICR).

Advanced Placement

AP teachers receive training to ensure the appropriate level of academic rigor in their courses. All AP teachers have participated in the College Board's national audit, in which college professors review and approve their syllabi for content and rigor. To ensure consistency in rigor, AP teachers engage in vertical teaming in their subject areas. For the past four years, although the AP Program has been expanding and more students are taking AP exams in all subjects, FHS has had to focus on recruiting more students from different subgroups. This requires preparing students for the challenges of an AP curriculum. As a remedy, additional AP preparatory classes are offered to students during off-track time through BTB. These programs help offset the disadvantages year-round schools face (such as testing dates aligned to traditional calendars) as

well as provide additional instruction in crucial skills that may have not been attained in prior courses. In addition, Some SLCs are exploring new ways to prepare students for AP classes. For example, The Aesthetics SLC has scheduled a new English course designed to prepare students for AP classes. To increase equity and access, such best practices need to be shared and developed across all SLCs.

Beyond the Bell

The BTB Program was instituted in the 2003-2004 school year to help students who need additional academic support. The program provides intervention and prevention courses during Intersession (the student's off-track time), after school and on Saturdays. The students are held to the same grade-level academic standards with a focus on the 'key' or 'power' standards for the subject matter. Additionally, intervention teachers receive more specialized training in certain areas such as *Bridges to Literature*, *Step-Up-To-Writing*, AEMP, and *KAPLAN CAHSEE Prep* while also attending many of the same trainings and workshops as the regular day school teachers. Students participating in the BTB program have won district writing awards, conducted dramatic performances such as *Grease*, presented at the school's science fairs, met with national heroes such as the Tuskegee Airmen, and participated in standards-based workshops with parents. While the program is not exempt from many situations that may plague FHS students during the regular school day, because this is in essence a "small-learning community", the personalization of having an administrator and counselor who solely work with these students is beneficial to student achievement.

Evidence that we are addressing our Learning Goals:

Critical Thinkers:

- Essential Questions
- Journals-both affective and informational
- Socratic Seminar
- Anticipation Guides
- Graphic Organizers
- "Talk Moves"
- 5E model of scientific inquiry

Self-Directed Learners:

- Cornell Notes
- Research Projects
- AVID
- Computer Labs

Effective Communicators:

- Writing Process
- Presentations
- Essays

- Individual and Group Projects
- Common Periodic Writing Assessments
- Visual and Performing Art Projects and Presentations
- Pair-Share

Responsible Citizens:

- Service Learning
- School Leadership
- School Clubs
- Sports
- Senior Portfolio
- Academic Decathlon
- ROP
- College Center
- Career Center
- Field Trips

Collaborative Workers:

- Reciprocal Teaching
- “Squeeze”
- Pair-Share
- Collaborative Group Projects/Presentations
- Literature Circles
- Science Labs

C2

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills and help them succeed at high levels?

In an effort to create rigorous standards-based lesson plans, teachers at FHS engage in professional development training to learn a variety of strategies for instruction, including how to deliver and implement curriculum. Teachers and departments vary in the implementation of these strategies. While training is made available, not all teachers avail themselves of the opportunity or implement these strategies in all classrooms. Some teachers use multiple technological resources, curriculum and strategies. Student access to technology has increased over the last 6 years with mobile laptop carts, dedicated computer labs, library computer terminals, wireless internet and content specific technologies such as document cameras used for real time document editing in English and live dissections in Science. Although student access to technology has increased, computer labs should be more accessible to both students and classes to do research or work on technology-based projects.

During classroom visitations in 2006-2007 the following strategies were observed:

Technology based strategies such as:

- *Quizdom* (60% Science)

- *Inspiration*
- Web-based research (100% Science)
- Vantage writing program
- Digital probe in science classes (100% Science)
- Film-making (1 Class)
- Use of digital photography for projects (100% Science, Journalism, Digital Imaging Production, etc.)
- Spreadsheets for math and social studies and computers courses
- Pod-casting
- Web-page building (70% Science)
- Graphing Calculators (Math)
- Internet Map-Building (Social Studies)

Additional strategies include:

- Classroom simulations (100% Science)
- Cooperative learning (90+% Science)
- Thinking maps (75+% Science)
- Cornell notes (75+% Science)
- Writing as a Process
- Say, Mean, Matter (75+% Science)
- Character journals
- OPTIC
- Soapstone
- Oral presentation (100% Science)
- Demonstration (100% Science)
- Book talks
- Book projects
- Double entry journals (75+% Science)
- Summary and response (75+% Science)
- Talk-Aloud/Think Aloud
- Power-Point Presentations
- “Content-Based Comedy” (Art) Service Learning
- SDAIE Strategies
- AEMP
- Fieldtrips

Most classrooms showed evidence of one or more strategies for differentiated instruction. In some SLCs teachers use project-based learning to meet standards and District initiatives and move students into higher thinking as delineated by Bloom's Taxonomy. A number of teachers have moved from lecturer to the role of coach and facilitator to guide instruction. Many teachers have also been trained in UbD, *Cognitive Coaching*, and *Kate Kinsella Strategies for Academic Discourse*. Evidence is displayed through teachers' use of "mini-lessons," guided practice, modeling, hands-on and student directed learning, and apprenticeship model. The final products of these group and individual assessments are posted throughout the school and in classrooms as evidence of students' ability to think, reason and problem solve. Finally, most teachers use of culminating tasks at the end of SBI units including:

- Research projects
- Academic competitions and contests
- Literary analysis essays
- Persuasive writing tasks
- Expository writing
- Science fairs
- Cultural awareness days
- Art exhibitions
- Auto-biographical writing
- Narrative writing
- PowerPoint presentations
- Oral presentations
- Scenario-based, scaffolded science tasks
- Engineering Models
- Poetry
- Letters

Fremont teachers reach beyond the classroom to provide students with enrichment activities and curricular off campus trips. Through curricular trips, assemblies and on-campus groups, students are involved in experiential learning which leads to higher level questioning, frame of reference for literary themes and settings, increased levels of curiosity, opportunity for application of classroom skills, stimulating topics for research, debate and classroom discussion. Opportunities for enrichment include:

- *Los Angeles Opera* which provides presentations for schools
- *Will Geer Theatricum Botanicum* traveling Shakespeare troupe to perform for student assemblies
- MESA Math/Engineering/Science Achievement provided by USC to promote math fluency and extend competitive spirit among local schools
- International Book-sharing—an online program for cooperative learning and collaboration between Fremont students and students in Israel. Both classes read a common book and post answers, questions and comments on a threaded discussion board.
- Clubs, organizations, and opportunities such as:

Curricular off campus trips include visits to:

- Shakespeare workshop at Theatricum Botanicum
- Dorothy Chandler Pavilion
- Mark Taper Forum
- Museum of Tolerance
- LA Opera
- Independence Hall
- Japanese American Museum
- Griffith Observatory
- Federal Reserve (Econ)
- Getty Center Museum

- Tideland Oil Production Co.
- Royal Palms Tide Pools
- Bolsa Chica and Newport Back Bay
- Offshore Research Boat Trips
- Audubon Center
- Aquarium of the Pacific
- Cabrillo Marine Aquarium
- El Dorado Park and Nature Center
- LA Zoo
- Magic Mountain Physics Day
- JPL-NASA
- Northrup/Grumman Aerospace
- CA Science Center
- San Diego Wild Animal Park
- Southern California Marine Institute
- Debb's Park
- Occidental College Models of Pride Conference
- State Capital

Areas of Strength:

- Relevant and rigorous professional development for literacy strategies, differentiation of instruction and content in all core subjects is ongoing.
- Learning is gradually and consistently moving beyond knowledge, recall and comprehension to evaluation and analysis
- Instruction and lessons are becoming more relevant and engaging due to collaborative planning and professional development in departments, SLCs and schoolwide
- Technology is increasingly available to help students improve their skills, apply knowledge, research information and work on projects

Priority Areas for Growth:

- Strengthen PD by incorporating schoolwide instructional strategies for each department and or SLC enabling students to access standards-based content
- Continue to monitor the efficacy of current professional development, allocation of resources and instructional strategies so that our practices yield gains in test scores and graduation rates
- Continue to access data and increase time to collaboratively analyze student work to inform instruction
- Provide more elective courses that align to SLC themes and student interests

John C. Fremont High School Focus Groups

Assessment and Accountability

Focus Group Facilitators

Alex Rodriguez, A track-Humanitas

Peter Lecouras, B track-Pathways

Sumeet Vaikunth, C track-AIR

- *Michelle Barker, Administrator-AOTT*
- *Sammy Alicea-Diaz, C track-EARTH*
- *Elvia Campos, B track-CALA*
- *Wayne Cook, C track-EARTH*
- *Pearl Ellis, Psychologist*
- *Alejandra Garcia, C track-Magnet*
- *Giovanni Gonzalez, B track-Pathways*
- *Bradley Hand, A track-Humanitas*
- *Donna Hurrle, A track-Testing Coordinator*
- *John Keane, A track-BTB Counselor*
- *Julia Lee, C track-Humanitas*
- *Bill McLeary, C track-AIR*
- *Donald Montiel, B track-CALA*
- *Matthew Odegaard, C track-Magnet*
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- *Leticia Perez, B track-Enrichment*
- *Juan Puentes, B track-Pathways*
- *Duane Rue, A track-AOTT*
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- *Alan Williams, C track-Humanitas*
- *Fred Aldrich, C track-Magnet*
- *Yarvelle Bell, A track-Humanitas*
- *Theodore Chin, C track-EARTH*
- *Jerry Drenckhahn, A track-Aesthetics*
- *Raul Fernandez, A track-Aesthetics*
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- *Roberto Gonzalez, A track-MUPA*
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- *Diana Lua, A track-P3*
- *Susan McLeary, C track-AIR*
- *Melinda Ng, C track-Magnet*
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- *Roy Snell, B track-Pathways*
- *Sara Te, A track-Humanitas*
- *Michelle Thibeault, B track-Pathways*
- *Gilbert Viveros, B track-CALA*
- *Carmela White, B track-Pathways*
- *Ricardo Huicochea, B track-Pathways*

**CATEGORY D:
ASSESSMENT AND
ACCOUNTABILITY**

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Fremont High School uses the following professionally acceptable assessments in which the results are reported directly to parents and students via mail, report cards or individual conferences. Faculty and staff receive testing information via the SARC, CDE, SIS, or individualized reports distributed to each teacher during data PD. The following standardized tests are administered at FHS:

- California Standards Test (CST)
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)
- Aprenda Test (To ESL/Waiver in Spanish)
- California Physical Education Test
- Periodic Assessments in Core Subjects
- Assessments used to monitor progress of an Individual Educational Plan (IEP) such as the Kauffman Test of Educational Achievement or the Woodcock Johnson Test of Educational Achievement
- SAT, ACT & AP
- Electronic attendance and grades in ISIS program
- FHS Language Departmental assessments

In addition to professional standardized tests, many teachers provide results of teacher generated criterion referenced midterm and final examinations. These results are provided to the student to share with their parent(s) via electronic grading systems such as ISIS or *Making the Grade*. Several SLCs also use portfolios to track student progress in academic areas throughout the year. All teachers create a course syllabus for their classes, indicating what types of assessments will be used and when they will occur in order to encourage parental involvement or parental monitoring of student progress. The Bilingual office translates these syllabi for distribution to parents and some teachers post their syllabus on Fremont's website.

Fremont High School hosts two parent/teacher conferences and two additional conferences with parents (Open House and Back to School Night) per track. Teachers make available to parents their roll book and exam scores during these conference nights. In the interest of addressing all students, many at-risk students participate in the Attendance/Academic Daily program which is utilized to monitor student attendance, homework assignments, and classroom participation on a period-by-period basis for parental review.

Fremont High School has re-vamped its website to provide teachers with the option of creating websites where assignments and assessment schedules are available to parents and students. Additionally, many teachers are including weekly grades on their class websites in order to communicate student progress in a timely manner. This format is in its infancy as many

students and parents do not have regular access to the Internet on a regular basis. As access

increases, more parents, students and teachers will rely on this form of communication. Parents and teachers may use this website to communicate via email.

At FHS, the Special Education office has a system in place to share students' IEP information with their general education teachers. However, parents, teachers and students need more training in interpreting the IEP document.

Many Fremont students do not take the CST seriously. As a result, the school is making all the necessary attempts to convey the importance of these tests. FHS has initiated several program incentives such as reward assemblies and prizes for perfect attendance during testing week, pep rallies, SLCs competitions, and certificates/recognition during morning announcements to increase student attendance and effort during the testing week.

D2A: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

Teachers in SLCs use a variety of assessments to evaluate student learning and to determine appropriate teaching. These formative and summative assessments are meant to ascertain the degree of content acquisition over the unit; many of these assessments are in the form of culminating tasks. In conjunction with exemplars, criteria charts or rubrics help students identify teachers' expectations in a clear and concise manner. Depending on the assessment for the individual curriculum, teachers may use the following methods to evaluate students' strengths and weaknesses:

- Written/Oral presentations
- Portfolios –P3 has done portfolio style assessments for 3 years, implemented as follows:
 - Year 1: Seniors,
 - Year 2: Juniors,
 - Year 3: Sophomores,
 - Year 4: All grade levels
- Graded homework, quizzes, midterms and final examinations
- Research projects (library, internet, text, service-learning, etc.)
- Culminating tasks with rubrics and criteria charts
- Additional specialized assessments in the core subjects

Fremont teachers and staff evaluated the bell schedule to determine the best time for students to take tests. According to current research, students test best before lunch and during consistent testing times. Through interviews and conversations, it was found that teachers and students needed additional time allocated for mid-term and final examinations; hence, bell schedules for these special days have been altered to accommodate such needs. Perception data also indicates that excessive absences have a negative impact on conceptual flow of units thereby affecting student performance on various assessments.

The faculty and staff at FHS need to develop tests that can be administered to quantitatively gauge content acquisition in small increments. Data collected from such assessments would

provide an opportunity for PD based around common misconceptions or mistakes made by our students, which in turn would improve test scores on formal assessments such as the CSTs.

Many SLCs utilize advisories to evaluate student progress across all their classes. In these cases teachers are case managers for a group of students. The case managers help students monitor their progress and ultimately their educational goals.

In addition to content-based skills and assessments, FHS realizes that our learning goals are a reflection of the skills and attributes our students need to be successful in the workplace. Students can evaluate their own progress toward these attributes through their knowledge of career planning. The Small Learning community AOTT specifically teaches proper handshakes, formal greetings, manners, attire and conduct mock interviews. Many of the Life Skills classes teach students interviewing skills, résumé building and career etiquette. *Career Cruising* is a District-digital library used in Life Skills classes to teach students career and life planning. The CCC helps students write personal statements and prepare for interviews at universities and/or places of employment. Peer assessments of interviews and résumés are done throughout many SLCs. Seniors are responsible for creating portfolios and completing a service-learning project before graduation. Counselors monitor and analyze students' progress, beginning in the 9th grade.

The Department of Transition Services (DOTS) prepares special education students for work by administering interest inventory assessments, job training skills via Life Skills classes and job placement. Additionally, students are taught about their rights and accommodations that may be necessary at various worksites. Students with disabilities are evaluated annually and the results are discussed at their IEP meeting. At times, the evaluation may be based on norm-referenced standardized tests of achievement. Case managers for this sub-group monitor student successes and educational needs.

D2B: To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Teachers regularly use the results of assessments to guide their teachings. Many assessments reveal that Fremont teachers need to further challenge students with higher level thinking such as evaluation and analysis. Student access to academic rigor requires scaffolding to support student learning of concepts. Topics are often re-taught as a result of test analysis that reveals crucial concepts that were not learned. Re-teaching concepts is common during formative assessments. Upon the completion of summative assessments, teachers frequently change or alter the design of culminating tasks or lesson sequence for the subsequent year to increase student performance. Teachers that have had the opportunity to teach certain topics and assess students frequently share their successes and failures with teachers on other tracks that have yet to teach the topic. Despite these practices, FHS needs to create more formal, uniform and discipline specific assessments.

During a voluntary PD in the 2006-2007 school year, teachers were supplied with students CST scores. The goal was to compare and contrast CST proficiency status in content areas with

academic grades issued per content area to formulate instruction for the next semester. These teachers met in small groups to discuss strategies on how to increase time spent on certain state standards which will ultimately improve student performance levels on standardized tests. In many cases, the CST results indicate that students' comprehension is far below the state standard before entering FHS.

FHS teachers use CST and periodic assessment scores from middle school to develop strategies to increase students' understanding of standards that are foundational for success in High School. SLC teachers meet before the beginning of their track to design rigorous lessons to enhance student performance. For example, 9th grade teachers within an SLC can inform 10th grade teachers of the cognitive strengths and weaknesses of the incoming grade level. This allows the new teachers to differentiate lessons based on need long before standardized testing data is received. Teachers have been provided the opportunity to use district money to plan together, evaluate student work, and brainstorm ways to improve student learning through collaborative teaching. To further this endeavor, Local District 7 content experts conducted training for data analysis to drive vertical teaming.

Many interventions have been implemented at FHS through BTB, such as the CAHSEE Boot Camp for seniors who have not yet passed the CAHSEE, the Required Learning Academy (RLA) and Extended Learning Academy (ELA), for students who score FBB on the Math and portions of the CST, and Intersession, Saturday School, Homework Club, and Seventh period (available through individual SLCs) for students who are in need of improvement in their classes.

D3: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The District has shown support for the CAHSEE requirement by implementing interventions through the BTB office. Additionally, the District has shown support for assessment in allotting money for professional development and common planning time for teachers after regular school hours. Monitoring of student achievement is carried through the CDE and SARC. On the FHS website, parents can access information regarding courses, test scores and learning goals.

Due to the socio-economic status of our community, resources are scarce and we find that it is necessary for FHS to receive funding from local, state and federal sources to supplement programs and/or trainings that our students' families need. FHS is continuously working with the community, especially parents, towards receiving their input for the higher achievement of FHS' schoolwide population. FHS is working to improve their relations with the community by offering more programs and/or trainings in the Parent Center. With the help of the Community Representatives and the Parent Liaison, FHS hopes to make significant progress towards this goal in the 2007-2008 school year. Members of ELAC and CEAC are active on campus and have begun inservicing other parent about standards, AYP/API and grading. These trainings are designed to equip the community with the tools and the knowledge to support FHS with its vision and learning goals. Schoolwide Learning Goals have been developed with the input of all shareholders. The Learning Goals are posted throughout FHS, displayed on the school marquee

and distributed in English and Spanish for students and parents.

Fremont High School has re-designated more students as English Proficient through the Bilingual Department than similar local High Schools according to SARC reports for 2005-2006 school year (Fremont High School 8.4%, Jordan High School 3.7%, Locke High School 6.6% and Jefferson High School 2.4%). Furthermore, the Bilingual Department has made great strides over the past three years to re-designate students as English Proficient with more than a 9% increase based on SARC data (2003-2004=0.1%, 2004-2005=1.3%, and 2005-2006=8.4%).

In spite of all the challenges at FHS, the school's Academic Performance Indicator (API) has shown a steady upward trajectory between 1999 and 2006 with growth (based on the range from 1999-2006) that is greater than the State or the District (Fremont High School 104, LAUSD 84, State 64). The graph below illustrates Fremont High School's API growth compared to the State and the District (LAUSD 2007).

D4: To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Evidence of analysis of data and the allocation of resources to remedy the key findings are evident in the push to develop a strong college going culture. When the staff analyzed the last visiting committee recommendations, including graduation, college attendance and retention rates, it became apparent that a concerted effort at FHS was necessary to empower and equip students with the grades, test scores, confidence and knowledge to graduate and attend college. FHS created a college going culture, resulting in an increase in the number of students who enroll in higher learning institutions post-high school and who are enrolled in AP classes during high school. To increase the number of students that met A-requirements, the CCC regularly makes morning announcements, publishes and distributes a weekly newsletter to every teacher, and invites colleges to FHS for student recruitment and assistance with the college application process. The AP committee spearheaded the development of the AP fair, student interest forms, and AP student classroom visits to encourage peers to increase student self designation for AP classes. This campaign resulted from sub-group data analysis of the percent enrollment in AP courses which revealed disproportionately low enrollment of African American students. AP teacher meetings have looked for ways to ensure that opportunities to participate in AP classes are available to all students.

Collaboration time have been set aside for teacher PD in the areas of assessment, specifically in using assessment results to guide instruction; for example, the English department has identified key student learner outcomes per grade level resulting in the creation of Bridge Material leading to a future curricular map (the science department will utilize achievement solutions in 2007-2008 to do lesson studies that will result in common assessments). Additional resources have also been allocated to SLCs whose smaller teacher/student environments help FHS to meet tailor assessments to meet individual student needs.

Based on poor passage rates for ninth grade students in Algebra 1A, as well as low scores on District periodic assessment for Algebra and low proficiency rates on CST scores, FHS created a

math laboratory semester class (for students who fail the 1st semester of Algebra 1) in place of the second semester of Algebra 1 to remediate students' math skills before starting the Algebra series over the next year. Preliminary data may indicate that this program is not effective in its intended outcome; however, more data is required to determine the program's value in improving student outcomes on the CAHSEE and foundational understanding of mathematical reasoning. The goal is to fully examine the efficacy of programs and identify underlying variables that lead to success or failure prior to terminating programs in favor of new ones. As such, the math department is developing schoolwide final examinations to augment data results periodic assessment and CST results to assess student progress in key areas to determine if progress in content acquisition is being made but is not evident on final grades, CSTs or CAHSEE due to lag time.

Areas of Strength:

- Primary language learners are re-designating at a faster pace than neighboring schools
- FHS students are moving towards proficiency as more students move from FBB into B designations
- More students are receiving information regarding graduation, and college and career planning
- PD that focuses on data is becoming a part of the culture at Fremont
- Parents and students are receiving items such as report cards and test data in a timelier manner
- Trainings for parents are held to help parents analyze the information presented on test score reports as well as the SARC

Priority Areas for Growth:

- Develop, implement and monitor the effectiveness of school generated assessments
- Analyze data to evaluate the efficacy of resources and strategies currently in place to help students meet academic and schoolwide learning goals
- Implement schoolwide or departmental periodic assessments, final examinations and rubrics to augment CST results
- Provide staff development to improve implementation of District Core Instructional Initiatives and to use the resulting data to improve instruction for all students
- Governing bodies work with the District to facilitate the administration of District Periodic Assessments to all teachers

Activity/Key Findings	Evidence
<p>Fremont High School uses the following professionally acceptable assessments. The results are reported directly to the parents and students:</p> <ul style="list-style-type: none"> -California Standards Test (CST) -California High School Exit Exam (CASHEE) -Assessments used to monitor progress of IEPs -California English Language Development Test (CELDT) 	<ul style="list-style-type: none"> • SARC • CDE website • SIS and DSS information • Welligent • Bilingual records
<p>Teachers regularly use the results of formal and informal assessments to guide their teachings.</p>	<p>Taped discussions and student oral presentations, student portfolios, graded homework, quizzes, midterms and final examinations, research projects, science inquiry laboratory activities and written reports, written essays or other genres of writing, culminating tasks, lesson pre-tests and post-tests, and various assessments of reading (decoding, fluency, literal comprehension, inferential comprehension, or content comprehension), specialized assessments in listening comprehension, career interest inventories and oral expression.</p>
<p>Teachers create a course syllabus for their classes, indicating course expectations and assessments such as criterion referenced midterm and final examinations. These results are shared with students and parents.</p>	<p>Department administrators require teachers to turn in syllabi at the beginning of the year. Bilingual office translates documents for teachers to send home.</p>
<p>The school website is used to post assignments and assessment schedules.</p>	<p>Mr. Rose's website.</p> <p>Joel Vaca podcasts topics for students to download.</p> <p>ISIS allows grades to be exported for HTML format.</p>

<p>Teachers assess student social skills or manners and instruct students in standard manners needed for work life.</p>	<p>AOTT interview questions, rubrics and scores. Life Skill course activities</p>
<p>SLCs are devising individualized assessment strategies, including: advisories to evaluate student progress; meeting during their off-track time to plan as a group to use their knowledge of student performance from informal assessments as well as standardized assessments to enhance student learning.</p>	<p>Earth Advisory SLC agendas and applications</p>
<p>Teachers are supplied with CST scores and provided time to evaluate scores to assess student needs. These teachers have augmented their teaching to address state standards to improve student performance on standardized tests.</p>	<p>PD Agenda Test taking strategies developed by science department.</p>
<p>Student's with disabilities are evaluated annually and assessed tri-annually at their IEP meetings.</p>	<p>IEP accessed over Welligent Application for Welligent accounts IEP meetings parent signatures</p>
<p>Teachers have been in-serviced on evaluating student work using standard protocols. Teachers are paid at a training rate to plan together, evaluate student work and brainstorm ways to improve student achievement through collaborative teaching.</p>	<ul style="list-style-type: none"> • Agendas of PD • Application for paid collaboration time
<p>Interventions have been implemented at Fremont High School, such as the CASHEE Boot Camp for seniors who have not passed the CASHEE; mandatory English and Math Saturday school (Required Learning Academy and Extended Learning Academy) for students who scored below basic or far below basic on the CST, and some SLCs use mandatory tutoring for students who are receiving low grades.</p>	<p>RLA invitation, application, and enrollment SLC tutoring schedules</p>

<p>The District supports the CASHEE requirement by implementing interventions through the Beyond the Bell Program. The District supports assessments by allotting money for professional developments and common planning time for teachers after regular school hours.</p>	<p>BTB Boot Camp Enrollment</p> <p>CAHSEE test scores</p> <p>RLA curriculum and enrollment</p> <p>ELA curriculum and enrollment</p>
<p>The school is promoting a College Going Culture and enhancing the Advanced Placement and the Math/Science Magnet programs.</p>	<p>AP Enrollment</p> <p>AP test scores</p> <p>College and Career Center sign ins</p> <p>MESA</p>
<p>Fremont High School created a math laboratory semester class for students who failed the 1st semester of Algebra to remediate the student's math skills.</p>	<ul style="list-style-type: none"> • Student enrollment in Algebra Math Tutorial • Math lab • Lesson Study Group

John C. Fremont High School Focus Groups

School Culture and Support for Student Personal and Academic Growth

Focus Group Facilitators

Leticia Vallejo, A track-Bilingual Coordinator

Joel Vaca, C track-Magnet

- *Marilyn Gavin, Administrator-EARTH*
- *Gomer Aquino, C track-AIR*
- *Mario Becerra, B track-Enrichment*
- *Hilda Clara, C track-Humanitas*
- *Rachelle Cruz, B track-Humaniservice*
- *Tommie Denson, A track-Aesthetics*
- *V. Evans-Moore, C track-Magnet*
- *Jerry Footlick, C track-Magnet*
- *Harold Gramajo, C track-EARTH*
- *Matthew Hays, C track-EARTH*
- *Antonio Kennedy, A track-P3*
- *Corey Long, C track-EARTH*
- *Brittney Lu, C track-Humanitas*
- *Loretta Mui, C track-Magnet*
- *Rene Munoz, A track-MUPA*
- *Charles Olynyk, A track-Humanitas*
- *Tyrone Pierce, B track, Humaniservice*
- *David Ross, A track-Aesthetics*
- *Jake Sanchez, C track-DEAN*
- *Vivian Shedeed-Nasrallah, A track-AOTT*
- *Limtin Thao, A track-Aesthetics*
- *Richard Trejo, A track-MUPA*
- *Leslie Prieto-PSA Counselor*
- *Jenna Washington, C track-Magnet Coordinator*
- *Joseph Ahern, B track-Enrichment*
- *Blanca Baca, A track-MUPA*
- *Maria Cervantes, B track-Enrichment*
- *Dorothy Coleman, A track-AOTT*
- *Elizabeth David, C track-AIR*
- *Carlos Diaz, B track-Enrichment*
- *Renata Fernandez, A track-P3*
- *Alberto Gieco, A track-Aesthetics*
- *Steven Hamilton, B track-Pathways*
- *Angela Jimenez, B track-Pathways*
- *Sean Kepple, A track-Aesthetics*
- *Frank Lopez, C track*
- *Anthony Mims, B track-Pathways*
- *John Mullens, A track-P3*
- *Petra Noelke-Young, A track-P3*
- *William Parmenter, B track, Humaniservice*
- *Jill Pyrko, A track-AOTT*
- *Dale Royster, C track-AIR*
- *Libia Sanchez, A track-P3*
- *Harriel Sullivan, A track-AOTT*
- *Rosa Thornton, B track-Humaniservice*
- *Maria Tristani, A track-Humanitas*
- *Naneka Williams, A track-P3*

CATEGORY E:
SCHOOL CULTURE AND
STUDENT SUPPORT
FOR STUDENT PERSONAL
AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Fremont provides opportunities for parents and the community to be involved in the learning process through such programs as Back to School Night (held the first semester of each track), Open House (held the second semester), Parent Conference Night (held each semester), various SLC parent meetings and events, meetings for At-Risk Students (Diploma Project), Beyond the Bell parent workshops and parent orientations. In addition to these meetings, the principal, teachers and counselors call parents as needed and meet with parents and students to conduct Individual Graduation Plan (IGP) meetings.

Fremont High School seeks to reach out to all parents and provide effective ways for them to be able to communicate with school personnel. Since the majority of students' home language is Spanish, strategies have been implemented to increase involvement of non-English speaking parents. Translation units are used at parent meetings, correspondence is sent home in both English and Spanish, and Spanish speaking clerical staff is employed in every office.

The needs of our parents have further been met by creating a Parent Center. Monthly Advisory Committee (CEAC/ELAC) meetings at the center provide opportunities for parents to air their concerns about student achievement and educational improvement. They are informed about budgets, services provided such as counseling, educational programs, community resources and the need for parent participation in the School Site Council. The Parent Center offers a variety of classes and workshops sponsored by our nutritionist, technology instructor and other individuals and organizations, including ongoing computer skills training, arts and crafts, and parenting skill classes such as "Back in Control" offered by our Psychiatric Social Workers (PSWs). Through these activities as well as phone banks, flyers, letters and calendars, conferences and handbooks, parents are advised of upcoming events and provided with resources to participate in school activities.

Counselors and teachers also refer students and their families to community resources such as mental health counseling, Impact program, HEART, Juvenile Boot Camp, John Hope Continuation School, and Adult Education Programs. Students also develop links with the community through jobs obtained through the career center. While many such programs exist, the school needs to do a better job disseminating the types and availability of programs to all stakeholders. In order to begin addressing this, community and school resources and information has been compiled and will be published in Student, Parent and Teacher Planners that will be distributed in July of the 2007-2008 school year. Fremont also has a website where parents can access information regarding available resources.

The school has made significant progress towards supporting parents as active partners in the teaching and learning process. The school holds a parent orientation, back to school nights and parent conference nights each semester, individual counselor meetings with parents regarding IGP's, and Diploma Project Advisor parent meetings to inform parents about their child's academic progress and how they can help their child grow and succeed. The BTB division also keeps parents informed by conducting home visits, calling parents as well as scheduling

individual parent conferences to ensure parents are informed about their child's academic interventions. Most SLCs place students on a *Daily* or *Weekly Progress* program and/or on individual behavior and/or academic contracts tailored to meet individual student's specific needs as well as communicate with parents.

The school has made significant improvements in getting parents involved in all aspects of their children's education; however, this is an area in which the school continues to grow. As we become more accustomed to the new ISIS system and the ways it can be utilized, we will be better structured so that parents are informed of various events in a timelier manner. We will continue to notify parents via mail, phones, mass messaging, website and marquee. In our continuing efforts to improve communication between the Parent Center and teachers and to increase parent participation at all levels, one positive step that has been taken is the publication of school planners for all stakeholders with a calendar that includes the critical dates for 2007-2008, including major parent events. The parent planners also include information regarding graduation requirements and other academic and community resources available to parents and their students. The planners will be distributed in the first weeks of the academic year.

Most SLCs invite parents and sibling to events to build a sense of community and encourage parental and community school involvement. Examples of parental and community involvement includes:

- Humanitas C, Magnet and P3 semester potlucks, inviting parents and students to get to know their teachers
- Enrichment's and P3's awards ceremonies, honoring the achievements of their students at the end of each year.
- AOTT' Open House, informing parents and students about the SLC with a Power Point presentation,
- P3's parent/student picnic in the agriculture area of campus where participants ate corn that the students had grown and Parent meetings (once a month), focusing on different needs - A-G requirements, High School Grad Requirements and College Scholarships,
- Other SLC events including: 9th grade orientations, parent nights, presentations, weekend barbeques and inter-SLC sports tournaments.

Academic interventions and contracts have taken different forms as each SLCs developed a plan for their community. The whole school could benefit from systematic sharing of ideas and experiences across SLCs and perhaps by adopting some programs schoolwide. One forum in which SLCs share their successes is in the SWDT meetings. It is during these bi-monthly meetings that SLC lead teachers and administrators can dialog and share components of their particular SLC that may be of value to the entire FHS community. As the school structure transforms, the school will continue to explore ways of increasing parental involvement, creating ongoing community events such as carnival days or career days, and generally combining efforts and increasing communication among SLCs. In August of 2007 approximately 70 teachers and

administrators attended a 3-day retreat hosted by SRN at Stanford University for SLCs to learn more about and engage with each other in the areas of: professional learning community, governance on a high school campus of small learning communities, personalization, rigorous curriculum for all, and instructional practice. One outcome of the retreat was an all SLC consensus to increase personalization using advisories.

Examples of SLC interventions include:

- Lead teachers and counselors discuss progress grades with students and provide progress grades to core teachers to assist in distributing to students as quickly as possible
- Lead teachers and counselors provide explicit instruction about High School Graduation and A-G requirements
- The College and Career Center provided a PD presentation on the District publication *Life After High School*, and SLCs created plans to utilize and distribute them
- Fremont promotes a college going culture (college sweatshirt day; teachers' diplomas on the walls; students' college acceptance letters posted; college going culture week)
- Parent-teacher/counselor conferences (scheduled before, during and after school) to discuss at-risk students
- Parent phone calls home
- Publishing newsletters (English and Spanish)
- Letters home regarding grades (English and Spanish)
- Progress grades sent home
- Sending home letters regarding homework, syllabus (English and Spanish)
- Beyond the Bell academic intervention and prevention courses
- Beyond the Bell support for AP courses
- Mentoring and Academic Advisors

While all SLCs employ strategies to encourage parental and community involvement, FHS needs to increase SLC collaboration to share best practices; thereby amplifying positive results. SLCs document their community outreach through the PD plan turned into their administrator as well as share this information at SWDT meetings.

E2A. To what extent is the school a safe, clean and orderly place that nurtures learning?

Fremont High School is committed to providing a safe, clean and orderly place that nurtures learning. The safety of students is promoted by a campus police officer, an on-site probation officer and safety officer, 3 deans and 7 campus security aids. We have full and part-time security personnel but not enough personnel to cover the entire school at all times. For 2006-2007, the budget allowed for 11 total security personnel but there were three vacancies. However, campus aides have been bolstering security through their visibility, patrolling the campus using carts purchased for getting around campus quickly.

At the onset of the 2006-2007 school year, a survey was give to a representative sample of the student population. One of the results of that survey revealed that many students (65%) did not feel safe at FHS. To counter the perception of students not feeling safe at school, several systems have been put into place. The HEART program, sponsored by a teacher and an advisor in the

LAUSD Youth Relations and Crime Prevention Unit, trains and works with students to develop conflict resolution and mediation skills. The IMPACT program and the African-American Hispanic Parent Alliance has also been working to bridge gaps and potential conflicts between communities and is training and utilizing parents as mediators. We also have the Unity 2 group (U2: gang intervention for at-risk youth) on campus frequently visiting students on the quad at nutrition and lunch.

Fremont also implemented the Bridge Builders Network (BBN) program. Through this program, a facilitator was brought into life skills classrooms to conduct a series of lessons on collaboration, cause and effect of personal actions and how to improve the school climate so that all students are working together as a cohesive unit and so that minority racial relations are improved within the school. At the end of the 2006-2007 school year, a post survey was completed and there was a significant decrease in the percentage of students who felt unsafe on campus. The results provided by the June 2007 survey indicate that 41% of students feel unsafe as opposed to the initial 65% at the beginning of the school year. While the above programs have impacted these results, others include the visibility of school safety and security officers and better communication between school, parents and community. Staff and students alike feel that the school needs more, better trained, and perhaps more mature security personnel on campus. Many stakeholders, including teachers, parents and students also feels that security standards must be more thoroughly enforced.

The staff has long felt that security cameras are a needed component for campus safety and cleanliness and where tagging and loitering are consistent problems. There are stairwells that are difficult to monitor by live security, even if we were “adequately” staffed. The installation of security alarms and cameras are slated for installation within the next 24 months. The installation of a new intercom and classroom telephone system, and the publishing and distribution of a new directory of telephone numbers to all staff members has helped reduce campus security and safety concerns resulting from a previous inability to communicate immediately and efficiently to all students, staff and teachers.

While procedures are in place for fires, earthquakes, and crisis situations (*Shelter in Place*), drills need to be held and independent teacher training for emergency drills.

We are currently understaffed in the custodial department and grounds-men. The task of caring for a site as large as Fremont is difficult. Cleanliness is a problem in some classrooms, hallways and bathrooms. To help address this, additional custodial staff is hired to work some weekends to provide support. Also, a "represent your spot" campaign to encourage students to take care of the common areas we share, and quick tagging removal to reduce competition among rivals are a few of the campus programs that have been launched to encourage students to feel invested in the school and to reduce cleanliness issues. The Adult School also provides a custodial training class held on the weekends; adult learners assist in on-site cleaning as a component of their training.

E2B. To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Fremont's development of wall-to-wall SLCs has created a culture of caring, trust and high expectations between staff and students. SLCs provide greater personalization through personal relationships. To foster a greater sense of community, SLCs participate in inter-SLC activities such as: soccer, basketball, softball; tug-a-wars, float design competitions and spirit week challenges. Through such activities, SLC teachers and counselors have developed greater personal connections with their students, leading an environment of trust and open communication.

All students are provided access to a rigorous, standards-based curriculum. Fremont's counselors pursue the goal of programming all students to meet the A-G requirements for the University of California system. Differentiated instruction is provided through multiple modality assessments, tiered lessons or other means according to department to provide access to curriculum for all students.

Gifted and Talented Education (GATE) students are encouraged to take AP or honors classes suited to their gifted modality. As students can be identified in high school by a teacher or parent or by self-referral, teachers and staff need more information on how to refer students to GATE and what to do with GATE students. Students with high CST scores are looked at for possible GATE identification. GATE and SAS funding has been used to provide special field trips, as well as the AP retreat which has many GATE participants. Supplemental textbooks and higher level reading materials were purchased and distributed last year.

Special education students have IEPs which clearly outline goals and specific accommodations needed to reach stated goals. All students with IEPs are assigned to a special education teacher who is their case carrier. These teachers provide follow-up for the students on their SESAC and update each IEP yearly, despite extremely heavy caseloads. Communication between special and general education teachers needs to become more frequent and meaningful to ensure students' needs are best met.

The school's EL program's purpose and effectiveness is clearly stated and effectively monitored. The redesignation rate of EL students at Fremont is the highest in the Local District. Students are identified as EL on ISIS. They are given the CELDT and the LAS to identify their English and native language skills and identify their EL level. Students taking the CELDT have shown dramatic increases, testing at higher levels over the past three years. EL Level 1 and 2 students are placed in primary language academic classes if parents sign a waiver to basic.

The demographics of students are distributed fairly equally through classes. The master schedule is created to work toward equitable distribution of students by gender, ethnicity and special needs. A greater effort needs to be made to distribute the African-American population evenly through SLCs. More effort needs to be made to identify African-American students for honors and AP classes. A procedure for students checking in late to choose an SLC must also be developed to provide equity.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Counselors, working through their respective SLCs, have grad checks with students each semester and IGP meetings with students and parents each year to keep students informed and on par with their IGP. Counselors actually begin having conversations about the graduation plan with 8th graders. They also conduct orientation meetings for parents of 9th graders. At least once each year or in some cases each semester, counselors monitor students' progress and guide them into classes they need to take, and program students into BTB programs (intersession or after school) as well as adult school classes or other resources needed to make up classes they failed and need to graduation and/or attend college. When students are having difficulty in a subject, parents are strongly encouraged to send them to extended learning classes (remediation or enrichment). If students fail to pass both sections of the CAHSEE when first administered in the 10th grade, counselors assign them to CAHSEE "boot camp" for the failed sections. Students failing the CAHSEE in the 11th grade or the 12th grade (1st or 2nd administration of the test) must attend a weeklong pullout CAHSEE Boot Camp.

Students who are credit-deficient or who want skills practice or enrichment can enroll in BTB 6-week intersession classes (sessions available 6 times a year) and individual or group tutoring. Although there are several tutoring support service such as the Supplemental Educational Support (SES) program, staff needs to collaborate to better identify and sign up students for these support services.

Students also receive a personalized approach to learning through tutoring provided by their classroom teachers, one-on-one sessions with the SES program in which students of Title I schools qualify and tutoring provided at home sessions through the Internet, or through group sessions. FHS also has tutoring available in the classroom when appropriate which may provide a more personally relevant curriculum design. Teachers are provided the opportunity to help students before and after regular school hours as part of the Urban Classroom Teacher Program (UCTP) commitment to students who are facing the academic challenges of attending a school in an "at risk" environment. A Homework Club has been active for several years, offering students a warm and enthusiastic atmosphere where they can work together with the support of core subject teachers to complete homework after school. Some SLCs provide further instructional support through 7th period, a voluntary after school tutoring program.

Alternative instructional options which allow access to a rigorous, standards-based curriculum include: lab work, manipulatives and tools, field trips, science fairs, and exercises. Students have access to many instructional resources such as the Internet, LAUSD.net programs, the FHS library/media facility, mobile labs, LCDs, OH, Projectors, Computer Labs, and film and video cameras. Students also have access to online resources, but Internet connectivity is not always available. FHS needs to continue to improve availability and quality of digital media, and appropriately equipped classroom to support student's academic development in the technological world.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Fremont has created a wide variety of schoolwide support systems and after school programs designed to help students to succeed and feel connected to the school. Systems of support fall into 3 main categories: Academic/Curricular Support, Psychological and Behavioral Services and Staffing.

Academic Support Systems

- **Beyond the Bell** offers core courses required for graduation, for meeting A-G, for passing the CAHSEE, for remedial instruction in English and Math and for SAT and AP exams. Included in the BTB program are an: Extended Learning Administrator and an Extended Learning Counselor to provide students with additional academic support.
- **Math Tutor Lab or Algebra 1 Intervention** is provided for students who do not have the requisite skills to understand and pass Algebra.
- **Supplemental Educational Services** provides free private tutoring from educational companies such as *Kaplan*
- The **Homework Club** provides individual assistance to students with their classwork and homework. However, the Homework Club needs to be better staffed to provide greater support for students and more actively promoted to increase greater participation. Teachers and SLCs also offer individual assistance to students in their respective communities or disciplines.
- Several SLCs, including the Math, Science Magnet Academy, have developed **advisory groups** where teachers are assigned to monitor a small group of students' academic progress, make course recommendations for the upcoming semester as well as intersession, contact parents regarding social or behavior issues, identify possible extracurricular activities that are aligned to the student's interest, and provide or locate services that the student may benefit from.
- **High Point** is used to specifically address English Language Learners' English Language Development needs
- **Language!** is a reading program for students scoring below the 20th percentile on the ELA portion of the CST; the program is research based and focuses on phonics based instruction, vocabulary building, and reading comprehension instruction
- **Bridges to Literature** is the literature component to the *Language!* Program. Students are assessed upon entering the course and after instruction through multiple means including visual, auditory and sensory, then students are given a follow-up assessment to determine growth. The program is taught during the intersession periods and is six weeks in length. This program is utilized in the BTB intersession program.

- **Access Reading Summer Success** is a reading program designed to build the reading and writing skills of students who are not performing at grade-level. The program uses writing, literature, short stories and audio tapes to help build the interest and academic level of students needing additional support. This program is utilized in the BTB intersession and after school programs.

Psychological and Behavioral Services

- The **HEART program** is a student conflict mediation program established to strategically and consistently teach our students to become ambassadors of peace.
- The **IMPACT program** is an LAUSD program designed to provide students with the skills and support required for them to make positive life choices. The goal of IMPACT is to improve student achievement by providing a system for the identification, referral, and support of students who are exhibiting behavior of concern related to possible substance abuse or violence.
- The **FAST team** is a multidisciplinary student assessment and support team that meets on a weekly basis to discuss “high risk” students and to coordinate services and interventions to better meet those students’ needs. The team is composed of counselors, deans, pupil services and attendance counselors (PSAs), psychiatric social workers (PSWs), school psychologists, school nurse, school police, probation officers, special education coordinator, drop-out prevention counselor, BTB counselor, and administrators. Students can be referred by any stakeholder for:
 - Substance abuse
 - Depression
 - Family issues
 - Social issues
 - Self-mutilation
 - Anger management issues
 - Having 3 or more referrals to the Dean’s or Counselor’s office
 - Other issues affecting a student’s behavior and/or academic performance
- Two **Social Workers**, work with students identified by counselors, teachers or self referral on a variety of issues ranging from abuse, grief, counseling and depression to anger management and other issues affecting a student’s academic, social and emotional health.
- Two full-time **School Psychologists**, serves the student population through special education assessments, attendance at IEP meetings, as well as provide support and counseling to Special Education students

Staffing

There are 13 counselors (one for each SLC) and an Extended Learning Counselor from the BTB

program who help students with academic, emotional, and attendance issues, and alternative placement. The College and Career Center (CCC) has two college counselors who promote a college-going culture and assists students with financial aid and college applications. Students are given multiple opportunities to visit a variety of college campuses with trips organized by the CCC (including El Camino and Santa Monica Colleges, UCLA and UC Santa Barbara, CSU L.A., Northridge, Long Beach, and Dominguez. Through other programs and teacher-sponsored field trips students have many other opportunities to visit colleges (e.g., AVID-sponsored weekend to UC Davis, UC San Diego, and Cal State San Diego, science department and Hispanic Engineers trips to UC San Diego and UC Santa Barbara and MESA trips to USC). Counselors and college student volunteers visit classrooms to discuss applying to college and encourage college-going aspirations. A College-Going Culture Committee was formed and meets voluntarily to share ideas and advance projects to bolster student achievement and college success.

Fremont also has 2 full time PSAs counselor and, beginning in 2006-2007, a Diploma Project Counselor whose expertise is in the area of interventions to help keep students in school. Both the PSA and DPC help reduce drop out rates by improving attendance and graduation rates, as well as provide students and their families additional support and access to community resources.

Finally, every SLC has a lead teacher with two additional periods out to develop programs and personalization structures within each SLC to better support students' and teachers' needs. Some of these support services include: advisories, "0" and/or "7th" periods, individual tutoring and mentoring, and daily or weekly academic progress programs.

Acitvities and Opportunities

In addition to academic, behavioral and emotional support systems, opportunities for extracurricular involvement are varied. These include: BTB study trips and activities, leadership activities, athletic teams, music groups including Marching Band, Jazz Band and Banda Sinaloense and approximately 20 clubs that provide students a safe place to meet with others who share their interests while giving them the opportunity to interact with peers and teachers in a friendly, non-threatening environment. While Fremont offers many clubs, we need to actively recruit students as participation is relatively low.

Fremont offers the following clubs:

- FREYA- Fremont Youth Empowered through Action
- History Club
- Homework Club
- Gay/Straight Alliance
- Film Club
- Drama Club
- Set 118- Poetry, arts, dance, music
- Bible Club
- Eco Power

- Dysfunctional Revolution-Literary Club
- Calculus Club
- IDEAS
- MESA
- Black Student Union
- Game Club
- Art Club
- AVID club,
- Latin Dance Club
- Worldwide Club
- Calligraphy Club

Additional Extracurricular activities include:

- School Newspaper-Journalism
- Work experience through College and Career center
- Academic Decathlon
- Student Leadership
- Senior cabinet
- National Honor Society
- Yearbook
- Talent Search-Pre-collegiate scholarship search
- JROTC
- Marching Band
- Black Student Union
- Drum-line
- Drill team
- Cheerleading
- Color Guard
- VAPA Visual and Performing Arts
- Sports Teams, including:
 - Football
 - Basketball
 - Baseball
 - Softball
 - Soccer
 - Volleyball
 - Tennis
 - Golf
 - Track and Field
 - Cross-Country
 - Water Polo

Students have many opportunities to contribute to local and global communities through community service and Service Learning. Some of these activities include: students organizing recycling projects and food drives, distributing food to disadvantaged families, raising money for

AIDS Project L.A., and holding blood drives. Students have demonstrated citizenship and ethical values by organizing committees to contribute to important/global causes (i.e. Darfur, Hurricane Katrina) and through issue advocacy activities include writing letters and articles for the school newspaper as well as *Youth Opportunities Unlimited's* publication. Through Ecopower, students have participated in environmental activism, protecting our green space on campus and throughout the community.

Areas of Strength:

- Counselors, social workers and the diploma project coordinator provide a multitude of support services for students both academically and personally, including: FAST, IMPACT, Crisis Team, and individual counseling
- Each SLC has its counselor
- SLC leads, counselors and teachers provide greater individual support for diverse students' needs through academic and discipline strategies such as tutoring programs, 7th period, advisories, academic contracts and Homework Club
- AVID, G.A.T.E., and A.P. programs are helping to meet individual students' academic needs
- ISIS facilitates teachers' ability to check attendance and have access to more detailed information on student characteristics/needs

Priority Areas for Growth:

- Continue to increase parental involvement, particularly in supporting and monitoring students' academic success
- Continue to increase student participation in clubs, tutoring and other available services
- Continue to strengthen existing measures and develop creative ways to mitigate safety, security and facilities issues
- Provide greater support for LEP/PRP students and Students with Special Needs
- Continue to develop methods to maintain clear consistent communication to all stakeholders in a timely manner
- SLCs continue to collaborate and communicate best practices and utilize existing resources to provide support for all students' individual needs

Activity/Key Findings	Evidence
<p>Fremont holds many after-school parent meetings, including: Back to School Night, Open House, Parent Conference Night, Individualized Parent Meetings by SLCs, Meetings for At-Risk Students- (Diploma Project), IGP meetings.</p>	<p>Digital Marquee Letters to parents Flyers/Booklets Memos Calendars Sign in sheets Signed IGP forms Sprintel calls (Attendance Office record)</p>
<p>Community resources are provided for students and their families such as mental health counseling, Impact program, HEART, Juvenile Boot Camp, John Hope, Beyond the Bell and Saturday school programs, and adult education programs.</p>	<p>Class schedules Syllabi Enrollment, Attendance sheets Referral forms (samples, numbers) Community resource flyers Files & resources</p>
<p>To facilitate communication between Spanish Speaking families, District Translation Units are available and used, Spanish speaking clerical staff are in every office, and parent newsletters and meeting flyers are translated into Spanish.</p>	<p>Bilingual flyers (Bilingual office, Magnet office) Parent monthly calendar Sprintel recordings Translation Unit used at every meeting List of bilingual clerks and office locations</p>
<p>Campus safety and security is a high priority. The school has a campus police officer and onsite probation officers; the school has Shelter in Place plan and an upcoming security camera system. Campus aides have been bolstering security through their visibility on campus. The HEART program has been instituted to develop conflict resolution and mediation skills within the student body. The African-American/Hispanic Parent Alliance has also been working to bridge gaps and potential conflicts between communities and are being</p>	<p>Personnel rosters Security carts Sign-in sheets Agendas Documentation of presentations and trainings Shelter in Place, harmful chemical drills held</p>

<p>trained as mediators.</p>	
<p>The staff is dedicated to meeting the needs of all students and demonstrates high expectations for all students by being available during and after school to assist students to meet the requirements of classes, graduation and A-G through: Counseling Services such as the Diploma Project, the College and Career Center, 7th period tutoring, and the Homework Club, intersession, and adult school referrals.</p>	<p>Intersession and adult school enrollment numbers Homework Club (and SLC) sign-in sheets UCTP commitments and logs (tutoring program) Course outlines Flyers and sign-ins, rosters Home visit logs 0 and 7th period tutoring rosters Percentage of students programmed in A-G and/or have met requirements for college; grad checks Data on college attendance</p>
<p>Students demonstrate citizenship and ethical values and behaviors by organizing committees to contribute to important/global issues (i.e. Darfur, Hurricane Katrina) and organizing food and blood drives. Organized assemblies based on social and school issues.</p>	<p>Pictures Posters Service Learning certificates Community Service and volunteer logs Blood donor participation (numbers) Participation in sports and SLC activities</p>
<p>Instructional resources include library/media services and facilities, computer labs and laptop carts, digital and video cameras, and projectors.</p>	<p>Single Plan for Student Achievement Inventory checklist of materials and equipment Number of books in library Checkout records Sign-in sheets Numbers of students in library outside class hours Student work Faculty media resources</p>

<p>Teachers employ alternative instruction which allows access to and progress in the rigorous standards-based curriculum such as: lab work, manipulatives, Quizdom, field trips, science fairs, etc.</p>	<p>Examples of curriculum or lesson plans</p> <p>Math Department concept tasks</p> <p>Student work portfolios</p> <p>R.O.P.</p> <p>Use of Quizdom</p> <p>Student work</p> <p>Awards</p> <p>Trip slips</p> <p>Projects, and pictures of learning activities (e.g., Compton Creek water analysis AP Environmental Science/Heal the Bay – newspaper reports, photos. MESA Day, marine bio excursions such as Catalina Island trip, Long Beach Aquarium, and boat trip, science fair entries and awards, robot soccer film (F. Lopez), AP readiness (UCLA), trips to California African-American Museum, Intersections of South Central, etc.) L.A. Arboretum Environmental Education Fair.) Tuskegee Airmen</p>
<p>Students are placed into appropriate classes (i.e. A.P., honors, sheltered, EL, special ed.) based on individual instructional needs, and appropriate instructional strategies are utilized to ensure academic success.</p>	<p>Master schedule</p> <p>IEPs for mainstreamed students are being provided to general education teachers by resource teachers/special education administrator</p> <p>Routing sheet for new students</p> <p>Bilingual Office home language and testing records</p>
<p>Students participate in a variety of extracurricular activities to meet diverse student interests, including leadership activities, clubs, athletic teams, music groups including Marching Band, Jazz Band, cultural events and trips.</p>	<p>Mission statements, agendas, schedules, flyers, sign-in sheets.</p>

Chapter V: Schoolwide Action Plan

GOAL # 1: Increase the number of students passing the California High School Exit Exam (CAHSEE).

Rationale: Critical Need:

The percentage of 10th grade students passing the CAHSEE has declined since the implementation of the exam in 2003; this correlates to the decreasing graduation rate.

Supporting 2006 Data:

The percentage of 10th grade students declined from 28% passage rate in 2003-2004 to 19.5% in 2006-2007.

- 28% passage rate – 2003-2004 school year
- 21.7% passage rate – 2004-2005 school year
- 19.7% passage rate – 2005-2006 school year
- 19.5% passage rate – 2006-2007 school year
- CST data
- API and AYP data
- ISIS data

Growth Targets:

2007-2008:

- 8% increase in the percentage of 10th grade students passing the CAHSEE, thereby increasing the overall passage rate to approximately 28% by the end of the 2007-2008 school year

2008-2009:

- 12% increase in the percentage of 10th grade students passing the CAHSEE over the 2007-2008 school year, thereby increasing the overall passage rate to approximately 40% by the end of the 2008-2009 school year

2009-2010:

- 15% increase in the percentage of 10th grade students passing the CAHSEE over the 2008-2009 school year, thereby increasing the overall passage rate to approximately 55% by the end of the 2009-2010 school year

Learning Goals Addressed:

FHS Pathfinders are:

Self-Directed Learners Who:

- Set and accomplish academic and personal goals,
- Maintain a four-year academic plan for the completion of high school,
- Prepare for the transition from high school to higher education or the work force

Effective Communicators Who:

- Demonstrate proficiency in reading, writing, listening and speaking skills

Critical Thinkers Who:

Demonstrate proficiency in mathematical computations and applications

Goal	Actions/ Tasks	Professional Development Activities	Resources/ Person(s) Involved	Timeline	Monitoring program implementation and results:	Reporting
1a. Increase the percentage of students who pass the CAHSEE on the first attempt	<ul style="list-style-type: none"> • 9th & 10th grade ELA teachers will implement the District provided standards-based curriculum developed in collaboration w/ IFL to prepare students for the periodic assessments and the CAHSEE • 9th and 10th grade ELA teachers will administer District Periodic assessments • Algebra teachers will implement the District provided Algebra concept lessons curriculum & strategies provided through the MIG • Algebra teachers will administer the District periodic assessments & analyze the data provided by the District to improve their teaching of the standards 	<ul style="list-style-type: none"> • PD for teachers in new LAUSD & IFL developed 9th & 10th grade ELA curriculum & strategies provided in the new ELA Instructional guides • PD by LD7 & FHS coaches for ELA teachers on analyzing data provided from periodic assessments & analysis of student essays generated for periodic assessments • PD for algebra teachers in algebra concept lessons & use of math instructional guide 	<ul style="list-style-type: none"> • LD7 literacy & Math personnel, • FHS ELA & Math coaches, • LD7 Liaison w/UCLA Center X coaches • Achievement Solutions personnel, • Beyond the Bell • SLCs • SES Program • District CAHSEE BootCamp • Parents • Students • Title I Coord. • Bilingual Coord. • Local District 7 • Testing Coord. 	Ongoing	<ul style="list-style-type: none"> • Administration • LD7 personnel • FHS Math Coaches • Center X Coaches • SLC leads • Beyond the Bell • Teachers • Title I • Parents • LD 7 	<p><u>Data Reporting:</u></p> <ul style="list-style-type: none"> • CAHSEE Data • API Scores • ISIS Data <p><u>Action Plan Progress:</u></p> <ul style="list-style-type: none"> • All stakeholders will be informed of CAHSEE results and how to interpret scores

	<ul style="list-style-type: none"> Algebra teachers will develop their use of the Achievement Solutions protocol for collaboratively developing lessons and for looking at student work to improve their teaching Expand the use of the Achievement Solutions protocols to include teachers in ELA CAHSEE Prep Courses for students Monitor attendance in CAHSEE Prep programs Identify and implement diagnostic tests to determine 9th grade students who need content support crucial to passing the CAHSEE Improve parent awareness of testing calendar Count down to testing date with help of student leadership 	<ul style="list-style-type: none"> PD provided for algebra teachers on analysis of District data from periodic assessments & how to use it to hone their teaching to improve student learning PD for algebra teachers in use of Achievement Solutions protocols PD for ELA teachers in Achievement Solutions protocols Teachers trained to use CAHSEE Prep Programs LD7 Ombudsperson to present to staff and parents 				
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<p>1b. Identify students that need additional support in mathematics and English in the 9th grade</p>	<ul style="list-style-type: none"> • Increase enrollment in SES tutoring services • Increase RLA attendance by visiting middle schools and communicating with parents through personal phone calls • Identify English & Math standards to focus on across the curriculum 	<ul style="list-style-type: none"> • Data analysis training • Training on how to use data results to improve student performance 	<ul style="list-style-type: none"> • District • Local District 7 • Professional Development Committee 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Beyond the Bell • Teachers • Title I • Parents • Local District 7 	<p><u>Data Reporting:</u></p> <ul style="list-style-type: none"> • CAHSEE Data • API Scores • ISIS Data <p><u>Action Plan Progress:</u></p> <ul style="list-style-type: none"> • All stakeholders will be in-formed of CAHSEE results and how to interpret scores
<p>1c. Design and implement a PD program that allows time for dialogue between teachers to conduct an analysis of curriculum implementation</p>	<ul style="list-style-type: none"> • Teachers trained to use CAHSEE Prep Programs • Standards-Based Instruction 	<ul style="list-style-type: none"> • Train teachers in teaching reading, writing and mathematics across the curriculum • Workshops and trainings centered on standards-based instruction, curriculum and instructional strategies 	<ul style="list-style-type: none"> • District • Local District 7 • Professional Development Committee 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Beyond the Bell • Teachers • Title I • Parents • Local District 7 	<p><u>Data Reporting:</u></p> <ul style="list-style-type: none"> • CAHSEE Data • API Scores • ISIS Data

GOAL # 2: Increase the percentage of students performing at proficient and advanced in Algebra 1 and English Language Arts as identified on the California Standards Tests (CSTs).

Rationale: Critical Need:

The percentage of students in grades 9th – 11th performing at proficient and advanced on the CSTs is 0.5% in Algebra I and 20.1% in English Language Arts.

Supporting 2006 Data:

- < 1% of students enrolled in Algebra I scored proficient and advanced on the CST
- 9% of 9th grade students scored proficient and advanced on the English Language Arts CST
- 9% of 10th grade students scored proficient and advanced on the English Language Arts CST
- 8% of 11th grade students scored proficient and advanced on the English Language Arts CST

Growth Targets:

2007-2008:

- 5% more students will score proficient and advanced on the Algebra I CST increasing from 0.5% to 5%
- 5% more of the 9th grade students will score proficient and advanced on the English Language Arts CST increasing from 9% to 14% proficient and advanced
- 5% more of the 10th grade students will score proficient and advanced on the English Language Arts CST increasing from 9% to 14% proficient and advanced
- 5% more of the 11th grade students will score proficient and advanced on the English Language Arts CST increasing from 8% to 13%

2008-2009:

- 7% more students will score proficient and advanced on the Algebra I CST increasing from 5% to 12%
- 7% more of the 9th grade students will score proficient and advanced on the English Language Arts CST increasing from 12% to 19% proficient and advanced
- 7% more of the 10th grade students will score proficient and advanced on the English Language Arts CST increasing from 12% to 19% proficient and advanced
- 7% more of the 11th grade students will score proficient and advanced on the English Language Arts CST increasing from 11% to 18% proficient and advanced

2009-2010:

- 9% more students will score proficient and advanced on the Algebra I CST increasing from 12% to 21%
- 9% more of the 9th grade students will score proficient and advanced on the English Language Arts CST increasing from 19% to 28% proficient and advanced
- 9% more of the 10th grade students will score proficient and advanced on the English Language Arts CST increasing from 19% to 28% proficient and advanced
- 9% more of the 11th grade students will score proficient and advanced on the English Language Arts CST increasing from 18% to 27% proficient and advanced

Learning Goals Addressed:

FHS Pathfinders are:

Self-Directed Learners Who:

- Set and accomplish academic and personal goals,
- Maintain a four-year academic plan for the completion of high school,
- Prepare for the transition from high school to higher education or the work force

Effective Communicators Who:

- Demonstrate proficiency in reading, writing, listening and speaking skills

Critical Thinkers Who:

- Apply complex problem solving techniques to academic and personal problems
- Analyze and evaluate data, and apply the conclusions to real-life situations
- Demonstrate proficiency in mathematical computations and applications

Goal	Actions/ Tasks	Professional Development Activities	Resources/ Person(s) Involved	Timeline	Monitoring program implement- ation and results:	Reporting
<p>2a. One hundred percent of core subject teachers utilize District periodic assessments to support instruction</p> <p>2b. Administer District periodic assessments and analyze resulting student work and data as departments & SLCs to inform instruction</p>	<ul style="list-style-type: none"> Administer District periodic Assessments in applicable courses 	<ul style="list-style-type: none"> PD for teachers on administration of periodic assessments and analysis of resulting testing data PD on Achievement Solutions Lesson study focused on teaching literacy and mathematics skills to better implement and improve backwards planning of District Initiatives and Instructional Guides 	<ul style="list-style-type: none"> LAUSD LD7 Staff Admin. FHS Content Coaches UCLA Center X SLC Leads Dept. Chairs Core Content Teachers Title I, & Bilingual Coord. Local District 7 & FHS Testing Coord. ASCD (Association for Supervision & Curriculum Development) personnel 	<p>Annually</p>	<ul style="list-style-type: none"> Admin Local District 7 staff SLC leads Dept. Chairs Teachers Title I Coord. Parents 	<ul style="list-style-type: none"> CAHSEE Data API Scores ISIS Data Periodic assessments PD Evaluations Coaching Logs Teacher observations

<p>2c. Incorporate key literacy and mathematical skills into core curriculum to improve implementation of District Initiatives in all core disciplines</p> <p>2d. Implement ongoing department collaboration on backwards curriculum planning for improved implementation of District Initiatives</p>	<ul style="list-style-type: none"> Implement backwards planning by department to better implement curriculum in District Instructional Guides Implement LAUSD Instructional Initiatives through use of District Instructional Guides and model lesson trainings for each applicable course Implement teaching and learning of literacy and mathematical skills to increase learning in all four core disciplines 	<ul style="list-style-type: none"> PD for coaches, teachers & administrators on District Initiatives and use of Instructional Guides PD on use of District Instructional Guides focused on literacy and mathematics skills applied in all four core disciplines 	<ul style="list-style-type: none"> LAUSD LD7 Staff Admin. FHS Content Coaches UCLA Center X SLC Leads Dept. Chairs Core Content Teachers Title I, & Bilingual Coord. Local District 7 & FHS Testing Coord. ASCD (Association for Supervision & Curriculum Development) personnel 	<p>Ongoing</p>	<ul style="list-style-type: none"> Admin. Local District 7 staff SLC leads Dept. Chairs Teachers Title I Coord. Parents 	<ul style="list-style-type: none"> CAHSEE Data API Scores ISIS Data Periodic assessments PD Evaluations Coaching Logs Teacher observations
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<p>2e. Increase student engagement in a standards-based, culturally relevant curriculum</p>	<ul style="list-style-type: none"> Implement teaching and learning based on culturally responsive pedagogy and materials 	<ul style="list-style-type: none"> PD for coaches, teachers, & administrators on use of culturally responsive materials in Instructional Guides & additional resources Continue PD for coaches and teachers on UbD which includes PD on scaffolding to improve student critical thinking skills and differentiation strategies 	<ul style="list-style-type: none"> LAUSD LD7 Staff Admin. FHS Content Coaches UCLA Center X SLC Leads Dept. Chairs Core Content Teachers Title I, & Bilingual Coord. Local District 7 & FHS Testing Coord. ASCD (Association for Super-vision & Curriculum Development) personnel 	<p>Ongoing</p>	<ul style="list-style-type: none"> Admin Local District 7 staff SLC leads Dept. Chairs Teachers Title I Coord. Parents 	<ul style="list-style-type: none"> CAHSEE Data API Scores ISIS Data Periodic assessments PD Evaluations Coaching Logs Teacher observations
<p>2f. Improve collaboration between special ed, and general ed teachers to increase access to core curriculum</p>	<ul style="list-style-type: none"> Expand collaboration between special ed and general ed teachers to increase equity across tracks Improve and expand access to Learning Center students across all tracks 	<ul style="list-style-type: none"> PD on Collaboration between Special Ed. Dept. & General Ed. Dept. PD for teachers to learn strategies for collaboration and co-teaching 	<ul style="list-style-type: none"> LAUSD Administrators LD7 staff FHS core coaches LRE Bridge Coordinator 	<p>Ongoing</p>	<ul style="list-style-type: none"> LAUSD Admin. LD7 staff FHS core coaches LRE Bridge Coord. 	<p>201</p>

<p>2g. Increase & improve use of SDAIE strategies in core classes to increase student access to core curriculum</p>	<ul style="list-style-type: none"> • Increase implementation of SDAIE strategies in core classes 	<ul style="list-style-type: none"> • PD for teachers on use of SDAIE strategies 	<ul style="list-style-type: none"> • LAUSD • LD7 ELD staff • FHS Bilingual Coordinator • FHS core coaches • Highpoint Coaches • Administrators 	<p>Ongoing</p>	<ul style="list-style-type: none"> • LAUSD • LD7 ELD staff • FHS Bilingual Coord. • FHS core coaches • Highpoint Coaches • Admin. 	
<p>2h. Improve implementation of District DRWC reading intervention program, LANGUAGE! To increase access of students to core curriculum</p>	<ul style="list-style-type: none"> • Implement LANGUAGE! curriculum for eligible students 	<ul style="list-style-type: none"> • PD for DRWC teachers on stronger implementation of LANGUAGE! • Introduce program to ELA department 	<ul style="list-style-type: none"> • Administrators • Testing Coordinator • SLC Leads • AVID Advisor • AP administrator & coordinator • advisor 	<p>September 2007 to May 2008</p>		
<p>2i. Set stage for additional District reading Intervention program, Read 180</p>	<ul style="list-style-type: none"> • Identify teachers and students in each SLC • Allocate funds, purchase appropriate technology and technology support for program 	<ul style="list-style-type: none"> • Train teachers to implement program (2008-2009) 	<ul style="list-style-type: none"> • Admin. • District • LD7 • Title 1 Coord. • SLC Leads 	<p>September 2007 to May 2008</p>		
						<p>202</p>

<p>2j. Increase student “buy in” for the CSTs And therefore increase attendance for all days of testing</p>	<ul style="list-style-type: none"> • Administration, SLC Leads meet with Student Leadership to plan & implement schoolwide testing campaign • Prepare students to make announcements over intercom during school announcements to encourage student participation in CSTs • Prepare senior AP & Avid students to aid in tutoring 9th-11th graders • Improve parent awareness of testing calendar & their part in preparing students for CSTs 	<ul style="list-style-type: none"> • SLC Leads, administrators, testing coordinator prepare senior AP students to aid in tutoring 9th – 11th graders in core subjects for CSTs • Administrators, Parent Center, SLCs meet with parents to improve parent understanding of CSTs & enlisting their help in encouraging student participation 	<ul style="list-style-type: none"> • Beyond the Bell • SLCs • SES Program • District, LD 7 • Parents • Students • Title I Coord. • Bilingual Coord. • Testing Coord. 	<p>Annually</p>	<ul style="list-style-type: none"> • Admin. • SLC leads • Teachers • Testing Coord. • Title I Coord. • Parents • Local District 7 	
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GOAL # 3: FHS will develop and implement a comprehensive and effective attendance policy to improve student achievement.

Rationale: Critical Need:

The Self-Study findings indicate a need to improve student attendance. The lack of consistent student attendance results in fewer instructional days that negatively impact student learning.

Supporting 2006 Data:

- 84.9 % - Attendance Rate for African American students
- 88.8% - Attendance Rate for Hispanic students
- FHS is a multi-track school that has 17 fewer instructional days than the single-track model
- Self-Study findings
- The attendance rate for FHS has steadily increased over the past six years with the percentage rate growing from 74.8% to 84.9% for the African American population and from 81.9% to 88.8% for the Hispanic population

Growth Targets:

2007-2008:

- 3% growth in attendance over the 2007-2008 school year for African American and Hispanic student populations
 - 84.9% to 88% growth in attendance rate for African American students
 - 88.8% to 92% growth in attendance rate for Hispanic students

2008-2009:

- 5% growth in attendance over the 2008-2009 school year for African American and Hispanic student populations
 - 88% to 93% growth in attendance rate for African American students
 - 92% to 97% growth in attendance rate for Hispanic students

2009-2010:

- 95% attendance rate is achieved or maintained over the 2009-2010 school year for African American and Hispanic student populations

Student attendance school wide is maintained at least at a 90% sustainability rate. SLCs continue to support students in their increased and maintained attendance rate in conjunction with the schoolwide attendance policy. Thus, the overall rate for both ethnic groups will have been improved by a minimum of 6%

Learning Goals Addressed:

FHS Pathfinders are:

Self-Directed Learners Who:

- Set and accomplish academic and personal goals,
- Prepare for the transition from high school to higher education or the work force

Goal	Actions/ Tasks	Professional Development Activities	Resources/ Person(s) Involved	Timeline	Monitoring program implementation and results:	Reporting
<p>3a. Continue to increase and maintain student attendance rate by approximately 3% annually until the rate is increased to at least 90% (95%) for both African American and Hispanic populations</p>	<ul style="list-style-type: none"> • Implement schoolwide attendance policy • Institute SLC advisories • Utilize automated phone messages to notify parents of absences and tardies • Contact parents • Clarify procedures to parents and students for clearing absences • Collaborate with Local School Leadership to determine and inform parents of the school calendar and varied bell schedules • Develop and implement a school wide Incentive Plan that includes rewards & recognition for good & improved attendance. • Attendance data reports by SLC from the Attendance Office • Limit access to extracurricular events for students with chronic unexcused attendance and excessive tardies (10 or more) • Reduce the number of instructional days that fall after semester finals 	<ul style="list-style-type: none"> • Information on implementing student advisories • Attendance and parent communication workshops 	<ul style="list-style-type: none"> • Students • Parents • Stanford Redesign Network • PSA Counselors • SLC leads and Counselors • Dropout Prevention Counselor • Admin. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Daily, weekly, & monthly attendance records • Advisory records • Parent meetings 	<p>Administrators and SLC leads will report progress to parents, staff, and students</p> <p><u>Data Reporting:</u></p> <ul style="list-style-type: none"> • ISIS data • Agendas • Sign-In Sheets

<p>3b. Develop and implement an incentive program</p>	<ul style="list-style-type: none"> • Collaborate with student leadership and teachers to develop a student attendance incentive program • Purchase incentive items • Develop a protocol for distribution of incentives • Create student and parent awareness campaign • Hold awards assemblies • Post school-wide lists of students w/great attendance • Hold assemblies to recognize students for improved attendance 	<ul style="list-style-type: none"> • Parent Meetings & assemblies regarding student attendance improvement • Student meetings to set school expectations & promote school incentive programs • SLC meetings to discuss individual implementation plans 	<ul style="list-style-type: none"> • SLCs • Attendance Office • PSA Counselor • Local School Leadership • Admin. 	<p>January '08</p>	<ul style="list-style-type: none"> • Attendance data • SLC data 	<ul style="list-style-type: none"> • Attendance data reported to SLCs by the attendance office
<p>3c. Increase students' attendance by enhancing teacher ability to engage students in culturally relevant instruction</p>	<ul style="list-style-type: none"> • Ensure that Professional Development time is allocated to CRRE and engaging instruction • Develop more engaging lessons that are culturally responsive and relevant 	<ul style="list-style-type: none"> • Professional Development • Conference Attendance • AEMP Facilitators 	<ul style="list-style-type: none"> • Teachers • Stanford Redesign Network • UCLA & LAUSD Instructional Coaches • LD7 Instructional Team • Admin. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Instructional Leadership Team • PD committee 	<ul style="list-style-type: none"> • Surveys • Project-based assessments • Agendas • Sign In sheets

GOAL # 4: Improve accountability of all stakeholders to improve and increase parental involvement in the school to increase student learning.

Rationale: Critical Need:

The FHS Parent Center was opened in 2003. To date it has not been used to its full potential as a hub for parent involvement for supporting student learning. The Parent Center will work collaboratively with the school and the SLCs to create a schoolwide parent involvement plan

Supporting 2006 Data:

During the 2006-2007 school year there were parent workshops conducted on the following:

- Low attendance at Back to School Night and Open House
- Low attendance at Parent Conference and workshops
- Low participation rates in meetings such as IGP, ELAC, CEAC

Growth Targets:

2007-2008:

Each SLC in conjunction with the Parent Center will develop a parent engagement component that will include schedule of parent meetings, recruitment of volunteers, goal so for increased attendance at school events, i.e., Back to School Night, Open House, parent conferences, SLC events, workshops; once set, these events will be calendared and information made available through the Parent Center for parents in addition to be distributed to parents by the SLCs.

As result of Parent Center collaboration with SLC efforts towards increasing parent involvement:

- 20%--Attendance increase at scheduled parent events per SLC%;
- 20%--Increase in parent volunteer work

2008-2009:

As result of Parent Center collaboration with SLC efforts towards increasing parent involvement:

- 20%--Attendance increase at scheduled parent events per SLC%;
- 20%--Increase in parent volunteer work

2009-2010:

As result of Parent Center collaboration with SLC efforts towards increasing parent involvement:

- 20%--Attendance increase at scheduled parent events per SLC%;
- 20%--Increase in parent volunteer work

Learning Goals Addressed:

FHS Pathfinders are:

Responsible Citizens Who:

- Respect cultural differences,
- Resolve conflicts through stages of mediation,
- Participate actively in the community

Collaborative Workers Who:

- Work collaboratively with others towards a common goal
- Accept leadership roles in various group settings

Goal	Actions/ Tasks	Professiona l Developme nt Activities	Resources/ Person(s) Involved	Timeline	Monitoring program implementation and results:	Reporting
4a. Continue to increase parental involvement in students' academics through trainings, meetings and collaboration with administrators and SLCs	<ul style="list-style-type: none"> • Parent workshop topics centered around standards-based instruction, CST, AYP, A-G and CAHSEE • Coordinate with LD7 Ombudsperson to conduct workshops • Register parents for trainings and workshops i.e.: <ul style="list-style-type: none"> • College visitations • Parents in the workforce • Vocational Options for Students • Parents and Special Needs Students • English as a Second Language • Spanish for All • Financial Freedom • Raising \$\$ SmartTeens 	<ul style="list-style-type: none"> • Outside trainings provide • LD7 Ombuds-person to present to staff and parents 	<ul style="list-style-type: none"> • Parents • Students • Title I & Bilingual Coord. • Local District 7 • Parent Planner • Student Planner • PHABAO Nights • Beyond the Bell 	Ongoing	<ul style="list-style-type: none"> • Administration • Title I • Parent Liaison • Local District 7 • Parent Ombuds-person • LD7 Parent Facilitators • Student Facilitators 	<ul style="list-style-type: none"> • Meeting Notes and Minutes • Agendas • Conf. Forms • Sign-In Sheets

<p>4b. Form alliances with local community agency members to diversify involvement</p>	<ul style="list-style-type: none"> • Coordinate with other site-based agencies and departments to facilitate workshops and trainings • Ensure attendance at multicultural workshops and trainings • FHS and LD7 personnel will coordinate FHS parent involvement in the BEST Initiative Partnership with UCLA, USC, and other local universities to help develop an FHS Parent Center that is focused on creating a college-going environment throughout the school 	<ul style="list-style-type: none"> • Staff trainings on how to increase parent involvement and participation • LD7 BEST Coordinators 	<ul style="list-style-type: none"> • Parents • Students • Title I & Bilingual Coord. • Local District 7 • Parent Planner • Student Planner • PHABAO Nights • Beyond the Bell 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Title I • Parent Liaison • Local District 7 • Parent Ombudsperson • LD7 Parent Facilitators • Student Facilitators <p>As a result of the school's involvement in the BEST Initiative with local universities:</p> <ul style="list-style-type: none"> • FHS Student graduation rates will increase by 20%. • FHS Student acceptance into four year universities will increase by 20%. 	<ul style="list-style-type: none"> • Meeting Notes and Minutes • Agendas • Conf. Forms • Sign-In Sheets
<p>4c. Improve recruitment of new parents to participate in Fremont activities</p>	<ul style="list-style-type: none"> • Inform parents of Fremont activities in a timely manner through both SLCs and Parent Center (calendar of events, activities will be available) 	<ul style="list-style-type: none"> • Staff trainings on how to increase parent involvement and participation 	<ul style="list-style-type: none"> • SLC leads • Administration • Title 1 & Bilingual Coord. • Students • Parents 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Title I • Parent Liaison • Local District 7 Parent Ombuds-person • LD7 Parent Facilitators • Student Facilitators 	<ul style="list-style-type: none"> • Meeting Notes and Minutes • Agendas • Conf. Forms • Sign-In Sheets

<p>4d. Encourage volunteer opportunities</p>	<ul style="list-style-type: none"> • Create opportunities for parents to volunteer at the school • Parent volunteering plan which articulates various ways parents can participate in the school. • Set goals within each SLC for parent volunteering. 	<ul style="list-style-type: none"> • Staff trainings on how to increase parent involvement and participation 	<ul style="list-style-type: none"> • Administration • Parents • Students • Title I & Bilingual Coord. • Local District 7 • SLC Leads 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Title I • Parent Liaison • Local District 7 Parent Ombuds-person • LD7 Parent Facilitators • Student Facilitators 	<ul style="list-style-type: none"> • Meeting Notes and Minutes • Agendas • Conf. Forms • Sign-In Sheets
<p>4e. Create a welcoming and accessible environment for parents</p>	<ul style="list-style-type: none"> • Create a welcoming visitor sign-in area • Improve parent access to visit classrooms and teacher/counselor meetings 	<ul style="list-style-type: none"> • Training of office personnel to receive parents appropriately 	<ul style="list-style-type: none"> • Parent Center • Office Personnel • Faculty & Staff • Administration • Coordinators • SLCs / teachers • Counselors 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Administration • Title I • Parent Liaison • Local District 7 Parent Ombuds-person • LD7 Parent Facilitators • Student Facilitators 	

Follow-Up Process

Review:

As the stakeholders have worked on the Self-Study Report, we have been keenly aware of the need to have this be a living and breathing document that is kept in the forefront and regularly reviewed by all stakeholders at FHS. Thus, there are three follow-up strategies that we need to implement in order to accomplish this goal and they are as follows:

1. Have members of the Self-Study Team regularly attend the School Site Council (SSC) meetings
2. Develop a plan to continuously monitor the progress of the goals outlined in the Self-Study Report and share that progress with all stakeholders

Procedures:

To accomplish our goals we at FHS will do the following:

1. Monitor the implementation of the action plan at established professional development meetings throughout the school year
2. Incorporate members of the Self-Study Team into the SSC
3. Provide recommendations to the SSC
4. Institute protocols that allow all stakeholders to review and analyze school data
5. Make instructional adjustments based upon the data
6. Reinforce the Learning Goals and adjust if needed
7. Continue to include the local district in the follow-up process
- 8.

Timeline:

August 2007	Conduct SSC Elections
September – December 2007	Professional Developments analyzing student data and tests scores. Instructional Strategies discussed and implemented
December – June 2008	Review Action Plan, Single plan and make instructional adjustments accordingly based upon the data

Appendix

Summary Results

Student Survey: High School

Purpose

The purpose of the Student Survey is to assess student attitudes and opinions regarding their schooling experience.

Survey Results Notes

1. Responses are reported anonymously in grouped data.
2. Invalid responses are not included in this report (e.g., when a respondent selects more than one response when only one is requested).



Student Survey Results

Key: 60%-100%
40%-59%
0%-39%

	9th Grade	10th Grade	11th Grade	12th Grade
1. Indicate your grade.	29% (137)	31% (144)	24% (112)	17% (79)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree
2. My teachers expect me to do well in class.	2% (11)	5% (22)	57% (262)	36% (167)	93% (429)
3. The work and lessons I do at school are interesting.	6% (28)	22% (104)	62% (288)	9% (43)	71% (331)
4. The work and lessons I do at school challenge me.	4% (18)	18% (81)	58% (267)	20% (94)	78% (361)
5. My teachers encourage me to go beyond memorizing facts and to think more deeply about the ideas we study.	5% (21)	21% (96)	50% (228)	24% (111)	74% (339)
6. My teachers teach in different ways in order to keep me interested in class.	10% (48)	23% (106)	50% (232)	16% (74)	67% (306)
7. This school has good programs and services for students who need extra help in English-language arts.	8% (36)	27% (125)	51% (237)	14% (67)	65% (304)
8. This school has effective programs and services for students who need extra help in math.	6% (27)	23% (107)	57% (265)	14% (65)	71% (330)
9. There are ways for students to get extra help at this school if they are not doing well.	5% (25)	11% (50)	57% (266)	26% (122)	84% (388)
10. Students can take part in any school activities in which they are interested.	9% (40)	21% (98)	47% (214)	23% (107)	70% (321)
11. Besides my teachers, there are other adults at this school who know me.	14% (64)	23% (108)	35% (164)	27% (126)	63% (290)
12. The teachers and other staff at this school know my individual needs.	22% (102)	42% (196)	27% (125)	10% (46)	36% (171)



Student Survey Results

Key: 60%-100%
40%-59%
0%-39%

	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree
13. There are teachers or other staff at this school who are helping me to plan for college or to achieve my career goals.	14% (66)	21% (101)	42% (199)	22% (104)	64% (303)
14. I understand what I need to do in order to graduate from high school.	3% (14)	8% (38)	39% (175)	50% (227)	89% (402)
15. I understand what I need to do in order to attend college or begin a career.	6% (27)	16% (73)	46% (213)	33% (151)	78% (364)
16. I have access to a computer either at home or at school with software and Internet access.	11% (49)	14% (63)	39% (180)	37% (173)	76% (353)
17. I use software and the Internet to do school projects.	10% (48)	16% (73)	41% (191)	33% (152)	74% (343)
18. I am expected to work independently on school projects. (An example of a school project includes researching information on a topic and writing a paper, or making an oral presentation describing the findings.)	6% (26)	15% (67)	61% (277)	19% (86)	80% (363)
19. I feel safe at this school.	27% (124)	35% (160)	31% (139)	7% (30)	37% (169)
20. Everyone is working together at this school to prepare students for highly skilled careers and/or admission to four-year colleges.	13% (59)	34% (157)	40% (183)	13% (58)	53% (241)
21. My teachers use different ways to find out if I understand the material.	7% (32)	24% (111)	54% (249)	14% (66)	69% (315)
22. I use the results of in-class tests and quizzes to learn where I am doing well and where I need to improve.	6% (29)	21% (94)	54% (248)	19% (85)	73% (333)
23. There are enough textbooks in my classes so students don't have to share.	13% (61)	25% (114)	43% (195)	19% (85)	62% (280)
24. My eight-week course schedule allows me enough time to cover the material in each of my classes.	11% (46)	26% (110)	50% (210)	13% (56)	63% (266)



Summary Results

Student Survey: High School

Purpose

The purpose of the Student Survey is to assess student attitudes and opinions regarding their schooling experience.

Survey Results Notes

1. Responses are reported anonymously in grouped data.
2. Invalid responses are not included in this report (e.g., when a respondent selects more than one response when only one is requested).



Student Survey Results

Key: 60%-100%
40%-59%
0%-39%

	9th Grade	10th Grade	11th Grade	12th Grade
1. Indicate your grade.	23% (160)	32% (224)	30% (213)	15% (105)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree
2. My teachers expect me to do well in class.	2% (13)	3% (22)	50% (348)	44% (307)	95% (655)
3. The work and lessons I do at school are interesting.	5% (36)	20% (141)	62% (432)	12% (83)	74% (515)
4. The work and lessons I do at school challenge me.	2% (16)	16% (112)	61% (432)	20% (143)	82% (575)
5. My teachers encourage me to go beyond memorizing facts and to think more deeply about the ideas we study.	5% (32)	16% (110)	57% (399)	23% (162)	80% (561)
6. My teachers teach in different ways in order to keep me interested in class.	6% (42)	23% (164)	53% (371)	18% (128)	71% (499)
7. This school has good programs and services for students who need extra help in English-language arts.	6% (44)	22% (157)	51% (355)	20% (142)	71% (497)
8. This school has effective programs and services for students who need extra help in math.	6% (44)	20% (139)	54% (378)	19% (135)	74% (513)
9. There are ways for students to get extra help at this school if they are not doing well.	3% (18)	8% (58)	56% (389)	33% (227)	89% (616)
10. Students can take part in any school activities in which they are interested.	6% (43)	18% (124)	51% (357)	25% (178)	76% (535)
11. Besides my teachers, there are other adults at this school who know me.	12% (85)	19% (128)	42% (285)	27% (188)	69% (473)
12. The teachers and other staff at this school know my individual needs.	21% (144)	38% (268)	30% (210)	11% (76)	41% (286)

Student Survey Results

Key: 60%-100%
40%-59%
0%-39%

	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree & Strongly Agree
13. There are teachers or other staff at this school who are helping me to plan for college or to achieve my career goals.	13% (88)	24% (163)	41% (283)	22% (148)	63% (431)
14. I understand what I need to do in order to graduate from high school.	3% (21)	5% (33)	42% (287)	50% (338)	92% (625)
15. I understand what I need to do in order to attend college or begin a career.	5% (33)	15% (101)	44% (309)	36% (253)	81% (562)
16. I have access to a computer either at home or at school with software and Internet access.	9% (62)	12% (84)	41% (285)	38% (260)	79% (545)
17. I use software and the Internet to do school projects.	7% (52)	14% (98)	46% (319)	33% (231)	79% (550)
18. I am expected to work independently on school projects. (An example of a school project includes researching information on a topic and writing a paper, or making an oral presentation describing the findings.)	5% (33)	16% (108)	56% (388)	23% (159)	80% (547)
19. I feel safe at this school.	24% (162)	33% (224)	34% (228)	9% (62)	43% (290)
20. Everyone is working together at this school to prepare students for highly skilled careers and/or admission to four-year colleges.	9% (63)	31% (213)	45% (306)	15% (105)	60% (411)
21. My teachers use different ways to find out if I understand the material.	7% (47)	21% (149)	56% (387)	16% (113)	72% (500)
22. I use the results of in-class tests and quizzes to learn where I am doing well and where I need to improve.	4% (27)	20% (141)	59% (411)	16% (113)	76% (524)
23. There are enough textbooks in my classes so students don't have to share.	10% (65)	18% (126)	49% (334)	23% (158)	72% (492)
24. My eight-week course schedule allows me enough time to cover the material in each of my classes.	6% (43)	21% (144)	57% (383)	16% (106)	72% (489)

Staff Survey: High School Educational Practices and Strategies

Instructions

The purpose of this survey is to obtain your views about your school’s current educational practices and strategies. Your responses to the questions, combined with those of your peers, will contribute to the information used in developing plans to improve student achievement. Your responses will be kept confidential and reported anonymously in grouped data.

Please use the attached answer sheet and No. 2 pencil for marking your answers. Before you begin responding to the questions, print the name of your school in the space marked “Name” found at the top of the answer sheet.

For each question, completely fill in the bubble that corresponds with your answer. If a question asks about mathematics OR reading/language arts, fill in the answer from the perspective of the subject you teach. For example, if you teach mathematics, answer the question as it relates to mathematics. Please fill in **one bubble per question**, unless the question indicates that you can fill in more than one answer. If you do not know an answer, don’t have an opinion, or are not involved with a particular issue, **leave the question blank**.

Reporting

Summary reports will be provided for the school and subject area.

Note: Results are provided for groups with 5 or more respondents.

	A (1)	B (2)	C (3)	D (4)	E (5)
Background					
1. Indicate your primary subject areas(s). <i>Fill in all that apply or leave blank if none apply.</i>	English- Language Arts	English Language Development	Math	Science	Social Science
2. Indicate your primary subject areas(s). <i>Fill in all that apply or leave blank if none apply.</i>	Special Education	Intervention	Foreign Language	Academic Elective or Other Academic	Non-Academic Elective or Other Non-Academic

	A (1)	B (2)	C (3)	D (4)	E (5)
Component One: Alignment of Instruction With Content Standards					
3. Students at this school participate in a rigorous, challenging, and relevant standards-based curriculum.	Never	Seldom	Sometimes	Usually	Always
4. I have high, clear expectations for the learning and behavior of all students.	Never	Seldom	Sometimes	Usually	Always
5. The school uses standards-aligned textbooks in <u>regular</u> English-language arts or mathematics courses/classes.	Never	Seldom	Sometimes	Usually	Always
6. The school uses the most recent standards-aligned textbooks in language arts or mathematics for students in <u>intervention or remedial</u> courses/classes.	Never	Seldom	Sometimes	Usually	Always
7. The educational program at this school prepares students to complete the A–G college entrance requirements.	Never	Seldom	Sometimes	Usually	Always
8. The qualifications, credentialing, and assignments of teachers support students’ needs and the achievement of content standards.	Never	Seldom	Sometimes	Usually	Always
9. The school’s master schedule and course pacing schedules provide students access to the instruction they need to pass the <u>English-language arts</u> part of the <i>CAHSEE</i> .	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
10. The school's master schedule and course pacing schedules provide students access to the instruction they need to pass the <u>mathematics</u> part of the <i>CAHSEE</i> .	Never	Seldom	Sometimes	Usually	Always
11. I use a school district pacing schedule or instructional guide to plan what I teach.	Never	Seldom	Sometimes	Usually	Always
12. Approximately what percentage of class time do you spend teaching content?	0–10%	11–20%	21–30%	31–50%	50+%
13. Approximately what percentage of class time do you spend on non-academic issues (e.g., taking roll, making announcements, dealing with interruptions)?	50+%	31–50%	21–30%	11–20%	0–10%
14. I use a variety of strategies and resources, including technology and experiences beyond the textbook and classroom, which actively engage students, emphasizing higher-order thinking skills.	Never	Seldom	Sometimes	Usually	Always
15. I use hands-on materials to support instruction in my class(es).	Never	Seldom	Sometimes	Usually	Always
16. I use cooperative learning/small group instruction in my class(es).	Never	Seldom	Sometimes	Usually	Always
17. I provide direct, explicit literacy instruction for the class(es)/subjects I teach.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
18. I require students to communicate their understanding through extended writing assignments (i.e., responses that are more than one paragraph in length).	Never	Seldom	Sometimes	Usually	Always
19. I provide opportunities for my students to complete projects independently.	Never	Seldom	Sometimes	Usually	Always
20. I differentiate my instruction to meet the individual needs of my students.	Never	Seldom	Sometimes	Usually	Always
21. I adjust my instruction for students who are not doing well.	Never	Seldom	Sometimes	Usually	Always
22. I provide additional time for students in need of more instruction and practice.	Never	Seldom	Sometimes	Usually	Always
23. I use audio-visual materials including computers to supplement my instruction.	Never	Seldom	Sometimes	Usually	Always
24. My students have access to technology that is aligned with my instructional objectives.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Two: Improvement of Instructional Strategies and Materials					
25. I administer curriculum-embedded assessments every 6–8 weeks in order to monitor and improve instruction for students in <u>9th and 10th grade English-language arts courses/classes</u> .	Never	Seldom	Sometimes	Usually	Always
26. I administer curriculum-embedded assessments every 6–8 weeks in order to monitor and improve instruction for students in <u>Algebra I or in remedial mathematics courses/classes</u> .	Never	Seldom	Sometimes	Usually	Always
27. I receive <u>state</u> assessment data in a timely manner.	Never	Seldom	Sometimes	Usually	Always
28. I receive <u>district</u> assessment data in a timely manner.	Never	Seldom	Sometimes	Usually	Always
29. I receive <u>state</u> assessment data in a format I understand and can use.	Never	Seldom	Sometimes	Usually	Always
30. I receive <u>district</u> assessment data in a format I understand and can use.	Never	Seldom	Sometimes	Usually	Always
31. I use assessment data to evaluate students' mastery of the content standards.	Never	Seldom	Sometimes	Usually	Always
32. I use assessment data to plan what I teach.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
33. Given the uses for assessment data stated above in Items 25–32, select the two most useful sources of assessment data. <i>Fill in the two most useful to you.</i>	<i>CSTs— California Standards Tests</i>	<i>CAHSEE— California High School Exit Exam</i>	District Assessments	Publisher tests or other curriculum- embedded measures	<i>California English Language Development Test (CELDT)</i>
34. I receive formal and informal feedback on my instructional practices in a timely manner.	Never	Seldom	Sometimes	Usually	Always
35. This school provides instructional assistance (i.e., coaches or content experts who work in the classroom to help teachers) to support teachers of English/language arts or mathematics.	Never	Seldom	Sometimes	Usually	Always
36. Who provides you with instructional support and/or technical assistance? <i>Fill in all that apply.</i>	Site Content Expert/Coach or Mentor Teacher	Grade Level Lead/ Department Chair	Site Administrator	District Administrator/ Specialist	Model Provider

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Three: Extended Learning Time					
37. Separate, extended period intervention programs are available for students who require intensive intervention in <u>English-language arts</u> (e.g., after school, Saturday, or inter-session).	Never	Seldom	Sometimes	Usually	Always
38. Separate, extended period intervention programs are available for students who require intensive intervention in <u>mathematics</u> (e.g., after school, Saturday, or inter-session).	Never	Seldom	Sometimes	Usually	Always
39. I use assessment data to identify students who would benefit from intervention.	Never	Seldom	Sometimes	Usually	Always
40. This school provides appropriate instructional strategies for students who require intensive intervention in <u>English-language arts</u> .	Never	Seldom	Sometimes	Usually	Always
41. This school provides appropriate instructional strategies for students who require intensive intervention in <u>mathematics</u> .	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Four: Increased Educational Opportunity					
42. Students at this school have equal access to the school’s entire program (e.g., remedial classes, honors/AP classes, after school and extracurricular programs, awards and recognition).	Never	Seldom	Sometimes	Usually	Always
43. Students can participate in all academic courses and extracurricular offerings without paying a fee or obtaining a fee waiver.	Never	Seldom	Sometimes	Usually	Always
44. English learners are instructed and assessed according to the California English Language Development (ELD) Standards.	Never	Seldom	Sometimes	Usually	Always
45. I use SDAIE strategies to help English learners understand the content I teach.	Never	Seldom	Sometimes	Usually	Always
46. I use multiple measures (e.g., portfolios) to assess the content knowledge of my English learners.	Never	Seldom	Sometimes	Usually	Always
47. I use English learners’ home language to help them access core content.	Never	Seldom	Sometimes	Usually	Always
48. I allow English learners to demonstrate learning using their home language.	Never	Seldom	Sometimes	Usually	Always
49. Additional support personnel are provided to help special education students in my class(es) access a standards-based curriculum.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
50. I participate in the IEP or 504 plan meetings of my special education students.	Never	Seldom	Sometimes	Usually	Always
51. For special education students, I use the instructional and assessment accommodations delineated in their IEPs or 504 plans.	Never	Seldom	Sometimes	Usually	Always
52. I provide individualized help to special education students to master the content standards.	Never	Seldom	Sometimes	Usually	Always
53. There is an appropriate array of services, programs and strategies available for special education students as identified on their IEP or 504 plans.	Never	Seldom	Sometimes	Usually	Always
54. This school is run on the premise that students belong in general education classrooms, with supports to the child and staff, regardless of disability.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Five: Staff Development and Professional Collaboration					
55. I participate in department or grade-level meetings where we look at assessment data and discuss ways to strengthen the implementation of our adopted curriculum.	Never	Seldom	Sometimes	Usually	Always
56. How often do you meet as a department or grade-level team?	Rarely	Once every two months	Once a month	Twice a month	Weekly
57. New staff members are adequately oriented and supported in order to meet student needs.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
58. How often do you work with coaches, colleagues from other departments/grade levels, or local district staff to ensure that curriculum, instruction, and assessment are aligned with content standards?	Rarely	Once every two months	Once a month	Twice a month	Weekly
59. How often do you work with coaches, colleagues, or other staff to ensure that English learners receive appropriate standards-based instruction?	Rarely	Once every two months	Once a month	Twice a month	Weekly
60. How often do you work with coaches, colleagues or other staff to ensure that special education students receive appropriate services and standards-based instruction?	Rarely	Once every two months	Once a month	Twice a month	Weekly
61. This school provides opportunities for collaboration between special and general education teachers in order to build supports and inclusion for all students regardless of ability.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
62. Professional development offered by my school and district is planned, comprehensive, and tied to long-term achievement goals.	Never	Seldom	Sometimes	Usually	Always
63. The school uses achievement data to analyze student needs in order to inform professional development.	Never	Seldom	Sometimes	Usually	Always
For questions 64–72, indicate where you have received training on the topics listed. Fill in all that apply.					
64. Examining the California content standards in depth	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
65. Analyzing student work to inform instruction	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
66. Using achievement data to inform instructional decisions	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
67. Standards-based rubric development	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
68. The use of ELD standards to meet the needs of English learners	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.

	A (1)	B (2)	C (3)	D (4)	E (5)
69. Curricula, assessment measures and instructional strategies designed for English learners	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
70. Understanding the legal requirements and best practices regarding Least Restrictive Environment (LRE) in order for special education students to become proficient in the content standards	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
71. Classroom management	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
72. Use of the instructional materials utilized in the classes you teach	Credential Program	AB466 Training on District Adopted Curriculum & Passport Follow-up	Site-Based Professional Development	Post-Credential Class/Workshop or Conference	I have not received training in this area.
73. Which of the following best describes the AB466 training you have received?	I have not received AB466 training	I am in the process of completing the 40-hour initial training.	I have completed the 40-hour initial training.	I am in the process of completing the 80 hour practicum (Passport).	I have completed both the 40-hour initial and 80-hour practicum.

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Six: Involvement of Staff, Parents and Community (Including interpretation of student assessment results to parents)					
74. Parents are viewed as important allies and are significantly included in the school community using a wide range of strategies.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
75. There is a strong, positive relationship between staff and parents at this school.	Never	Seldom	Sometimes	Usually	Always
76. I inform parents of the content standards I am expected to teach.	Never	Seldom	Sometimes	Usually	Always
77. I inform parents of their children's progress.	Never	Seldom	Sometimes	Usually	Always
78. I call parents when tardiness and/or absenteeism affect their children's learning.	Never	Seldom	Sometimes	Usually	Always
79. In what ways do you communicate with parents? <i>Fill in all that apply.</i>	Telephone call	Meeting for parents	Parent/teacher conference at report card time	Parent/teacher conference as needed	Weekly/monthly (homework) packet
80. In what ways do you communicate with parents? <i>Fill in all that apply.</i>	Principal meeting	IEP/504 plan meeting	Letter/note sent home	E-mail	Other

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Seven: Auxiliary Services for Students and Parents (Including transition from preschool, elementary and middle school)					
81. The school has an effective process to appropriately place incoming students.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
82. This school has effective partnerships with organizations such as health and social service agencies, recreational programs and law enforcement in order to obtain services that students or families need.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
83. This school has an effective student success process to identify and support students at-risk or with special needs.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
84. This school has implemented strategies to decrease student dropouts and increase the graduation rate.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
Component Eight: Monitoring Program Implementation and Results					
85. The school leadership team monitors implementation of SDAIE strategies in my classroom.	Never	Seldom	Sometimes	Usually	Always
86. The school leadership team monitors implementation of ELD instruction in my classroom.	Never	Seldom	Sometimes	Usually	Always
87. My school uses student achievement data to make decisions about how to allocate resources.	Never	Seldom	Sometimes	Usually	Always

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Nine: School Resources					
88. My school uses its general and categorical funding appropriately to support the goals of the English-language arts and mathematics programs.	Never	Seldom	Sometimes	Usually	Always
89. Students in my classes have access to the appropriate textbooks and materials to use in class without sharing with other students.	Never	Seldom	Sometimes	Usually	Always
90. Students in my classes have access to the appropriate textbooks to use at home without sharing with other students.	Never	Seldom	Sometimes	Usually	Always
91. My classroom has enough seats to accommodate the students in my class(es).	Never	Seldom	Sometimes	Usually	Always
92. My classroom environment supports teaching and communication (e.g., appropriate temperature [65–80 degrees F], appropriate outside noise level).	Never	Seldom	Sometimes	Usually	Always
93. This school provides a safe, secure learning environment for our students.	Never	Seldom	Sometimes	Usually	Always
94. My classroom is safe, sanitary, and clean.	Never	Seldom	Sometimes	Usually	Always
95. Facilities-related problems in my class(es) are dealt with promptly.	Never	Seldom	Sometimes	Usually	Always
96. Additional resources are needed at this school to support student needs and achievement of the content standards. <i>Fill in any of the areas where resources are needed or leave blank if none apply.</i>	Staff	Facilities and physical space	Instructional technology, including computers and internet access	Library	Supplemental instructional materials (e.g., manipulatives, supplemental reading)

	A (1)	B (2)	C (3)	D (4)	E (5)
Component Ten: Support Within the School					
97. My school has a clearly stated shared vision based on student needs, current educational research, and the belief that students can achieve at high academic levels.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
98. This school's vision climate and expectations support and value student diversity, including students with varied abilities.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
99. I am part of a small school learning community (SLC) that assumes responsibility for the learning of students through a defined and focused curriculum.	Strongly Disagree	Disagree	Both Agree and Disagree	Agree	Strongly Agree
100. Teachers at this school have the appropriate level of authority and autonomy in order to work collaboratively to promote student achievement.	Never	Seldom	Sometimes	Usually	Always

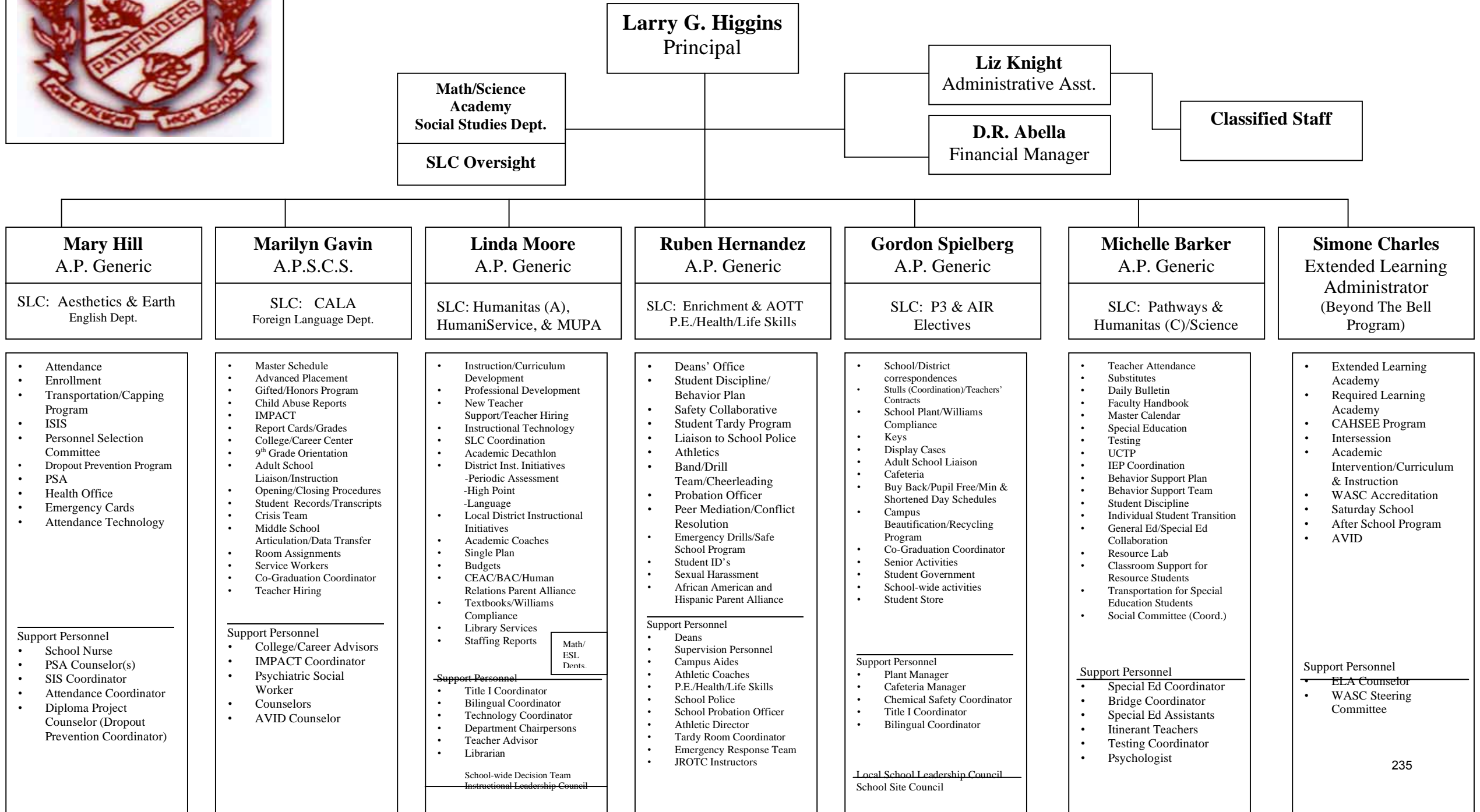
Thank you for responding to the 100 questions on this staff survey!



JOHN C. FREMONT HIGH SCHOOL

‘A SCHOOL ON THE MOVE – FIND A PATH OR MAKE ONE’

Revised
07/27/2007



**LOS ANGELES UNIFIED SCHOOL DISTRICT
ALLOCATION OF SELECTED SCHOOL RESOURCES
2007 – 2008**

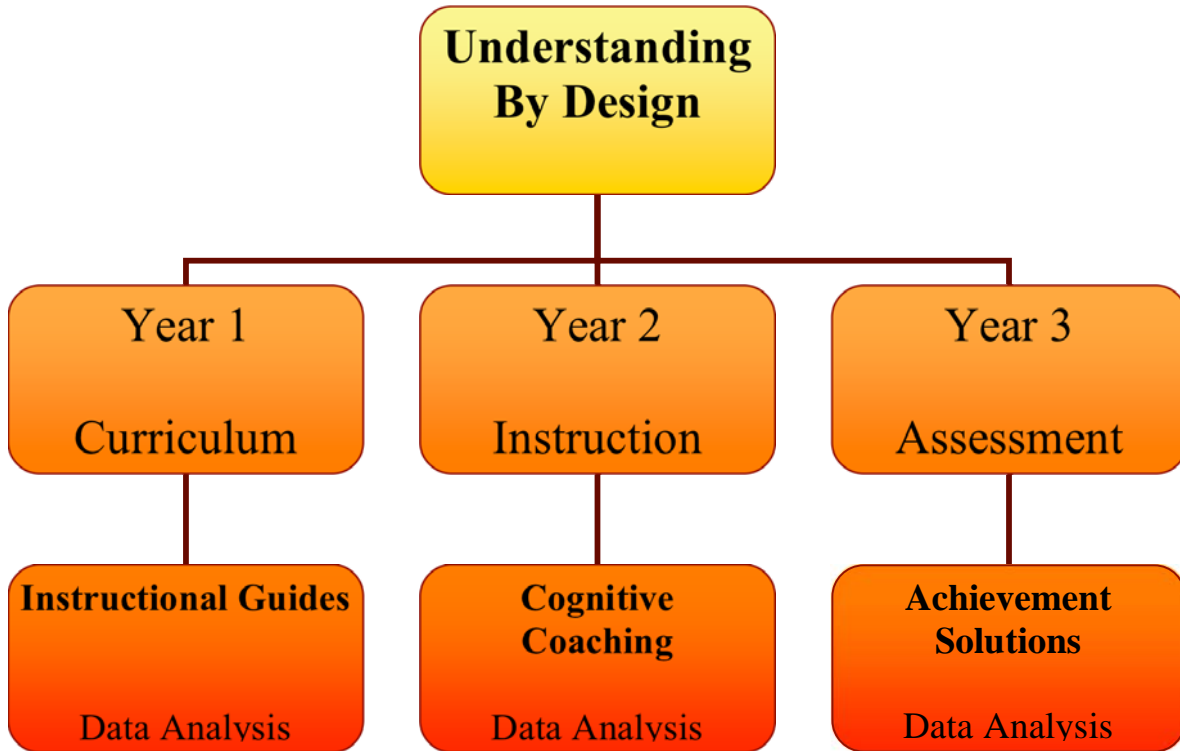
School: **FREMONT SH**
Fund Center: **1865001**
Local District: **7**

PROGRAM	ELIGIBLE PARTICIPANTS	RATE	ALLOCATION	6.5% PFV** (Item 430098)	AMOUNT AVAILABLE FOR BUDGETING
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CATEGORICALLY FUNDED PROGRAMS

<COMPENSATORY EDUCATION>					
TITLE I – Percentage Schools (7S046)	78.52%		1,133,014	73,646	
10% Set aside for 2006-07 Watch List Schools – (7S046) Item 430009			125,891		125,891
PI School – 10% Prof Dev (70A56)					
Allocation Calculation	3,649	\$345	1,258,905		1,059,368
Parent Involvement (7E046)	3,649	\$8	29,192	-0-	29,192
EIA/SCE (7S539)	3,649	\$17	62,033	4,032	58,001
EIA/SCE SUPP*** (7N539)	3,649	\$68	248,132	16,129	232,003
<BILINGUAL EDUCATION>					
EIA/LEP (7S536)					
Bilingual	1,987	\$272	540,464		
Redesignated	190	\$175	33,250		
TOTAL EIA/LEP			573,714	37,291	536,423
EIA/LEP SUPP*** (7N536)					
Bilingual	1,987	\$117	232,479		
Redesignated	190	\$75	14,250		
TOTAL EIA/LEP SUPP			246,729	16,037	230,692
<EIA EDUC DISADVANTAGED					
Program 7M083					
Continuation Schools-40% to 74.99%					
TITLE III (7S176)	1,987	\$15	29,805	-0-	29,805
GENERAL PROGRAM RESOURCES					
<SCHOOL LIBRARY IMPROVEMENT>					
Program 14222					
Elementary					
Middle School					
Senior High	4,758	\$19	90,402	5,876	84,526
TOTAL SLI			90,402	5,876	84,526
YEAR ROUND 11654			173,191	11,257	161,934
YR TEACHERS 12059			290,228		290,228
GIFTED 14168			6,930	450	6,480
MAGNET			124,856	8,116	116,740
IMA 14154			6,847	-0-	6,847
14168			420	27	393

John C. Fremont High School Three Year Professional Development Plan





READING PROGRAMS



LANGUAGE!
'04 – '05

HIGH POINT
'01 – '02

READING ADVANTAGE
'06 – '07

ACCESS READING
'05 – '06

Special Education

ESL Students

PRP Students

Beyond the Bell – Intervention Program



Materials & Trainings
CABE Conference/Resource Center/Library Books/Language!/High Point/AEMP Training



ACKNOWLEDGEMENTS

We are grateful to our stakeholders for the time, effort, and support given to complete this self-study. The Focus on Learning self-study process has provided us an opportunity to improve communication, collaboration, and collegiality among members of the Fremont High School family.

Special acknowledgements go to Loretta Mui, Self-Study Coordinator & Leticia Perez, Self-Study Co-Coordinator, Diana Garcia, LD7 High School Coordinator, Simone Charles, Extended Learning & Self-Study Administrator, Regina Wells, Retired Teacher & Team Member, Deborah Ward, Special Education Resource Teacher, Heather Williams, Special Education Assistant, and the following Fremont teachers and staff who dedicated their time and energy to writing the Self-Study: Diane Adomian, Aimee Allen, Jeff Hartman, Anne Scatolini, Germain Labat, Leticia Vallejo, Claudia Pilon, Michelle Edelman, and Bill McCleary. Their belief in and knowledge of the process as well as stamina, organization, and vision allowed the self-study to go forward smoothly and effectively. We are grateful for their expertise and dedication often at great personal sacrifice of time.

Special thanks are also extended to:

Superintendent	Carol Truscott
Director.....	Scott Braxton
Principal	Larry G. Higgins
Extended Learning Administrator	Simone Charles
Assistant Principal.....	Michelle Barker
Assistant Principal	Marilyn Gavin
Assistant Principal	Ruben Hernandez
Assistant Principal	Mary Hill
Assistant Principal	Linda Moore
Assistant Principal	Gordon Spielberg
Bilingual Coordinator	Leticia Vallejo
Librarian, Accreditation Leadership Team	Mary Hoover
Student Leadership Class	Johnny Jauregui
The Title I Advisory Council	Germain Labat
UTLA Chapter Chair	Matt Taylor
UTLA Chapter Chair	Skip Aldrich

FREMONT HIGH SCHOOL ✧ FOCUS ON LEARNING

UTLA Co-Chair.....	Joel Vaca
UTLA Co-Chair.....	William Parmenter
Magnet Coordinator.....	Jenna Washington
Administrator Coordinator.....	Angela Hewlett-Bloch
Administrative Assistant.....	Elizabeth Knight
WASC Visiting Committee Chair.....	Debra Boyer
Parent Liaison.....	Lisa Thompson
Parent Representative.....	Belky Ramirez
Title I President.....	Sonia Flores
ELAC President.....	Carla Vega
Parent.....	Naomi Haywood
Parent.....	Beverly Jackson
Plant Manager.....	Ken Thompson
Translators.....	Melinda Ng Angela Jimenez
BTB Teachers & Student Trainers.....	Fernando Angulo April Parker Saffat Nasir
Students.....	Tanisha Flowers Rosa Araujo Maria Araujo Brandon Jackson Gladys Pacheco Xochitl Lira
ELA Counselor.....	John Keane
Office Technician.....	Kamisha Mills Patricia Mendivil
BTB Support.....	Mary Fleming
All the members of the WASC Visiting Committee.....	Gina Boster Darren Daniel Melissa Germann

Teg-Chin Go
Helen V. Griffith
Jack W. Hough, Jr.

Dennis Van Bremen

And the myriad of people who have provided moral support and encouragement throughout the process.